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**ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2**

## Lesson plan

### Basic information:

<b>Lesson:</b>	History
<b>Class:</b>	IX.A, IX.B
<b>Time allocation:</b>	1 lesson - 45 minutes
<b>Teacher:</b>	PhDr. Drahomíra Rábarová
<b>School name:</b>	Primary School with Nursery School Smolenice
<b>Topic:</b>	New countries on the map of Europe

**Lesson: History; Class: IX; Topic: New countries on the map of Europe**

### Educational objectives:

#### Lesson objectives:

#### General lesson objectives (for the teacher):

The pupil identifies new states on the map of Europe after World War I.

Pupils will understand the reasons for the creation of new states.

Pupils will be able to navigate the political map of Europe after World War I and compare the map of Europe before and after the war.

#### Content standard:

- Changes that occurred as a result of the post-war crisis
- The collapse of monarchies, successor states, national demands
- Territorial changes

**Performance standard:**

The student knows/is able to:

- document the changes following the dissolution of Austria-Hungary using a map
- identify and locate new states on a map
- explain the reasons for the creation of specific states
- compare maps and analyse differences

**SMART goals for students:**

1. By the end of the lesson, I will be able to name at least 5 new states that emerged after World War I.
2. I will be able to show at least 3 new countries that were created after the collapse of Austria-Hungary on a map of Europe.
3. I will be able to explain why Czechoslovakia was formed and which ethnic groups lived in this state.
4. By the end of the lesson, I will be able to name at least one method that helped me learn new information about the new states.

**Key competences:**

Competencies	How they are fulfilled in class
Communicating and working with information	The pupil: <ul style="list-style-type: none"><li>• expresses themselves orally and in writing on the topic (the formation of states, ethnic composition),</li><li>• asks questions and argues</li><li>• interprets information from maps, graphs and texts</li><li>• searches for, sorts and processes information from various sources (textbooks, historical maps, the internet, videos),</li></ul>
Digital	The pupil: <ul style="list-style-type: none"><li>• understands audiovisual content,</li><li>• verifies their understanding by completing online exercises.</li></ul>

Personal and social	The pupil: <ul style="list-style-type: none"> <li>• develops their own attitude</li> <li>• understands historical consequences</li> <li>• develops empathy and self-reflection</li> </ul>
Cultural	The pupil: <ul style="list-style-type: none"> <li>• compares the political map and ethnic map of Europe after 1918.</li> <li>• learns to understand that culture and nationality do not always go hand in hand with borders.</li> </ul>
Learning competence	The pupil: <ul style="list-style-type: none"> <li>• plans their own learning process</li> <li>• reflects on what they have learned and how they learned it</li> <li>• uses various sources of information (maps, texts, videos, group work)</li> <li>• tries out different learning strategies (e.g. comparing maps, visualisation).</li> </ul>
Civic	The pupil: <ul style="list-style-type: none"> <li>• understands the historical causes of tension between nations and minorities,</li> <li>• discusses what self-determination of a nation means,</li> <li>• understands the importance of cooperation and respect in group work.</li> </ul>

### Teaching methods:

Methods: nd reading comprehension, K-W-L method, analytical method (working with maps), guided discussion, digital method

Forms: group work, peer learning, individual work, frontal teaching

Teaching aids: reading texts, pen, coloured pencils, workbook, worksheet, historical map, table maps, tablets, smartbooks platform, interactive teaching Taktik

### Differentiated tasks:

During lessons, the individual needs of pupils with special educational needs will be taken into account. During group work, their abilities and capabilities will be taken into account so that they can actively participate. Teaching will be adapted to support them and ensure equal opportunities. In addition to the teacher, a teaching assistant will also be available to them.

## Lesson plan:

### **Introduction/Motivation** - 8 minutes

**Brief summary of the topic** – The Versailles peace system (results of the Paris Conference)

- ✓ What was the outcome of the Paris Peace Conference?
- ✓ Why were some states dissatisfied?

Familiarising pupils with the topic and objectives of the lesson

### **K-W-L method – "I will find out – I will learn – I will verify"**

Students receive a table in which they fill in the answers to the first two questions. They write the answers to the third question at the end of the lesson, similar to self-reflection:

- |  |  |                                    |
|--|--|------------------------------------|
| <b>1. What do I already know<br/>about the new states?</b> | <b>2. What do I want<br/>to learn?</b> | <b>3. What have I<br/>learnt ?</b> |
|--|--|------------------------------------|

### **Exposure** – 20 minutes

**Guided discussion** – working with a map – comparing maps of Europe before and after the war (**5 minutes**)

What changes have you noticed?

Identify which new states appeared on the map of Europe after 1918.

Why did Europe change?

### **Reading comprehension – "Historical Investigator" (15 minutes)**

Pupils work in groups, each group receives a worksheet and 1 text about a newly formed state and reads with a focus on completing the tasks.

On a blank map, they colour in the location of a specific country and complete the answers to the following tasks:

- When and how was the country founded?
- Which city became the capital?
- Which nations/ethnic groups lived there?
- What problems did the new country face?
- Draw the national flag (students can use the internet for help).
- Summarise the content in 3–5 keywords.

Each group presents the results of their work.

**Fixation** – 10 minutes

**Digital method** – Consolidating the lesson using the Smartbooks platform – pupils work together on online exercises, arguing and justifying their answers

**Individual work** – Work with the workbook – pupils individually complete exercises 15/1 and 16/2. We then check and justify them together.

**Reflection and conclusion** – 5 minutes

**Guided discussion** – pupils answer the following questions:

1. How did the map of Europe change after the war?
2. Name 5 newly formed states after World War I.
3. Why was Czechoslovakia created?
4. What ethnic minorities lived in Czechoslovakia?

**Self-assessment and evaluation** – 2 minutes

The pupils fill in the answer to the third question in the table they received at the beginning of the lesson: What have I learnt?

Below the table, they write at least one way that helped them understand and learn new information. At the same time, they circle a smiley face to evaluate their work, their level of understanding of the topic, and their achievement of SMART goals.



= I understood the topic very well, I gained a lot of new knowledge, I achieved the SMART goals



= I gained new knowledge, but I still need to study the topic further, I achieved half of the SMART goals



= I did not understand the topic, I learned very little in class, I did not manage to achieve the SMART goals

## **Texts used to develop reading literacy:**

### **Czechoslovakia**

After the collapse of the Austro-Hungarian Empire in 1918, a new state was created – Czechoslovakia. It was proclaimed on 28 October 1918 in Prague. It united the historical lands of Bohemia with the territories of Slovakia and Subcarpathian Rus. The state had a diverse population – Czechs, Slovaks, Germans, Hungarians, Rusyns, Jews and others. The creation of Czechoslovakia was supported by the Western powers, especially France and the USA. Tomáš Garrigue Masaryk became president. The new state faced challenges such as a diverse ethnic composition, different levels of industry in Bohemia and agriculture in Slovakia, and tense relations with Hungary and Poland.

### **Poland**

After more than 120 years of extinction, Poland returned to the map of Europe in 1918. Previously, its territory had been divided between Russia, Prussia and Austria. The creation of Poland was not easy – after the war, it still had to fight for its borders, for example with Ukraine and the Soviet Union. The new state had a strong national identity, but it had to deal with economic problems and post-war reconstruction. The capital was Warsaw and the first important leader was Józef Piłsudski. Germans, Ukrainians and Jews also lived in the state, which caused tension.

### **Finland**

Finland declared independence from Russia on 6 December 1917, but its independence was not recognised until after the end of World War I. The country became a republic with Helsinki as its capital, although for a time it considered becoming a monarchy. The Finns had to face a civil war between the Reds (socialists) and the Whites (conservatives), which was won by the Whites. Finland tried to build a democratic state, but faced strong pressure from the Soviet Union. Ethnically, Finland was relatively homogeneous, although there was a Swedish minority.

### **Yugoslavia (Kingdom of Serbs, Croats and Slovenes)**

After the collapse of Austria-Hungary, a new state was created – the Kingdom of Serbs, Croats and Slovenes (later Yugoslavia) – on 1 December 1918. It united the

South Slavic peoples living in various parts of the former empire. Serbs dominated the state, which led to tensions between the nations. The monarchy was centralised and royal power was strong. Belgrade became the capital. The state had a diverse population (Serbs, Croats, Slovenes, Bosniaks, Macedonians, etc.) and different religions. This later caused major internal conflicts.

### **Lithuania**

Lithuania declared independence on 16 February 1918, during the collapse of the Russian Empire and the German occupation. After the end of World War I, it sought to consolidate its independence, but faced border disputes, especially with Poland – the capital Vilnius was occupied by Polish troops. Lithuania therefore temporarily moved to the city of Kaunas. The state became a republic inhabited mainly by Lithuanians, but also by Poles, Jews and Russians. Lithuania built its own education system, civil service and culture after a long period of Russification. The beginnings were difficult, but Lithuania strove to maintain its independence and create a modern state.

**Worksheet:**



**Tasks:**

1. Colour in the country you read about on the map.
2. Write down your answers to the following questions:

- When and how was this country founded?

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- Which city became the capital? \_\_\_\_\_

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- Which nations/ethnic groups lived there?

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- What problems did the new state encounter?

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3. Draw the national flag in the top right-hand corner (you can use the internet to help you).

- 4. Summarise the content in 3–5 keywords.

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Table for the K-W-L method:

What do I already know about the new states?	What do I want to learn?	What have I learnt?

Self-reflection:

What helped me understand the topic and gain new information?

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How do I rate my work in class today?



= I understood the topic very well, I gained a lot of new knowledge, I achieved my SMART goals



= I gained new knowledge, but I still need to study the topic further, I achieved half of my SMART goals



= I did not understand the topic, I learned very little in class, I did not achieve my SMART goals

## **Methodological evaluation**

The objectives of the lesson are clearly defined and in line with content and performance standards. They focus on understanding the consequences of World War I for the political map of Europe, identifying and locating new states on the map, which corresponds to the precisely defined SMART goals for students.

Methodologically, the lesson is very diverse, combining reading comprehension, analytical work with maps, the K-W-L method, guided discussion and digital learning via the Smartbooks platform. It supports the development of critical thinking, links teaching with geography, and strengthens reading and digital literacy and the corresponding competences of pupils. It creates space for independent learning and reflection.

The lesson is clearly and transparently structured and logically interconnected. The teacher effectively uses various forms of work, with an emphasis on student activity. The chosen methods create conditions for discussion and the student's own opinion. In terms of competences, it covers working with information, social competences and digital competences. The use of the K-W-L method to develop cultural and civic competences and learning competences is methodologically stimulating.

Conclusion: The lesson is very well prepared methodologically, with a clear structure, understandable objectives and varied methods. Students are actively involved, learning to cooperate, developing reading, digital and civic literacy and learning competence.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic