



Universidad Nacional de Córdoba

Facultad de Lenguas

Especialización en Didáctica de las Lenguas Extranjeras

Sistematización de una experiencia docente en un contexto de emergencia sanitaria por COVID19: Dictado de “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II” en el Profesorado de Inglés del Instituto de Educación Superior Nueva Formación en Córdoba, Argentina

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I. Introducción

1.1. Planteamiento del problema y justificación

El presente informe corresponde al trabajo final (TF) de la carrera de posgrado “Especialización en Didáctica de las Lenguas Extranjeras”, dictada por la Facultad de Lenguas, Universidad Nacional de Córdoba. La modalidad que se ha seleccionado para el TF es la de sistematización de una práctica docente, que consistió en el dictado de una asignatura de nivel superior en el Profesorado de Inglés de un Instituto de Educación Superior (IES) situado en la ciudad de Córdoba, Argentina. Por lo tanto, se buscará reconstruir la vivencia áulica de dictado de una asignatura que combina contenido (en este caso, historia y literatura), con el aprendizaje de inglés como lengua extranjera (ILE), en un marco de enseñanza inusual: el ciclo lectivo 2020, afectado por la situación de emergencia sanitaria.

Como es de público conocimiento, la pandemia global por el virus COVID-19, originado en diciembre del año 2019 en China, ha repercutido en todos los ámbitos de la vida humana. La Organización Mundial de la Salud (OMS) declaró el estado de pandemia el 11 de marzo de 2020 y sugirió que los gobiernos tomaran medidas para prevenir la propagación del virus. En Argentina, el 20 de marzo de 2020 el gobierno dispuso el aislamiento obligatorio y preventivo en todo el país, lo que significó el cierre de fronteras, la prohibición de circulación de transporte para las actividades no esenciales, y el cierre de comercios y de establecimientos educativos, entre otras. Estas disposiciones se mantuvieron a lo largo del año, con menor o mayor grado de flexibilidad conforme evolucionó la situación epidemiológica en Argentina. Cabe aclarar que desde marzo a diciembre de 2020, todos los niveles educativos asistieron a clases virtuales, mientras que al iniciar marzo 2021 los niveles primario y secundario regresaron a las clases presenciales. El nivel superior en la provincia de Córdoba volvió a la presencialidad al iniciar el ciclo lectivo 2022.

La presente investigación se propone describir minuciosamente cómo ha sido la práctica de la docencia en nivel superior durante el ciclo lectivo 2020, es decir, de marzo 2020 a marzo 2021, en el que el dictado de todas las asignaturas del IES fue virtual. Puntualmente, el presente trabajo apunta a indagar cómo se adaptó el espacio curricular “Estudios Socioculturales de los Pueblos de Habla Inglesa II” a la virtualidad obligatoria debido a la pandemia. Esto incluye hacer un recuento de cómo se seleccionó, diseñó y/o adaptó el material para las clases y cuáles fueron los criterios que se emplearon para hacerlo.

Asimismo, se detalla cuál fue la modalidad de dictado de clases teóricas, cómo se diseñaron e implementaron las actividades y las evaluaciones, y cuál fue el criterio que se siguió en cada caso. El presente trabajo busca también identificar las fortalezas y debilidades de cada una de las decisiones tomadas durante el ciclo lectivo 2020, y sugerir posibles mejoras para una futura implementación de la asignatura de manera virtual o mixta, es decir, semipresencial.

La problemática que se describe y sistematiza en el presente TF está relacionada a cómo se implementó la enseñanza de una materia que combina la enseñanza de contenido y de ILE en un IES de Córdoba, Argentina. La selección de la temática está signada por la propia experiencia docente, que se vio atravesada por una situación sin precedentes en la que se debió adaptar -de manera abrupta- una asignatura pensada para la presencialidad a una modalidad 100% virtual. Dado que la situación epidemiológica en el país se iba modificando mes a mes, también cambiaban las disposiciones del Ministerio de Educación con respecto al dictado de las asignaturas de nivel superior.

Es en este contexto tan cambiante e incierto en el que se llevó a cabo el dictado del seminario “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II”, que pertenece al segundo año del Profesorado de Inglés del IES Nueva Formación, en Córdoba, Argentina. La modalidad elegida para el dictado de la materia fue semi-sincrónica, con clases sincrónicas semanales reducidas a una hora. Numerosos/as estudiantes no podían conectarse a las clases sincrónicas y por lo tanto su aprendizaje era asincrónico y dependía de las herramientas provistas en el Aula Virtual de la asignatura.

En particular, la experiencia descrita en el presente TF representa un ejemplo de cómo se adaptó el nivel superior al contexto de aislamiento preventivo obligatorio debido a la pandemia de COVID19. Si bien en este momento las disposiciones son distintas, se espera que este trabajo sirva para reflexionar sobre la propia práctica y mejorar el dictado de la asignatura para el ciclo lectivo 2022. Asimismo, este trabajo resulta relevante para incorporar y consolidar los conocimientos disciplinares adquiridos en la Especialización en Didáctica de las Lenguas Extranjeras, dictada por la Facultad de Lenguas en la Universidad Nacional de Córdoba.

1.2. Antecedentes

Dentro de los antecedentes de la presente investigación, se encuentra en primer lugar el artículo “Enseñanza en línea durante la crisis del COVID-19 en la educación universitaria camerunés: logros y desafíos”, de Kem-Mekah Kadzue (2020). En este estudio, el autor explora el modelo educativo y las estrategias implementadas en el Departamento de Lenguas Extranjeras de la Escuela Normal Superior de la Universidad de Yaoundé I, Camerún. La investigación mencionada guarda similitud con los objetivos propuestos en el presente trabajo, ya que ambas buscan explorar la implementación de la educación en un contexto de emergencia global, recalcando sus logros y desafíos. Asimismo, el estudio de Kem-Mekah Kadzue, al igual que el propio, se centra en el nivel educativo superior y se concentra en la enseñanza de lenguas extranjeras.

Por otro lado, el texto “Coronavirus y el Futuro de la Educación de Lenguas Extranjeras a Nivel Universitario” de Pardo-Ballester, publicado en octubre de 2020, reconstruye la experiencia docente en el dictado de español como lengua extranjera en la Universidad Estatal de Iowa. La autora hace un recuento de la experiencia docente en el contexto de emergencia sanitaria, explicando cómo se adaptó la enseñanza a la virtualidad y haciendo hincapié en las TICs empleadas. El trabajo constituye un antecedente al presente TF ya que explora cómo se llevó a cabo la enseñanza de una lengua extranjera de manera virtual en el nivel superior, poniendo el foco en el empleo de las herramientas tecnológicas.

Se halló asimismo un tercer artículo, publicado por Expósito y Marsollier en 2020 y denominado “Virtualidad y educación en tiempos de COVID-19. Un estudio empírico en Argentina”. Dicha investigación se llevó a cabo en Mendoza, y consistió en entrevistar a más de 700 representantes de instituciones educativas de todos los niveles. El objetivo de este estudio es describir los recursos pedagógicos y tecnológicos y las estrategias empleadas por los docentes en la modalidad de enseñanza virtual, en un contexto de emergencia sanitaria mundial. Este estudio puede considerarse como un antecedente al presente TF ya que se llevó a cabo la República Argentina y su objetivo es explorar cuáles recursos y estrategias son empleadas para garantizar la educación virtual en un contexto de aislamiento social.

Un cuarto artículo que constituye un antecedente es “Acción y reacción en época de pandemia: la universidad ante la COVID-19”, de Fanelli, Marquina y Rabossi (2020),

quienes se proponen analizar los efectos de la pandemia en la enseñanza, la investigación y la forma en la que la universidad puede colaborar en solucionar algunos problemas causados por la situación mundial de emergencia sanitaria. Esta investigación se centra en el nivel de educación superior en Argentina y describe cómo se implementó la enseñanza durante el aislamiento obligatorio.

1.3. Objetivos

1.3.1. Objetivo general

Sistematizar la experiencia docente en la asignatura “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II”, del Profesorado de Inglés, en un instituto de educación superior de la provincia de Córdoba, durante los meses de marzo de 2020 a marzo 2021, en un contexto de pandemia por COVID19.

1.3.2. Objetivos específicos

- Detallar el contexto institucional y las características del espacio curricular donde se llevó a cabo la práctica docente.
- Explicar los criterios de selección y diseño del material teórico empleado en el espacio curricular.
- Explicar los criterios del diseño de las actividades prácticas y las evaluaciones del contenido.
- Describir cómo se estructuraron las actividades prácticas y la evaluación del contenido de la asignatura y del idioma inglés en una modalidad en línea.
- Describir de qué modo se implementó la enseñanza del contenido de la asignatura y del idioma inglés en una modalidad en línea.
- Establecer los desafíos encontrados en la implementación de la enseñanza, las actividades prácticas y la evaluación del contenido.
- Sugerir mejoras en la implementación de la enseñanza de una asignatura de contenido dictada en lengua extranjera en una modalidad de educación en línea (EeL).

1.4. Organización del trabajo

Después de haber analizado los Antecedentes, se presentará el Marco Teórico que guía el presente trabajo. Acto seguido, se expondrá la Metodología del presente TF. Una vez expuestas estas secciones, se procederá al desarrollo del TF.

En primer lugar, se explicarán las medidas tomadas por el Ministerio de Educación de la Provincia de Córdoba para el nivel superior ante la situación de pandemia por COVID-19. En segundo lugar, se describirá cuál fue el contexto institucional y áulico en el que se llevó a cabo la práctica docente, incluyendo factores internos y externos a la asignatura. Acto seguido, se reconstruirá la experiencia docente, teniendo en cuenta diversos ejes: a) la selección y el diseño del material de estudio; b) el diseño e implementación de las actividades prácticas y las evaluaciones; c) la modalidad de clases sincrónicas y asincrónicas y la metodología de enseñanza y herramientas empleadas. En cada apartado se explicarán los criterios que se emplearon para tomar decisiones referidas a los ejes anteriores y su relación con el Marco Teórico propuesto.

Luego, se explorarán las problemáticas principales detectadas a lo largo del ciclo lectivo 2020, a la luz de la teoría de la didáctica de la enseñanza de lenguas extranjeras. En el mismo apartado se realizarán sugerencias y se propondrán cambios en la enseñanza de la asignatura en cuestión. Por último, se reflexionará acerca de qué aprendizajes puede brindar esta práctica docente.

II. Marco teórico

En primer lugar, se consideran los aportes de Freire (2005) para enmarcar la práctica docente en su totalidad. De acuerdo con el autor, se debe educar en pensamiento crítico, entendiendo que la educación está inherentemente ligada a una dimensión crítica y política. Estas precisiones teóricas son la base para analizar de qué forma se fomenta el pensamiento crítico en los/as estudiantes durante el dictado de la asignatura de nivel superior en la modalidad virtual. Siguiendo el criterio de Freire, se evalúa si el material empleado, las clases dictadas y las actividades y evaluaciones propuestas contribuyen o no a la formación de una posición crítica fundamentada en los/as aprendientes.

Asimismo, para analizar la implementación de la enseñanza se considera el enfoque socio-constructivista, desde el cual se favorece la activa participación del/la estudiante en la construcción del conocimiento y en el cual el aspecto afectivo juega un rol importante en el proceso de aprendizaje. Se incluyen los aportes teóricos de Lev Vygotsky tal como los presenta Langford (2005) en *Vygotsky's Developmental and Educational Psychology*. Este enfoque afirma que, para que se produzca aprendizaje, el conocimiento debe ser construido o reconstruido por la persona que aprende a través de la participación activa en distintas actividades. Vygotsky también enfatiza la interacción social para la construcción del conocimiento y por ende el aprendizaje colaborativo, y afirma que el rol del profesor es el de intervenir directamente o recomendar el uso de estrategias de aprendizaje. Esta propuesta teórica constituye la base para la reflexión acerca de la implementación de las clases, el diseño de los materiales y el diseño e implementación de las actividades prácticas y evaluaciones.

Otro enfoque de utilidad es el enfoque reflexivo propuesto por John Dewey y Donald Schön, incluido en el artículo “Las teorías de Schön y Dewey: hacia un modelo de reflexión en la práctica docente”, de Ramón Ramos (2013). A decir de Ramón Ramos, la práctica reflexiva posibilita la autocrítica por parte del docente hacia la propia práctica, pero además intenta comprender las interacciones entre el contexto sociocultural, las instituciones y las personas. En este sentido, la práctica reflexiva permite “la construcción de conocimientos a través de la solución de problemas que se encuentran en su quehacer; en ella se retoma la propia experiencia como objeto de reflexión y de análisis como vía privilegiada para mejorar la práctica docente” (Ramón Ramos, p. 27). Tal como lo expone Ramón Ramos (2013), el filósofo John Dewey desarrolló en los primeros años del siglo XX un enfoque que se propone integrar la teoría y la práctica mediante la reflexión activa que no es una mera secuencia de ideas sino una ordenación consecucional. Esta postura subjetiva se caracteriza por tres actitudes básicas, a saber mente abierta, responsabilidad y honestidad. El primer término hace referencia a una postura subjetiva en la que se desea escuchar diversos puntos de vista; es un individuo que escucha y acepta las fortalezas y debilidades de sus propias perspectivas. En segundo lugar, “responsabilidad” hace referencia a considerar con mucha atención las consecuencias de cada acción, y se requiere que se examine en tres contextos: a) personal (los efectos de la enseñanza sobre el autoconcepto de los/as estudiantes); b) académico (los

efectos de la enseñanza sobre el desarrollo intelectual del/la aprendiente), y c) social y político (los efectos proyectados por la enseñanza en las oportunidades para varios/as aprendientes). Por último, la honestidad es aquello que permite que el/la docente examine sus propias creencias. Se requiere que el/la docente tenga suficiente autocrítica en cuanto a sus propias ideas, planes de acción y conclusiones. Asimismo, los/as docentes pueden, a través de este enfoque, examinar críticamente sus actitudes, creencias, valores y prácticas de enseñanza (Ramón Ramos, 2013).

Años más tarde, Donald Schön propone la Teoría de la Acción en Reflexión, donde se considera necesario que el/la docente aprenda cuáles son sus propias competencias con el fin de desarrollar potencialidades y prevenir y resolver problemas. Schön acuña el término *práctica reflexiva* y define tres conceptos: el “conocimiento en la acción”, la “reflexión en la acción” y “la reflexión sobre la acción” (Iglesias, 2011, en Ramón Ramos, 2013). Respecto del primer punto, Schön afirma que el conocimiento está en la acción de aprender independientemente de si el/la estudiante puede dar o no una explicación verbal de la metodología que empleó para llegar a ello. Asimismo, el autor plantea que la “reflexión en la acción” se realiza mientras la práctica está en marcha, mientras que la “reflexión sobre la acción” requiere la construcción de un espacio y un tiempo destinado a reflexionar sobre lo actuado. Aquí la acción se convierte en el objeto del conocimiento (Ramón Ramos, 2013). Este último tipo de reflexión es la que guía el trabajo. Es importante señalar que la reflexión no puede ser una simple evocación, sino que debe pasar por una crítica y un análisis. En este sentido, la reflexión sobre la acción puede “capitalizar la experiencia e incluso transformarla en conocimientos nuevos susceptibles de ser utilizados en otras circunstancias” (Perrenoud, 2007, en Ramón Ramos, 2013, p. 31). Esto será de vital importancia para el desarrollo del TF, puesto que el objetivo general que nos compete es justamente realizar una sistematización y análisis de la práctica docente con el fin de adquirir nuevos conocimientos y perspectivas que sean de utilidad en un futuro.

Con el fin de evaluar el material seleccionado, la modalidad del dictado de las clases y las actividades y evaluaciones propuestas, se consideran también los aportes de Gardner (2006) acerca de la existencia de Múltiples Inteligencias (MI). El autor plantea que todos poseemos distintas inteligencias y algunas de ellas predominan en cada persona, por lo que no existen dos individuos que tengan el mismo perfil de inteligencias (Gardner, 2006, p. 5).

El autor clasifica las inteligencias en: lingüística; lógico-matemática; musical; espacial; cinestésica corporal; interpersonal; intrapersonal; e inteligencia naturalista. Gardner también especula que puede existir una novena inteligencia, la existencial o la “inteligencia de las grandes preguntas”. Desde un punto de vista pedagógico, es beneficioso tener en cuenta la existencia de las inteligencias múltiples cuando se diseñan actividades áulicas o evaluaciones, ya que las inteligencias que predominan en cada aprendiente influyen en la manera en la que este interioriza los conceptos y cómo demuestra lo que ha aprendido.

Resultan relevantes también los aportes de Armstrong (2009), quien sistematiza la teoría de Gardner y elabora un manual práctico para educadores denominado *Multiple Intelligences in the Classroom*, donde expone los fundamentos teóricos de la teoría de Inteligencias Múltiples (MI, por sus siglas en inglés) y sugiere cómo aplicar la teoría en el contexto áulico. Armstrong (2009) expone características de cada uno de estos tipos de inteligencia. Las personas con inteligencia lingüística necesitan libros, debates y discusiones, mientras que las personas con una inteligencia lógico-matemática se benefician de experimentar con los materiales. Un estudiante con inteligencia musical disfruta de la música y las canciones, mientras que una alumna con inteligencia espacial prefiere películas, videos, presentaciones y acertijos. Por un lado, aquella persona con inteligencia cinestésica corporal necesita juegos de rol y construir cosas con sus manos. Por otro lado, alguien con inteligencia interpersonal se beneficia de juegos grupales y eventos. Un aprendiente con inteligencia intrapersonal prefiere tiempo para sí mismo y proyectos en solitario. Por último, una estudiante con inteligencia naturalista quiere tener acceso a la naturaleza (Armstrong, 2005, p. 33, traducción propia). La propuesta teórica de Gardner y la guía práctica de Armstrong sirven para analizar todos los aspectos de la práctica docente vivida y determinar si apelan a inteligencias diversas.

Para evaluar el diseño de materiales de manera más específica, se toman en cuenta los aportes de McGrath (2002), expuestos en su libro *Materials Evaluation and Design for Language Teaching*, puesto que realiza consideraciones profundas acerca de cómo seleccionar y adaptar el material para el cursado, cómo diseñar actividades y cómo usar *realia* (material auténtico) en el contexto áulico, además de cómo involucrar más a los/as estudiantes. El autor plantea que, al elegir un material, debemos considerar si es apropiado, teniendo en cuenta el propósito que tenemos en mente, la persona que será destinataria del

material, el contexto en el que se impartirá, y bajo qué criterios juzgaremos si resulta apropiado o no. En primer lugar, se debe realizar un análisis del contexto de aprendizaje: edad de los/as estudiantes, nivel de L2, nivel educativo y académico, condiciones socioeconómicas, género, estilo de aprendizaje, entre otros (McGrath, 2002).

Otra información necesaria se relaciona con el contexto institucional, es decir, el nivel educativo del establecimiento, si es privado o público, el rol que ocupa la L2, las limitaciones del espacio físico y los recursos disponibles. McGrath plantea también que se deben considerar los costos del material, la fecha de publicación y los intereses de los/as estudiantes. Para realizar un análisis certero, se debe corroborar que el material cumpla con las consideraciones prácticas – como accesibilidad y disponibilidad–, las consideraciones de contenido, las consideraciones respecto a la adecuación al contexto y las consideraciones sobre cuán atractivo resulta el material para los/as aprendientes.

McGrath también estipula que existen tres métodos de selección del material: el método impresionista, el método de lista de verificación, y el método profundo. En el primero, el material se selecciona leyendo la tapa y la contratapa y mirando rápidamente el contenido del libro para ver los temas, la disposición de la información y los elementos visuales. El segundo método consiste en analizar el material siguiendo una lista de elementos que se espera que estén presentes. El último método recupera elementos de los dos métodos anteriores y consiste en analizar en profundidad varios aspectos, incluyendo las ideas sobre la educación y los valores que subyacen al material (McGrath, 2002). Estas precisiones ayudan a evaluar los criterios de selección y diseño de materiales empleados en la práctica docente.

Los aportes de McGrath son complementados con los aportes de Brian Tomlinson (2014), quien en la segunda edición de *Developing Materials for Language Teaching* se enfoca específicamente en el diseño de materiales didácticos. Se incluyen puntualmente los desarrollos del apartado A, respecto a la selección y adaptación de materiales, con el fin de ampliar lo expuesto anteriormente por McGrath. En el apartado A, Tomlinson incluye a Nunan (1988, en Tomlinson, 2014), quien postula los siguientes principios para el material: 1) debe estar claramente relacionado con el programa; 2) debe ser auténtico en términos de texto y de tareas; 3) debe estimular la interacción; 4) debe permitir que los/as estudiantes se

focalicen en aspectos formales de la lengua; 5) deben fomentar el desarrollo de habilidades de aprendizaje; 6) deben fomentar a los/as estudiantes a aplicar sus habilidades fuera del aula.

Las contribuciones de Freda Mishan y Ivor Timmis en *Materials Development for TESOL* (2015) resultan invaluable no solo debido a su actualidad sino también a la profundidad con la que trabajan el diseño de materiales. El capítulo que resulta clave para la presente sistematización se denomina “Reconceptualising Materials For The Technological Environment”, en donde los autores plantean la diferencia entre considerar los materiales como producto o como proceso, y donde además se proveen numerosas herramientas prácticas concretas -como sitios web- en donde se pueden diseñar materiales mediante el empleo de la tecnología.

Los autores conceptualizan la existencia de una nueva generación de estudiantes, que poseen la habilidad de recuperar, crear y contribuir recursos, manejar sistemas de información, colaborar, realizar múltiples tareas a la vez, resolver problemas, entre otros (Mishan y Timmis, 2015). Los autores estipulan también que no hay grandes cambios en el rol docente en la educación mediada por tecnología. Este rol sigue siendo facilitar el aprendizaje y establecer tareas que sean válidas desde el punto de vista pedagógico. En adición, Mishan y Timmis afirman que hay dos formas de concebir los materiales: como producto o como proceso. En el contexto de la educación mediada por tecnología, se realiza la distinción entre el material como contenido –fuente de información– y proceso –materiales que funcionan como marcos en los que los/as estudiantes pueden emplear sus habilidades comunicativas (Reinders y White, 2010, en Mishan y Timmis, 2015).

Dentro de los materiales como contenido, los autores establecen un continuo entre materiales estáticos y dinámicos. Los materiales estáticos son por ejemplo los libros de texto, mientras que los dinámicos son los textos “en vivo” que se producen sincrónicamente, como las conversaciones por chat y la mensajería instantánea. Mientras más nos acercamos al polo de los materiales dinámicos, más nos acercamos también a la dimensión del material concebido como proceso. El material concebido como proceso, cuando opera dentro de un contexto tecnológico, ofrece infinitas posibilidades. Los autores plantean, por ejemplo, el uso de redes sociales con fines pedagógicos (Mishan y Timmis, 2015).

Con la finalidad de analizar la confección de los criterios de evaluación se tienen en cuenta los aportes de Anijovich y González (2011), quienes consideran que los criterios deben ser elaborados y redactados de manera clara y se deben compartir con los/as estudiantes. A decir de los autores el fin es reducir la subjetividad del/la docente durante la evaluación. Ajinovich y González (2011) proponen herramientas para unificar los criterios de evaluación, una de ellas es la matriz de evaluación o rúbrica, un documento que debe ser compartido entre estudiantes y docente/s. Las matrices incluyen tres elementos: criterios de evaluación, niveles de calidad de cada criterio, e indicadores que sean observables. Los criterios de evaluación generalmente se corresponden con las expectativas de logro por parte de los/as estudiantes, mientras que los niveles de calidad van desde su uso más novato a su uso más experto. Los autores sugieren incluir entre 4 y 6 niveles de calidad. Por último, los indicadores son descriptivos y deben estar detallados de manera comprensible.

Por otro lado, Puig (2008) explica qué aporta el MCER a la evaluación de la lengua. La autora incluye las estipulaciones del MCER con respecto a la escala global de evaluación, la escala de autoevaluación y la escala de aspectos cualitativos de la lengua hablada. En este sentido, se ha considerado específicamente lo expuesto en las estipulaciones de la evaluación según los aspectos cualitativos de la lengua hablada, considerando sobre todo el alcance, la corrección, la fluidez y la coherencia (Cuadro 3 del MECR en Puig, 2008, p. 79). Tal como afirma Puig, a partir del nivel B1 es necesario “redactar criterios de evaluación analíticos que permiten establecer con mayor precisión tanto lo que el aprendiente es capaz de hacer como la forma en que lo hace” (Puig, 2008, p.82). Asimismo, la autora recomienda determinar un número limitado de categorías observables.

Otras precisiones teóricas que enriquecen el análisis de la práctica docente son aquellas que refieren a la implementación de herramientas tecnológicas para la enseñanza en línea de lenguas extranjeras. En primer lugar, se tienen en consideración los aportes referidos a la Enseñanza en Línea (EeL). Aquí encontramos lo expuesto por Cabero (2006), quien en su artículo “Bases pedagógicas del *e-learning*” plantea que las variables críticas de la EeL son el rol que juegan el docente y los/as estudiantes, la forma en la que se presentan los contenidos, el modo en el que se emplean las herramientas de comunicación sincrónicas y asincrónicas, las estrategias didácticas movilizadas y los aspectos organizativos de la situación. Se afirma

aquí que resulta más importante el *cómo* se emplean las herramientas tecnológicas que *cuáles* herramientas se emplean en sí. Asimismo, plantea las características puntuales de esta forma de enseñanza y retoma ciertos principios que deben considerarse para la educación en línea. Los principios son: 1) animar al/la estudiante a tomar contacto con la facultad; 2) animar la cooperación; 3) facilitar un aprendizaje activo; 4) proveer un *feedback* rápido; 5) enfatizar el tiempo de la tarea; 6) comunicar expectativas altas; y 7) respetar los talentos y caminos de aprendizaje de cada persona. Todos estos aportes teóricos resultan muy relevantes para analizar la organización de la práctica docente vivida y analizarla en relación a si cumple o no con los principios más relevantes de la educación en línea.

Si de principios se trata, podemos mencionar aquí el artículo “An absolutely riveting online course: Nine principles for excellence in web-based teaching”, de Henry y Meadows (2008), que plantean nueve principios básicos para la EeL. Estos principios incluyen, a grandes rasgos: 1) considerar la enseñanza en línea como un contexto educativo completamente diferente del presencial; 2) reconocer que no se trata únicamente de proveer contenido, sino de involucrar al/la estudiante en actividades e interacciones; 3) aplicar la tecnología de manera prudente; 4) saber que lo más importante son las buenas prácticas pedagógicas; 5) tener en cuenta la importancia del sentido de comunidad y la presencia social; 6) aceptar que se necesitan más áreas de experiencia que solo la experticia en el contenido; 7) seleccionar cuidadosamente la interfaz; 8) siempre realizar evaluaciones del proceso y considerar la retroalimentación para continuar mejorando; 9) proveer e integrar distintos recursos favorece a los/as estudiantes. Respecto del punto 4, los autores especifican qué son las buenas prácticas pedagógicas, a saber: 1) velocidad en responder e-mails y corregir evaluaciones; 2) interacción frecuente con los/as estudiantes y proveer de retroalimentación individual; 3) tener objetivos definidos; 4) poseer habilidades de comunicación; 5) usar con frecuencia los nombres de los/as estudiantes; 6) tener la habilidad de ser real y genuino/a. La presente sistematización se realiza teniendo en cuenta estas normas respecto a la buena EeL.

Existen también otras contribuciones, como la guía de Boettcher y Conrad (2010), denominada *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, donde las autoras exponen fundamentos teóricos de la EeL y las mejores prácticas en la enseñanza virtual. Se plantean 10 principios básicos: 1) las experiencias de aprendizaje tienen

cuatro elementos: el/la estudiante –que está en el centro–, el/la docente, los contenidos y habilidades que se desea adquirir y el contexto; 2) los/as estudiantes traen consigo sus propios conocimientos, habilidades y actitudes; 3) el/la docente es quien dirige la experiencia de aprendizaje en un rol de mentor. 4) no todos/as los/as estudiantes necesitan aprender todo el contenido del curso, pero sí necesitan aprender los conceptos centrales; 5) cada experiencia de aprendizaje incluye el contexto en el que el/la aprendiente interactúa. 6) cada estudiante posee una zona de desarrollo próximo, que se define como “la distancia existente entre el nivel de desarrollo actual, determinado por cómo se resuelven problemas de manera independiente, y el nivel de desarrollo potencial, determinado a través de cómo se resuelven problemas con ayuda de una persona adulta o en colaboración con compañeros/as más capaces” (Vygotsky, 1978, en Boettcher y Conrad, 2010, p. 30); 7) los conceptos no son solo palabras, sino que son grupos de conocimiento organizados y conectados entre sí; 8) se requieren distintas experiencias e instrucciones para distintos resultados de aprendizaje. En resumen, afirman las autoras, “los cursos que se diseñan para transmitir conocimiento logran transmitir conocimiento mientras que los cursos diseñados para desarrollar competencias diseñan experiencias mediante el uso del conocimiento. El conocimiento puede ser transmitido a veces, pero la experiencia y la competencia deben ser desarrollados” (Boettcher y Conrad, 2010, p. 33, traducción propia); 9) mientras más tiempo se dedique la persona a tareas, actividades y exposición al contenido, mayor será el aprendizaje; 10) las herramientas de aprendizaje hacen una diferencia, ya que son parte de nuestro ambiente y parte de cómo nuestros cerebros interactúan con el aprendizaje. Los/as docentes deben entonces adaptarse a este ritmo de aprendizaje y adaptar sus cursos.

Si bien las autoras hacen referencia a una modalidad de enseñanza virtual no sincrónica, todas las precisiones teóricas de Boettcher y Conrad son provechosas a la hora de considerar si el dictado de la asignatura en su modalidad semi-sincrónica fue lo suficientemente accesible para quienes no podían acceder a las clases sincrónicas.

Por último, otro artículo que resulta esclarecedor es “El aprendizaje en un entorno virtual y su protagonista, el estudiante virtual”, de Sancho y Borges (2011). Los autores ponen el acento en el otro protagonista central de la interacción: el/la estudiante. En este sentido, Sancho y Borges definen qué significa estudiar en un entorno virtual y plantean que al inicio de la educación en línea es frecuente que el/la aprendiente sienta ansiedad o no sepa

qué camino tomar. Los autores reafirman la importancia de la buena comunicación del docente con el/la estudiante, ya que esta es la única vía que tiene la persona que aprende para compartir momentos del proceso en el que se encuentra. Es crucial aquí también la retroalimentación. El contacto con los/as estudiantes ha sido mantenido de manera constante a lo largo del dictado de la asignatura que compete a este trabajo, y se ha brindado numerosas retroalimentaciones de manera individual. Sancho y Borges también hacen hincapié en la metodología que el/la docente emplea. Es importante que la dinámica de trabajo cambie, y que se considere eliminar la división entre la teoría y la práctica, y en cambio ir integrando los conocimientos a medida que el/la estudiante avanza en el curso, reflexionando de manera integrada sobre todo lo que va aprendiendo y le va sucediendo.

Otra contribución de los autores que resulta relevante es la del rol del/la aprendiente en este nuevo contexto de aprendizaje, que es un rol sumamente activo. Esto requiere que los/as estudiantes estén siempre en el centro de la interacción, algo que dista de la concepción tradicional de la enseñanza centrada en el contenido. Esto se tiene en cuenta al momento de evaluar la implementación de la EeL, realizando así una reflexión profunda sobre la propia praxis y en qué medida incluye al/la estudiante como protagonista de su propio aprendizaje.

III. Metodología

En el presente trabajo, cuyo carácter es cualitativo y descriptivo exploratorio, constituye un informe acerca de una práctica docente, particularmente el dictado de una asignatura en el nivel superior. En ese sentido, se articulan las experiencias vividas durante el dictado del espacio curricular con la perspectiva teórica seleccionada, que corresponde a la didáctica de la enseñanza de lenguas extranjeras, específicamente en una modalidad de EeL.

La modalidad de trabajo escogida corresponde a lo que Oscar Jara Holliday denomina “sistematización de experiencias”. A decir del autor, una sistematización es una interpretación crítica de una experiencia que, a partir de su ordenamiento y reconstrucción, descubre o explicita la lógica del proceso vivido en ella (Jara Holliday, s.f). A partir de la sistematización de la experiencia, en la cual se hallan involucrados los sujetos que la realizan, se extraen conocimientos y aprendizajes significativos.

Realizar una sistematización de las experiencias es de suma relevancia para ordenar, procesar y hacer comunicables los conocimientos adquiridos y posibilita, entre otras cosas, construir una mirada crítica sobre lo vivido, permitiendo así orientar las experiencias en el futuro con una perspectiva transformadora (Jara Holliday, 2011). De acuerdo con las teorizaciones de Barnechea García y Morgan Tirado (2010), una sistematización “permite obtener conocimientos consistentes y sustentados, comunicarlos, confrontar la experiencia con otras y el conocimiento teórico existente, y así contribuir a una acumulación de conocimientos generados desde y para la práctica” (p. 103). Asimismo, la intencionalidad de la sistematización de experiencias es la transformación del objeto de conocimiento, que es la experiencia en sí misma.

La sistematización se realiza describiendo las situaciones vividas en la práctica docente y relacionándolas con la teoría expuesta por los autores especializados en didáctica de la enseñanza de las lenguas extranjeras. Los materiales que sirven de base para realizar la sistematización son el recuento personal de la implementación de las clases, los materiales escogidos y diseñados y las actividades y las evaluaciones implementadas, así como también los registros de los resultados obtenidos por los/as estudiantes en cada caso. El corpus se encuentra compuesto de este modo por una compilación de libros teóricos, algunos videos, algunas presentaciones de clases, algunas actividades prácticas, algunas consignas de las evaluaciones y algunas producciones de estudiantes.

IV. Descripción del contexto institucional y áulico

La presente práctica docente fue realizada en la asignatura anual “Seminario de Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II” (de aquí en más denominada “Estudios II”), dirigida a estudiantes de segundo año del Profesorado en Lengua Inglesa en el IES Nueva Formación de Córdoba, Argentina. Cabe aclarar que la duración total de la carrera de formación docente es de cuatro años.

Los/as estudiantes que cursaron el seminario tienen entre 19 y 40 años y su nivel de inglés corresponde, en promedio, a un B1-B2 en el MCER (2002). El espacio curricular, impartido exclusivamente en inglés, aborda la historia de Estados Unidos e Inglaterra desde

el siglo XVI hasta el siglo XX, incluyendo conflictos políticos, desarrollos filosóficos y artísticos, así como el panorama económico y social de cada país.

La asignatura de primer año que expone los desarrollos anteriores al siglo XVI se denomina “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa I” y corresponde al primer año de cursado de la carrera. Cada estudiante debe haber aprobado dicho seminario de primer año para poder cursar “Estudios II”, ya que son materias correlativas. Existen asimismo otras particularidades de la asignatura “Estudios II”. Al ser un seminario, no es posible acreditar el espacio curricular como estudiante regular ni libre, por lo que se debe cursar como estudiante promocional. Es requisito fundamental para acceder a la promoción obtener más de 7 (siete), equivalente a un 77%, en las 5 evaluaciones y los 3 trabajos prácticos, ya que la calificación no se promedia. Asimismo, cada estudiante debe cumplir con una asistencia a clases mayor al 75%.

Como es de público conocimiento, la pandemia mundial por COVID19 ha tenido un gran impacto en la educación. En este sentido, desde el Ministerio de Educación de la Provincia de Córdoba, se establecieron nuevas medidas. En primer lugar, todas las clases se dictaron en línea, pero cada establecimiento y cada docente tenía la posibilidad de elegir cómo hacerlo. Algunos/as profesionales optaron por dar clases sincrónicas en línea a través de plataformas como Zoom, Skype y Google Meet. Otras personas decidieron grabar videos explicando el material y subirlos a YouTube, mientras que otros/as docentes se comunicaron con sus estudiantes a través de WhatsApp. Se hizo uso del Aula Virtual Moodle, donde era posible subir clases grabadas, videos, presentaciones, actividades y foros, entre otras.

Otra de las estipulaciones del IES Nueva Formación, en línea con lo reglamentado por el Ministerio de Educación, fue que las clases debían impartirse cada 15 días durante los primeros tres meses del año, y luego cada semana durante los meses restantes. Además, durante el ciclo lectivo 2020 no se computó asistencia ni para acceder a la regularidad ni para acceder a la promoción. En cuanto a las calificaciones, se estableció que no fueran numéricas, sino en una escala cualitativa: “en proceso de ser logrado” (59% o menos), “logrado” (60%-76%) o “muy logrado” (77%-100%).

Por último, los requisitos para acceder a la regularidad y promoción fueron modificados para el ciclo lectivo 2020. Por ejemplo, para promocionar “Estudios II” fue necesario rendir y aprobar con 7 una evaluación de resultados (ER de aquí en más) y aprobar con “logrado” o “muy logrado” el 75% de todas las actividades, incluyendo evaluaciones y trabajos prácticos. La evaluación de resultados se tomó en noviembre de 2020 y tuvo como objetivo constatar el aprendizaje de los contenidos dictados durante el ciclo lectivo, y su modalidad e implementación quedó a criterio de cada docente. Dicha evaluación debía ser integradora e individual, y fue calificada con una nota numérica. Si bien la ER fue implementada en noviembre de 2020, se diseñó un dispositivo pedagógico que extendió el plazo de presentación hasta marzo de 2021, donde los/as estudiantes podían presentar la ER y todas las evaluaciones y trabajos prácticos adeudados y, de aprobarlas, conseguir la promoción.

Una vez definido el contexto institucional durante el ciclo lectivo 2020, ahondaremos en el contexto áulico durante dicho ciclo. En primer lugar, el número de estudiantes matriculados/as en “Estudios II” fue de 20. Entre esas personas, la mayoría cumplió con los requisitos para acceder a la promoción. Hubo algunos casos en los que las personas no se conectaron durante el año ni rindieron ningún examen, mientras que otras asistieron a clases y presentaron algunos trabajos, pero no lograron la promoción. Esto se debió a que no presentaron los trabajos y/u obtuvieron menos de 7 (siete) en la ER.

En cuanto a la modalidad de cursado, consistió en dos aspectos principales. En primer lugar, se realizaron encuentros virtuales sincrónicos a través de la plataforma Google Meet. En segundo lugar, el AV se habilitó también como espacio de interacción. Allí se encuentra el material teórico, las presentaciones de clases, las actividades, los videos que se sugieren como material extra y los foros que funcionan como un espacio de consulta.

El seminario de “Estudios II” posee ciertas particularidades y reviste cierta complejidad. Esto es debido a los contenidos de la asignatura, que versa sobre cuestiones geopolíticas, sociales, religiosas y artísticas de dos sociedades de habla inglesa. Particularmente, se estudian y comparan los desarrollos de Inglaterra y Estados Unidos a partir del siglo XVI, con la llegada de las primeras personas de Europa al norte del continente americano.

Se considera que este espacio curricular es de vital importancia en la carrera “Profesorado de Inglés”, por diversos motivos. En la actualidad, el fenómeno de la globalización ha acentuado la importancia que tiene el idioma inglés en las relaciones internacionales y entre las diversas culturas. Este idioma se ha convertido en la principal herramienta de comunicación utilizada por hablantes de distintas lenguas en diversas áreas tales como economía, política, telecomunicaciones y tecnología, entre otras. Por lo antes expuesto, la enseñanza de la cultura angloamericana es fundamental para estudiantes de la carrera mencionada. Se espera que mediante el estudio de la Cultura los/as aprendientes desarrollen las herramientas necesarias para comprender la difusión de la lengua inglesa a través del tiempo, lo que les brindará herramientas para enseñar la lengua y enseñar a reflexionar sobre ella. Esto se debe a que, tal como expresa Freire (2005), se debe educar en pensamiento crítico, entendiendo que la educación está inherentemente ligada a una dimensión crítica y política.

Los contenidos de esta asignatura se encuentran íntimamente ligados a aquellos desarrollados en la asignatura “Estudios Socioculturales y Literarios de los Pueblos I”, y se aprovecharán los conocimientos aprendidos por el/la aprendiente con anterioridad, ya que, tal como expone Piaget, el aprendizaje es significativo cuando se conecta con lo que la persona ya sabe y luego puede transferirse a otras situaciones (Langford, 2005). Asimismo, si bien la asignatura reviste una gran carga teórica, apunta también a desarrollar habilidades comunicativas receptoras y productivas en lengua inglesa y las habilidades de enseñanza, que son dos ejes transversales a la totalidad de la carrera. Por esta razón se siguen algunos principios del enfoque comunicativo, tales como la participación activa de los estudiantes, a quienes se considera responsables de su propio aprendizaje. Asimismo, se concibe la lengua como un medio activo para la creación de significados y se fomenta el desarrollo de la competencia comunicativa (Langford, 2005).

Como objetivo general, se espera que el/la aprendiente contemple los aspectos sociales, políticos, económicos, artísticos y filosóficos de los pueblos angloparlantes e internalice una visión global de su historia político-cultural y de la difusión de la lengua y de la cultura inglesa en el mundo.

En cuanto a objetivos específicos, se espera que el/la estudiante:

1. Se familiarice con los procesos sociales, políticos, económicos, filosóficos y literarios de los pueblos de habla inglesa desde el siglo XVI.
2. Sea capaz de responder preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando competencia comunicativa en inglés en todos sus niveles (morfológico, sintáctico, léxico y textual) y utilizando la terminología específica correspondiente, para referirse al desarrollo histórico de aspectos económicos, sociales, religiosos y políticos de las culturas y de las civilizaciones angloparlantes desde el siglo XVI hasta comienzos del siglo XXI.
3. Sea capaz de responder preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando comprensión de las interrelaciones existentes entre los diferentes aspectos de la cultura, considerados como esferas en permanente estado de cambio e interacción.
4. Sea capaz de realizar procesos de reflexión, comparación, identificación, interrogación, creación y verificación de problemáticas culturales.
5. Posea estrategias para realizar una lectura comprensiva y analítica de un texto histórico.
6. Adquiera capacidades de análisis y síntesis.
7. Desarrolle pensamiento crítico.
8. Incorpore estrategias para comprender y analizar la realidad en constante transformación.

En cuanto a los contenidos de la asignatura, se estudian diversos fenómenos que abarcan desde el siglo XVI hasta principios del siglo XXI. A continuación, se encuentran consignados los contenidos pertenecientes a cada unidad temática.

La primera unidad se titula “Un nuevo mundo”. Aquí se estudia los pueblos originarios de Norteamérica, los primeros europeos en arribar a Norteamérica, el sistema colonial y la Independencia de los Estados Unidos. Se analiza también el Imperio Británico y la Revolución Industrial. En cuanto a los desarrollos literarios, se analiza el Romanticismo

como movimiento literario, y se incluyen poemas de William Wordsworth, William Blake, Samuel Taylor Coleridge, Emily Dickinson y Edgar Allan Poe.

En la segunda unidad, “La conformación de una nueva nación”, se estudia el fenómeno conocido como Expansionismo, la Guerra Civil Estadounidense, incluyendo el sistema de esclavitud. También se incluyen aquí los desarrollos sociales, económicos, tecnológicos y políticos durante y luego de la Guerra Civil, la inmigración y el movimiento político conocido como Progresismo. En cuanto a las manifestaciones culturales, se estudian el Realismo y el Naturalismo como movimientos literarios. Se incluyen sus características principales y se analizan cuentos de Ambrose Bierce, Edith Wharton, Stephen Crane y Jack London. Se analiza también el movimiento de poesía Trascendentalista, con Walt Whitman.

La tercera unidad lleva por título “La Primera Guerra Mundial”. Aquí se estudian las causas generales e inmediatas de la Gran Guerra, los desarrollos políticos, tecnológicos y sociales de esos años, y las consecuencias de la guerra. Asimismo, se mencionan los tratados de posguerra y los cambios geopolíticos del mapa de Europa. No se estudian aquí movimientos literarios.

La cuarta unidad se denomina “El período de entreguerras”. En esta sección se estudia la Liga de las Naciones, incluyendo su formación y las razones de su fracaso. Asimismo, se analizan los desarrollos políticos, económicos y sociales de Gran Bretaña y EEUU durante el período de entreguerras. Algunos de estos desarrollos son los llamados “felices” años ‘20, la caída de la bolsa de Wall Street y la subsecuente Gran Depresión económica, y el voto femenino. El movimiento literario que se estudia es el Modernismo. Se estudian submovimientos como Simbolismo, Impresionismo, Expresionismo, Cubismo, Imagismo, y Surrealismo. Se analizan poemas de William Butler Yeats, e.e. cummins, Ezra Pound y Frank O’Hara. Se estudian relatos de James Joyce, Virginia Woolf y Katherine Mansfield.

La quinta unidad se titula “La Segunda Guerra Mundial”. Se analizan las causas y los desarrollos de la Segunda Guerra Mundial, así como también sus consecuencias. Se estudia asimismo la formación de la ONU, la Guerra Fría y el panorama económico, social y político de los años ‘50, ‘60 y ‘70 en Inglaterra y Estados Unidos. Aquí se discute la Guerra de Corea, la Guerra de Vietnam y el Movimiento por los Derechos Civiles de las personas

afroamericanas, entre otros. Se desarrolla La Generación Beat, con Allen Ginsburg. Se analizan las características principales del Postmodernismo y se estudian cuentos de Angela Carter, Alice Walker y Jhumpa Lahiri.

Por último, la sexta unidad se denomina “El mundo después del 11 de septiembre”. En esta unidad se estudian los ataques a las Torres Gemelas, incluyendo sus causas, desarrollos y consecuencias en EEUU y el mundo. En esta corta unidad no se discuten movimientos literarios. El programa de la asignatura puede consultarse en su totalidad en el apartado Anexo 1: Programa de la asignatura.

V. Material de clases

5.1. Selección de material teórico

Los materiales seleccionados para impartir el contenido de la asignatura se dividen en textos teóricos y textos literarios. Dentro del material de clases también se incluyen las presentaciones de Power Point o Google Slides elaboradas exclusivamente para la asignatura. En este apartado se analizará el material teórico a la luz de los aportes de Freire (2015), Gardner (2006), Armstrong (2009), McGrath (2002), Tomlinson (2014), y Mishan y Timmis (2015) quienes teorizaron sobre la selección, el diseño y la implementación de materiales didácticos. Los libros de texto incluidos como material teórico y las presentaciones elaboradas por la docente a cargo pueden ser apreciados en la sección Anexo 2.

En cuanto al material teórico que se emplea para impartir el contenido de la asignatura, se han seleccionado tres autores principales. En primer lugar, se seleccionó a Bryan O’Callaghan, autor estadounidense, y a su obra *An Illustrated History of the USA* (1990). Este libro se ha impartido en su totalidad. El manual consta de 31 capítulos que resumen la historia de Estados Unidos desde la llegada de los primeros colonos europeos al continente americano. Esta obra es la fuente principal de diversos contenidos teóricos, exceptuando las dos guerras mundiales y los desarrollos económicos, políticos, y religiosos de Gran Bretaña.

El manual de O’Callaghan ha sido seleccionado por diversas razones. En primer lugar, los capítulos son cortos y la información se encuentra expuesta de manera concisa. En

segundo lugar, las estructuras gramaticales y el vocabulario son comprensibles por parte de los/as estudiantes, aprendices con un nivel intermedio en la lengua inglesa. En tercer lugar, el material ha sido seleccionado porque incluye imágenes y porque relata hechos que no han sido contemplados en otros materiales. En ese sentido, el libro subvierte algunas nociones de la historia tradicionalmente contada en las escuelas: un ejemplo de esto es el capítulo 1 de la primera sección, titulada “A New World”. Este capítulo se titula “The First Americans” y aquí se presenta a las tribus nativas americanas que, al momento de la llegada de los colonizadores europeos, se encontraban viviendo en el territorio que hoy conocemos como Estados Unidos. Como se observa desde el título del capítulo, esta sección considera que todas las personas que se encontraban en el continente americano son de hecho los/as primeros/as estadounidenses. Esto demuestra que el manual respeta la diversidad cultural y revaloriza el modo de vida tradicional de cada tribu, puesto que lo explica sin realizar juicios de valor. Asimismo, el capítulo incluye una sección donde se relata una leyenda acerca de cómo se originó la tribu Sioux, mal llamada Dakota por la historia oficial. En la Figura 1 se puede apreciar la disposición del texto con las imágenes. En la Figura 2 se observa cómo se describe a uno de los pueblos originarios de EEUU, los Pueblo.

Figura 1 (debajo). Disposición de *An Illustrated History of USA*, sec. 1, cap. 1, p. 4



The Pueblo people of present day Arizona and New Mexico were the best organized of the Amerindian farming peoples. They lived in groups of villages, or in towns which were built for safety on the sides and tops of cliffs. They shared terraced buildings made of adobe (mud and straw) bricks, dried in the sun. Some of these buildings contained as many as 800 rooms, crowded together on top of one another. The Pueblo

Figura 2. Descripción de los Pueblo, *An Illustrated History of the USA*, sec. 1, cap. 1, p. 5.

En segundo lugar, se ha seleccionado al autor Ben Walsh y su libro *GCSE Modern World History* (2001). La razón por la que se ha decidido incluir a Walsh para impartir el contenido sobre las guerras mundiales es que O'Callaghan no resulta suficiente para explicar sus causas, desarrollos y consecuencias. El libro de O'Callaghan se encuentra centrado en los Estados Unidos, y por lo tanto solo incluye cómo EEUU se ha visto involucrado en las dos guerras, pero obvia algunas partes que son relevantes para la historia mundial. Además, el nivel de lengua es apropiado para estudiantes con un nivel B1-B2. A comparación de O'Callaghan, Walsh es más detallista y hace un recuento un poco más minucioso. Asimismo, el texto está redactado de manera atrapante. Observemos, por ejemplo, la sección 1 “Primera Guerra Mundial”, capítulo 1, “Las causas de la Primera Guerra Mundial: ¿quién debería ser culpado?”. Este capítulo empieza con el asesinato de Francisco Fernando de Austria:

Murder in Sarajevo

SOURCE 1

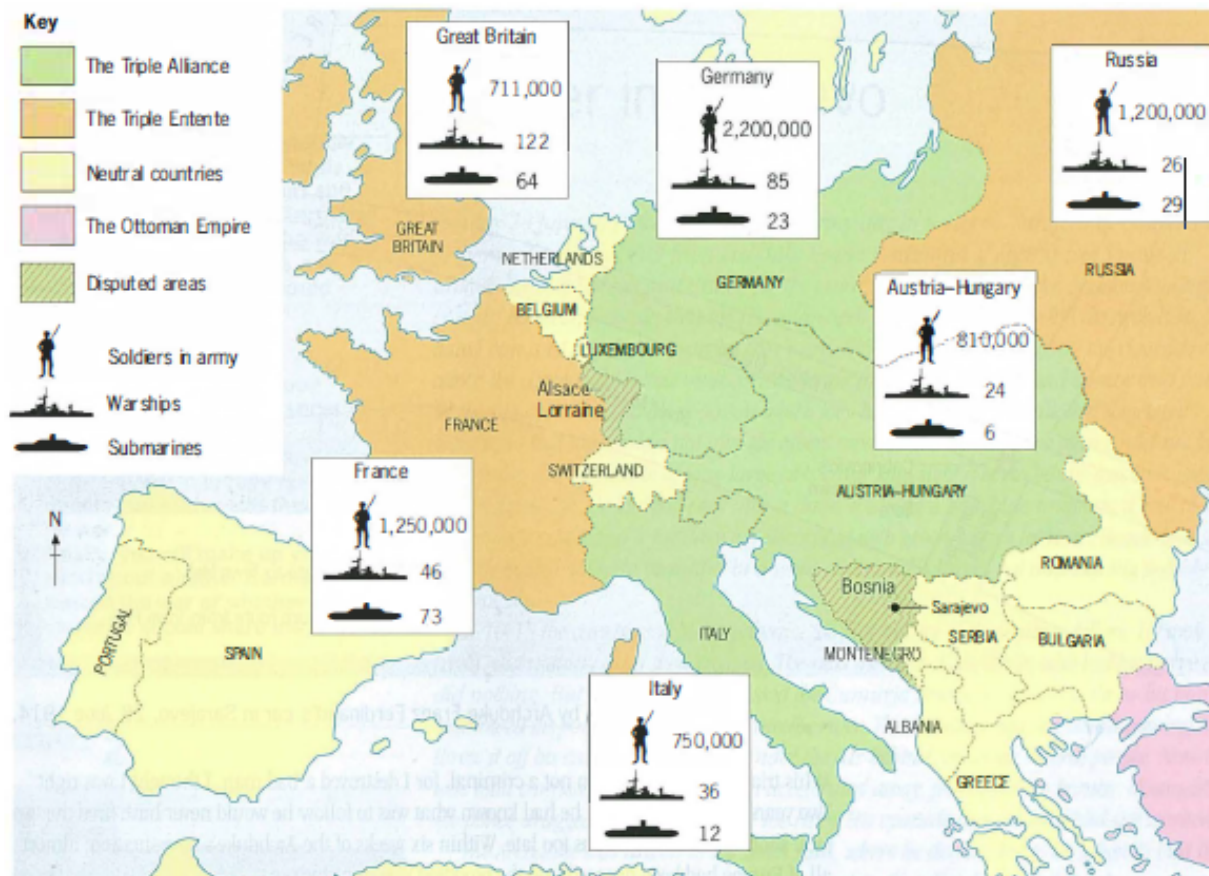
Sunday 28 June 1914 was a bright and sunny day in Sarajevo. Sarajevo in Bosnia was preparing for a royal visit from Archduke Franz Ferdinand of Austria [see Source 2]. Crowds lined the streets and waited for the procession of cars to appear. Hidden among the crowds, however, were six teenage [Bosnian Serb] terrorists sworn to kill the Archduke. They hated him and they hated Austria. They were stationed at intervals along the riverside route which the cars would follow on their way to the Town Hall. They all had bombs and pistols in their pockets, and phials of poison which they had promised to swallow if they were caught, so that they would not give the others away. It seemed as if the plan could not fail.

Figura 3. Relato incluido en *GCSE Modern World History*, sec. 1, cap. 1, p. 3.

En la Figura 3 se puede observar cómo la redacción genera interés y resulta atrapante. Asimismo, Walsh ha incluido imágenes que llaman la atención de las personas que

leen este texto, y también mapas que contribuyen a la comprensión de la información (figura 4). El libro de Walsh además fomenta el pensamiento crítico y ejercita distintos puntos de vista. Esto es visible no solo en la forma en la que presenta la información, sino también, más específicamente, en cómo están estructuradas las actividades. En cuanto a la información, observamos que el autor ha incluido diversas fuentes, que incluyen extractos de noticias, libros de historia, discursos públicos y hasta novelas. De ese modo, el texto resulta polifónico. En lo que respecta a las actividades, observamos que para cada una de las fuentes citadas existen una o dos preguntas que apuntan a la reflexión. Obsérvese las figuras 5 y 6.

Figura 4 (debajo). Mapa incluido en *GCSE Modern World History*, sec. 1, cap. 1, p. 4.



ACTIVITY

The atmosphere in Europe between 1900 and 1914 has been likened to a bonfire waiting to be lit.

- 1 Make your own copy of this bonfire diagram, and add labels to suggest factors that made war possible.
- 2 Put major factors on big sticks, less important factors on smaller sticks.
- 3 Add more sticks to the fire if you wish to show more factors.
- 4 Why do you think the Sarajevo murders 'lit the fire' when previous events such as the Moroccan crisis in 1905 had not? Mention these points in your answer:
 - a) Austria's worries about Serbia
 - b) the build-up of international problems
 - c) the way the alliances worked.



Figura 5. Actividad, en *GCSE Modern World History*, sec. 1, cap. 1, p. 11

SOURCE 17

In Moltke's opinion there was no alternative to making preventive war in order to defeat the enemy while we still had a chance of victory . . . I pointed out that the Kaiser . . . would only agree to fight if our enemies forced war upon us . . .

Written by Gottlieb von Jagow, the German Foreign Secretary, May 1914. He was writing this from memory, soon after the end of the war.

- 1 Read Source 17. What do you think the writer means by 'preventive war'?
- 2 Does either Source 16 or 17 suggest that people in Germany wanted a war?

Figura 6. Fuente incluida en *GCSE Modern World History*, sec. 1, cap. 1, p. 10.

Ben Walsh plantea numerosas actividades interesantes. En una en particular, el/la estudiante debe decidir si es posible culpar a Alemania por la Primera Guerra Mundial. En ese sentido, se propone realizar el simulacro de un juicio en el que se proponen diversos testigos, cada uno de ellos con sus argumentos y explicaciones. Luego, se propone que los/as

lectores/as jueguen el rol de jueces y lleguen a un veredicto. La actividad se muestra en la Figura 7, mientras que se puede observar algunos de los testimonios en la Figura 8.

1 Draw up a table like the one below:

Witness	Which verdict does the witness support?	What evidence does the witness give to support the viewpoint?	Can I trust the witness?

2 Read all the witnesses' statements on page 13. Complete columns 1 and 2.
 3 In column 3, note what evidence the witness gives to support his/her viewpoint.
 4 In column 4, note what might make the witness reliable or unreliable.
 Think about:

- the date and origin of each source
- whether the witness was involved in the events of the time
- the value and reliability of each witness.

5 Look through the other information in this chapter to see if there are other witnesses you should consider.
 6 Choose your verdict from verdicts 1–4.
 7 Once you have chosen a verdict, you should sum up the evidence for it in a short explanation. Remember to explain why you have chosen your verdict, but also explain why you have rejected the others.
 8 Use your table and explanation for a class debate.

Figura 7. Actividad, GCSE Modern World History, sec. 1, cap. 1, p. 12

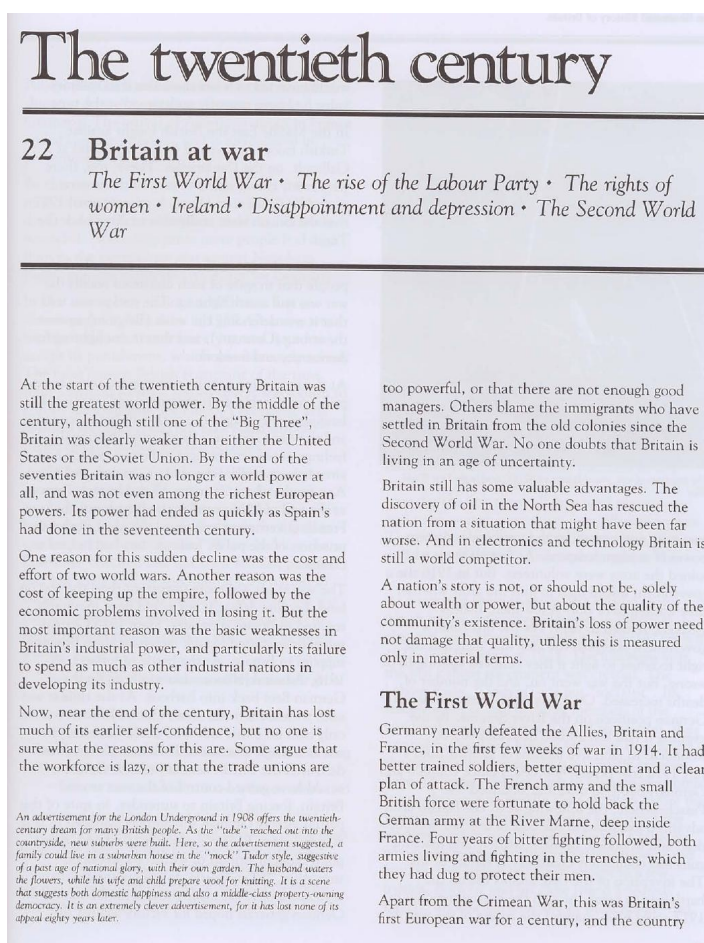
WITNESS 1	WITNESS 2
<p><i>German militarism, which is the crime of the last fifty years, had been working for this for twenty-five years. It is the logical result of their doctrine. It had to come.</i></p> <p style="text-align: right;">Walter Hines Page, US Ambassador in London, 1914. The USA was an ally of Britain and France during the war, and fought in it against Germany from 1917 to 1918.</p>	<p><i>Bethmann stood in the centre of the room . . . There was a look of anguish in his eyes . . . For an instant neither of us spoke. At last I said to him: 'Well, tell me, at least, how it all happened.' He raised his arms to heaven and answered, 'Oh – if only I knew!'</i></p> <p style="text-align: right;">Prince von Bülow, speaking in 1918, remembers calling on the German Chancellor Bethmann-Hollweg in August 1914.</p>

Figura 8. Testimonios para actividad, GCSE Modern World History, sec. 1, cap. 1, p. 13.

El material de David McDowall, *An Illustrated History of Britain* (1989) se ha seleccionado exclusivamente para cubrir ciertos desarrollos en Gran Bretaña, como la Revolución Industrial, Gran Bretaña en el período de entreguerras y Gran Bretaña de la postguerra. Este manual también resulta fácil de leer, su nivel de lengua es apropiado, y es atrapante y conciso. Además, incluye algunas imágenes que ilustran los hechos narrados.

Otra de las razones por las que se seleccionó el manual de McDowall es por su similitud con el de O'Callaghan, ya que se buscó que todos los textos teóricos incluidos en la asignatura fueran parecidos en algún sentido. Como se observa, tanto O'Callaghan como McDowall relatan la historia de los países que analizan, pero incluyen numerosas imágenes e ilustraciones. Este material, al igual que lo que ocurre con los de O'Callaghan y Ben Walsh, no pretende ser exhaustivo, sino que los/as aprendientes pueden –y se los/as alienta a– buscar más información en las fuentes que deseen. A continuación se presenta una página entera del libro de McDowall:

Figura 9 (debajo). Página completa de *An Illustrated History of Britain*, cap. 22, p. 159.



Por último, se han seleccionado 20 videos como material teórico ampliatorio y optativo no obligatorio. Los videos están disponibles en el Aula Virtual. La mayoría de ellos pertenecen al canal de YouTube de *Crash Course*. Este canal educativo está disponible en el siguiente enlace: <https://www.youtube.com/c/crashcourse>. En la asignatura “Estudios II” se han incluido videos de las series *Crash Course in US History* y *Crash Course in World History*. Todos los videos son presentados por el historiador y autor de ficción John Green. Los videos son cortos y concisos. Además, incluyen imágenes, gráficos y citas. Asimismo, el presentador siempre realiza preguntas que apuntan a la reflexión y busca incluir detalles que han sido olvidados por los libros de historia tradicionales. Del mismo modo, se considera que estos videos pueden ayudar a desarrollar la comprensión auditiva. Como ejemplo, se puede mencionar el video “America in World War I”, disponible en <https://www.youtube.com/watch?v=y59wErqg4Xg&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=32>.

5.2. Diseño de presentaciones de clases

Para diseñar el material de clases elaborado por la docente responsable, que consiste básicamente en presentaciones de Power Point y Google Slides, se tuvieron en cuenta los siguientes criterios. En primer lugar, se buscó resumir y organizar la información disponible en el material teórico. Se incluyeron los puntos principales de cada texto, siempre consignando el capítulo en el que está consignada cada información. Se considera que las presentaciones deben ser una guía de lectura que reúna información importante. Asimismo, se buscó que el texto fuera corto y legible por su tamaño y tipo de fuente. Se tuvo en cuenta también el contraste de los colores y se prefirió usar textos de color oscuro sobre fondos de color claro. En cada clase se empleó una plantilla diferente, extraída de la página SlidesCarnival, con el fin de no aburrir a los/as estudiantes con la misma plantilla. Se buscó también incluir imágenes y mapas, en la medida de lo posible, con el objeto de acompañar el texto y aclarar conceptos. A continuación, se incluye un ejemplo de una presentación que se ha mostrado en clases, correspondiente a la Primera Guerra Mundial (Unidad 3), un evento clave de la historia de la Humanidad, y, por lo tanto, de esta asignatura.



Figura 10. Portada de la presentación de clases sobre la Primera Guerra Mundial.



Figura 11. Imágenes incluidas en la presentación sobre la Primera Guerra Mundial.

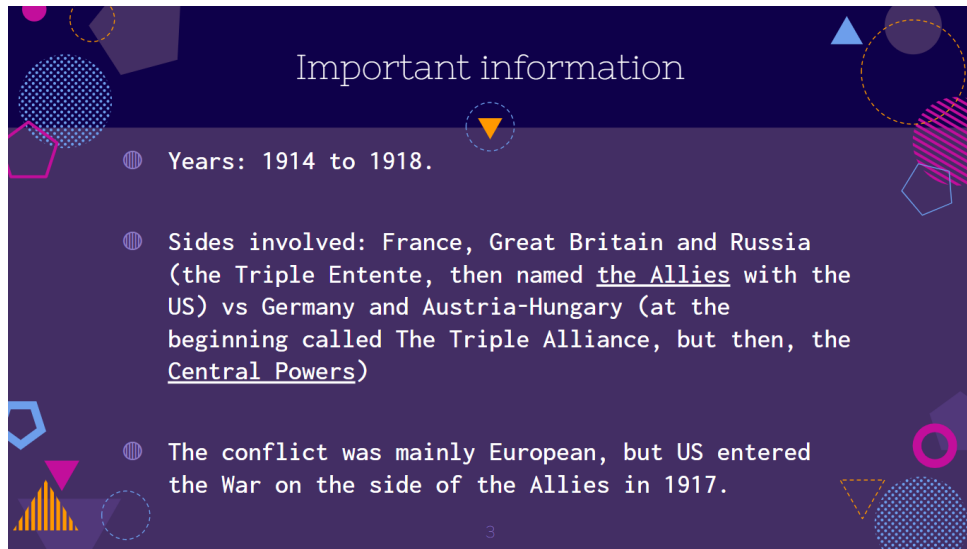


Figura 12. Información incluida en la presentación sobre la PGM.

También se incluye aquí otra presentación de clases, esta vez perteneciente a la Unidad 2. El tema particular es literatura Trascendentalista y en este caso particular se presenta el poema “O Captain! My Captain!” de Walt Whitman. Esta presentación incluye información sobre el autor y su estilo, el texto literario mencionado y actividades. Cabe aclarar que estas dos presentaciones –es decir, la de la Primera Guerra y la de poesía– se hallan en el Anexo 2.



Figura 13. Portada de la presentación de poesía Trascendentalista: O Captain! My Captain! de Walt Whitman

“

Read the poem and answer the following questions:

- 1) What is the poem about?
- 2) What is the mood of the poem's first lines? Is this mood maintained throughout the poem?
- 3) The poem is an **extended metaphor**. Explain why.

”

7

Figura 14. Actividad oral propuesta para toda la clase. Presentación de poesía Trascendentalista: O Captain! My Captain! de Walt Whitman

<p><i>(extended) metaphor</i></p> <p><i>apostrophe</i></p> <p><i>personification</i></p> <p><i>imagery</i></p>	<p>O Captain! my Captain! our fearful trip is done, The ship has weather'd every rack, the prize we sought is won, The port is near, the bells I hear, the people all exulting, While follow eyes the steady keel, the vessel grim and daring; But O heart! heart! heart! O the bleeding drops of red, Where on the deck my Captain lies, Fallen cold and dead.</p>
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Figures of speech

15

Figura 15. Información sobre figuras retóricas en el poema. Presentación de poesía Trascendentalista: O Captain! My Captain! de Walt Whitman

5.3. Análisis de la selección de material teórico y el diseño de presentaciones

Desde el punto de vista de las contribuciones de Paulo Freire, el material teórico seleccionado resulta apropiado. Freire concibe una pedagogía en la que el individuo, denominado por este método como “el alfabetizando”, se construya como una persona crítica

a través de sus vivencias en la vida cotidiana. Esta pedagogía debe ser elaborada *con* la persona y no *para* ella. Los textos que se brinden a los/as aprendientes deberían permitirles que reflexionen sobre el mundo en el que viven, pero no para adaptarse a él, sino para cuestionarlo y reformarlo (Freire, 2005). Asimismo, el autor brasileño postula que una finalidad de la educación es que el/la aprendiente, a través del aprendizaje sistemático, genere una conciencia crítica. Esto se debe a que la realidad en sí misma es funcionalmente domesticadora –en el sentido en el que perpetúa el *statu quo* de la desigualdad social– y liberarse de ella solo es posible a través de la praxis. Para superar la dicotomía opresor-oprimido, afirma el autor, es preciso una praxis “que es reflexión y acción de los hombres sobre el mundo para transformarlo” (Freire, 2005, p. 51).

Freire postula entonces una praxis que posee dos momentos: un momento de adquisición de la conciencia crítica de la realidad en la que el/la aprendiente vive, y un momento de lucha o combate contra esa realidad que se basa en la desigualdad. Se puede observar en el manual de O’Callaghan la introducción de información que desafía la historia tradicional que se transmite en las escuelas. Esto sucede cuando el autor argumenta, por ejemplo, que las tribus nativas fueron las primeras personas americanas, y cuenta su historia con respeto. De hecho, el capítulo 16, denominado “The Amerindians’ Last Stand” relata con crudeza las dificultades que las tribus nativas atravesaron debido a la avaricia de los colonizadores blancos y el racismo presente en la sociedad. La situación de las personas afroamericanas es también trabajada con profundidad. Estos hechos son usualmente invisibilizados por el relato de la historia oficial, en consonancia con lo que explica Freire (2005): la opresión se presenta como algo normal en la sociedad. Por lo tanto, los sucesos que O’Callaghan ha decidido incluir en su libro pueden contribuir a generar conciencia crítica.

En segundo lugar, el material de Walsh resulta sumamente interesante porque también se adecua a lo expuesto por Freire. Esto es sumamente visible en el manual teórico, que realiza un recuento de distintas fuentes, a veces opuestas, y se convierte en un texto polifónico a través del cual el/la estudiante puede formar su propia opinión. La inclusión de actividades que fomentan el pensamiento crítico, como la expuesta en la Figura 7 se condice con el pensamiento de Freire. Recordemos que el autor brasileño explica cómo la sociedad posee a menudo una visión “bancaria” de la educación, donde el/la aprendiente es un

recipiente vacío en el que se deposita el conocimiento. Lo que Freire propone es opuesto: la educación liberadora busca la comprensión del contenido, la superación del binomio estudiante-profesor/a, y la bidireccionalidad (Freire, 2005). Se puede afirmar entonces que para el autor el conocimiento es co-construido. Es por esto que las actividades del libro de Ben Walsh resultan tan significativas. Por un lado, estas apuntan a consolidar lo aprendido y buscan que el/la estudiante interactúe con la información para construir conocimiento. Al mismo tiempo, las actividades consideran al/a la estudiante como una persona que ya posee saberes previos y que puede tomar decisiones de manera autónoma. Se le presenta un escenario diverso en el que hay numerosas voces y la persona que aprende debe decidir cuál versión o versiones le parece que tiene más sentido. De este modo, el conocimiento no es “depositado” en la persona que aprende por el o la docente, sino que es construido por sí misma como aprendiente autónoma capaz de tener conciencia crítica.

Se considera que el libro escrito por McDowall no está necesariamente en consonancia con los aportes de Freire. En este sentido, es muy importante el modo en el que se trabajan en clases los contenidos que ofrece el autor. Las presentaciones de clases tampoco se encuentran en consonancia con la pedagogía de Freire. Al respecto, se puede afirmar que el autor sugiere aplicar un método dialógico (Freire, 2005), que consiste en el encuentro entre un tú y un yo, dos sujetos que se encuentran para la transformación del mundo. En la concepción dialógica de la educación, resulta clave la colaboración y la comunicación, sostenida por el diálogo (2005, p. 219). En este sentido, las presentaciones solo incluyen precisiones teóricas y fotos, pero no actividades ni preguntas disparadoras que sirvan para promover el pensamiento crítico. Esta falencia se ha intentado suplir en los encuentros virtuales sincrónicos.

Desde el enfoque socio-constructivista de Lev Vygotsky, la educación debe basarse en el principio de que el/la aprendiente es parte de la sociedad, y que el aprendizaje es social. Por lo tanto, la educación debe fomentar la dimensión social del/la aprendiente (Langford, 2005). Esta perspectiva también plantea que se debe permitir al/a la estudiante expresar sus necesidades e intereses. Si bien no es posible que los/as aprendientes seleccionen los temas que se desarrollan durante la materia, sí se ha incentivado a que busquen más información u otras fuentes sobre las temáticas que les interesan. Esto responde a lo que Vygotsky expresa respecto al rol docente, que debe ofrecer asistencia al/la estudiante durante el proceso de

aprendizaje, guiado por sí mismo/a (Langford, 2005). Se han incluido actividades y videos optativos para que los/as estudiantes realicen individualmente. Se considera, sin embargo, que los videos deberían haber sido incluidos con algún tipo de consigna, ya que solamente se los agregó al AV y se consignó que eran optativos. En este punto se debería haber actuado como facilitadora de este material e incluir pautas y consignas para ver el video.

También se considera que la asignatura promueve el desarrollo social de los/as aprendientes, puesto que los contenidos de la materia son justamente de índole social. Al analizar la realidad social de los pueblos de habla inglesa, los/as estudiantes pueden comprender el mundo en el que se insertan y desenvolverse de una mejor manera, ya que serán capaces de analizar la realidad que se les presenta gracias al conocimiento de los desarrollos históricos de los últimos años. Esto es especialmente importante si se considera que en el futuro serán profesionales de la lengua inglesa.

Si se consideran los aportes de Dewey y Schön (en Ramón Ramos, 2013), se puede observar cuáles son los valores que guían la práctica docente a través de la selección de los textos teóricos y el diseño del material didáctico. En primer lugar, se observa cómo el énfasis de la selección de material teórico estuvo signada por el deseo de que los textos fomenten el pensamiento crítico (en consonancia con la pedagogía de Freire, 2005). Asimismo, era importante para la docente a cargo que el material teórico subvirtiera las nociones clásicas que se transmiten a menudo en la educación de la historia mundial y que no consideran la historia de los pueblos que han sido oprimidos. Cabe destacar que también resulta importante para la docente responsable que cada estudiante llegue a su propia conclusión y a través de su propia experiencia y razonamiento, y no se intenta inculcar en ellos/as ninguna visión en particular. La intención es proveerles con una perspectiva histórica un poco más amplia. Del mismo modo, se observa en la docente un énfasis en el contenido de los libros teóricos, pero también un interés por seleccionar material que tenga ilustraciones fotografías y mapas, porque se considera que esto facilita la comprensión de la información.

Es posible también evaluar los materiales seleccionados y diseñados según los aportes de Gardner (2006), ampliados por Armstrong (2009). Gardner plantea la existencia de múltiples inteligencias. Armstrong, por otra parte, elabora un manual que expone características de cada uno de estos tipos de inteligencia. A simple vista es posible observar

cómo ninguno de los materiales seleccionados ni diseñados logra proveer recursos para todos los tipos de inteligencia. Los tres libros teóricos y las presentaciones elaboradas apuntan más que nada a la inteligencia lingüística. La inclusión de imágenes y mapas en los textos teóricos y las presentaciones pueden ayudar a aquella persona con una inteligencia espacial más desarrollada. Lo mismo sucede con los videos incluidos en el AV. Para los/as estudiantes que poseen una inteligencia predominantemente interpersonal resultan interesantes algunas actividades del material de Armstrong, que están pensadas para realizarse en grupo. Asimismo, dichas actividades pueden agrardarle a una persona cuya inteligencia lógico-matemática sea la más sobresaliente, ya que implican analizar datos para llegar a conclusiones. Los cuatro tipos de inteligencia restantes no se encuentran reflejados en el material seleccionado y diseñado.

El siguiente autor que resulta pertinente es McGrath (2002), quien estipula ciertos criterios para la selección y el diseño de materiales. Al momento de elegir un material, plantea el autor, debemos considerar si es apropiado según el propósito, la persona que será destinataria del material, el contexto en el que se impartirá y bajo qué criterios juzgaremos si resulta apropiado o no. Tal como se expresó en el marco teórico, se debe analizar profundamente el contexto de aprendizaje del/la aprendiente: edad, género, nivel de L2, nivel educativo y académico, condiciones socioeconómicas, razones para estudiar el idioma y estilo de aprendizaje.

McGrath considera indispensable corroborar que el material cumpla con las consideraciones prácticas, las consideraciones de contenido, las consideraciones respecto de la adecuación al contexto y las consideraciones sobre cuán atractivo resulta el material para los/as aprendientes. Todas estas características han sido tenidas en cuenta, en mayor o menor medida cuando se seleccionaron y diseñaron los materiales. La fecha de publicación, por ejemplo, se ha considerado con mucha atención. En este sentido, hace unos años la materia brindaba materiales publicados hace más de 60 años, especialmente para analizar los desarrollos anteriores a 1970. En los libros seleccionados, el texto de McDowall es el más antiguo, ya que fue publicado en 1989. A la luz de la teoría de McGrath y respecto de los criterios de accesibilidad, contenido, adecuación al contexto y atractivo, se considera que la

selección de los tres libros de texto es apropiada. Otro aspecto que se ha tenido en cuenta es si los materiales fomentan o no el pensamiento crítico, tal como se mencionó anteriormente.

Tal como fue expuesto en el Marco Teórico, McGrath también estipula que existen tres métodos de selección del material: el método impresionista, el método de lista de verificación, y el método profundo. Los libros de O'Callaghan y Walsh han sido seleccionados con el método de análisis en profundidad. Al momento de elegir el material, se le dio especial importancia a cómo este lidiaba con procesos históricos. Tanto O'Callaghan como Walsh se alejan de una perspectiva eurocéntrica, que es la que impera en los libros de historia. El libro de McDowall ha sido analizado siguiendo el método impresionista. Esto se debió a restricciones de tiempo, principalmente.

Con el fin de evaluar las presentaciones diseñadas, se considera en este momento a Tomlinson (2014), quien se refiere a los procedimientos y principios del desarrollo de material. Si bien no se ha desarrollado material teórico propio, se considera que estas nociones son aplicables a las presentaciones de PowerPoint y Google Slides que se emplean en "Estudios II".

Se toman aquí los aportes de Nunan (1988, en Tomlinson, 2014). Este autor incluye 6 principios que todo material debe seguir: 1) debe estar claramente relacionado con el programa; 2) debe ser auténtico en términos de texto y de tareas; 3) debe estimular la interacción; 4) debe permitir que los/as estudiantes se focalicen en aspectos formales de la lengua; 5) deben fomentar el desarrollo de habilidades de aprendizaje; 6) deben fomentar a los/as estudiantes a aplicar sus habilidades fuera del aula. Se considera que algunos de estos principios son visibles en el diseño de las presentaciones, pero otros aspectos no .

En primer lugar, las presentaciones elaboradas por la docente responsable están claramente relacionadas no solo con el programa sino también con los textos teóricos seleccionados. En cuanto al segundo punto, si bien el material es auténtico por momentos, gran parte consiste en la reformulación o a veces cita directa del autor que se está estudiando – O'Callaghan, Walsh o McDowall. En cuanto al tercer punto, se considera que solo algunas presentaciones, como la de poesía, estimulan la interacción. Hay otras que solo se encargan de transmitir el contenido. En cuarto lugar, algunos aspectos del material se focalizan en los

aspectos formales de la lengua, pero en otros casos esto no es así. De hecho, se ha hecho más hincapié en el contenido que en el aspecto formal, lo que podría modificarse, puesto que el uso de la lengua es uno de los aspectos que se evalúa en la materia. Respecto del quinto principio, se considera que las presentaciones podrían fomentar en mayor profundidad el desarrollo de las habilidades de aprendizaje si incluyeran recursos más diversos y actividades más colaborativas. En último lugar, sí se considera que las presentaciones fomentan a los/as estudiantes a llevar sus conocimientos al mundo exterior, más que nada con respecto al contenido de la asignatura, tan importante en el contexto social global.

Para cerrar este apartado se consideran las contribuciones de Mishan y Timmis (2015), sobre todo respecto a la distinción entre el material como contenido y como proceso (Reinders y White, 2010, en Mishan y Timmis, 2015) y la distinción entre materiales estáticos y dinámicos. Los materiales empleados en el dictado de la asignatura “Estudios II” son casi todos estáticos, ya que la noción imperante es la de material como producto/contenido. La principal función que estos materiales cumplen es la de transmitir información. Si bien se ha considerado que los materiales sean apropiados para el desarrollo de las habilidades de comprensión lectora y comprensión auditiva –en el caso de los videos–, el foco ha estado puesto en el contenido. Asimismo, la mayoría de los materiales son estáticos, y, si bien hay algunos más dinámicos, no se han empleado materiales completamente dinámicos. El uso de la tecnología ha resultado muy limitado durante el ciclo lectivo 2020 y los materiales que se emplearon corresponden más a un entorno áulico presencial y tradicional que a un entorno mediado por tecnología.

VI. Actividades e instancias evaluativas

6.1. Diseño e implementación de actividades e instancias evaluativas

En este espacio curricular, se han diseñado actividades y evaluaciones que han sido propuestas en el AV. En este apartado se describen dichas actividades, y en el siguiente se cotejan con las teorías de la enseñanza expuestas anteriormente. En este sentido, en el programa se propusieron las siguientes actividades: clases teóricas con soporte audiovisual; clases prácticas de elaboración de líneas de tiempo, cuadros y mapas conceptuales;

actividades objetivas como opción múltiple y unir con flechas, exposición oral por parte de los/as estudiantes de manera individual y/o grupal; elaboración de soportes audiovisuales o físicos por parte de los/as aprendientes; debates áulicos; tareas domiciliarias de redacción en pares y búsqueda autónoma de información.

Cabe aclarar que el programa se elaboró antes del decreto del aislamiento preventivo obligatorio, por lo que se diseñó la materia específicamente para tener clases presenciales. Es por esto que no se han realizado todas las actividades en clases. A causa del aislamiento se redujo la frecuencia de los encuentros virtuales, a una vez cada 15 días. Por disposición del IES, no era posible tampoco dejar tarea ni clases asincrónicas en el AV. Debido a esto, en clases solo pudieron desarrollarse clases teóricas con soporte audiovisual, debates áulicos, una actividad grupal que consistió en completar un cuadro y una actividad grupal que consistió en unir con flechas. Las restantes actividades fueron subidas al AV con su correspondiente respuesta, para que los/as estudiantes las realizaran en su hogar y se corrigieran de manera autónoma. En el Anexo 3 se pueden observar algunas de las actividades propuestas para las clases.

En cuanto a las evaluaciones parciales, hubo 5 (cinco) Instancias Evaluativas, es decir, una evaluación por cada unidad del programa, exceptuando la última unidad (Unidad 6). Cada una de ellas difiere de la anterior, con el fin de proporcionar mayor diversidad y propiciar la creatividad de los/as aprendientes. Cabe aclarar que todos los exámenes (denominados Instancias Evaluativas) fueron domiciliarios y asincrónicos. Esto se debe a una posición que tomó la docente responsable respecto de los exámenes sincrónicos. Se consideró que, debido a la complicada situación epidemiológica pero también económica del país, había aprendientes que no poseían una buena conexión a internet. Por lo tanto, exigir exámenes sincrónicos habría significado excluir a estas personas de manera definitiva.

La Instancia Evaluativa 1 consistió en un examen individual con consignas objetivas: opción múltiple, completar cuadros, señalar si las afirmaciones son verdaderas o falsas y completar un texto con palabras claves. Para la Instancia Evaluativa 2 se decidió que los/as estudiantes elaboren, de manera grupal, una línea de tiempo empleando recursos tecnológicos, como por ejemplo PowerPoint, Prezi, Padlet, TimeToast, Genially, entre otros. La Instancia Evaluativa 3, por otro lado, fue escrita, individual y mixta: la mitad de las

consignas fueron objetivas –completar cuadros, marcar con una X la opción correcta– y la otra mitad fueron subjetivas: desarrollar en párrafos cortos. La Instancia Evaluativa 4 consistió en la elaboración de un video de 7 min por parte de los/as estudiantes, de manera individual. La Instancia Evaluativa 5 consistió en un examen a desarrollar sobre la Segunda Guerra Mundial. Por último, no hubo Instancia Evaluativa para la Unidad 6, pero sí una “Evaluación de Resultados” que integraba los contenidos de la Unidad 5. Los/as estudiantes debieron realizar una presentación audiovisual o visual sobre un tema seleccionado por el/la estudiante, de manera individual. La aprobación de la ER fue un requisito para acceder a la promoción de la materia, como ya se ha explicado.

Se propuso además tres trabajos prácticos que evaluaron exclusivamente los textos literarios. En primer lugar, para el Trabajo Práctico 1 se les solicitó a los/as estudiantes una presentación audiovisual o visual grupal que debían defender oralmente en clases. Para ello, debían elegir un/a poeta del Romanticismo, desarrollar algunos aspectos biográficos y analizar su obra. Los Trabajos Prácticos 2 y 3 fueron llevados a cabo a través del recurso “Cuestionario / Quiz” en el AV y de manera individual, introducidas por consignas objetivas. Todas las consignas de las evaluaciones, los trabajos prácticos y la ER se encuentran en el Anexo 4, junto con algunas producciones de estudiantes. Para fomentar la reflexión de los/as estudiantes sobre su propio aprendizaje, se han brindado guías de estudio y respuestas modelo de ensayos. Estos materiales pueden encontrarse en el Anexo 5.

6.2. Análisis del diseño y la implementación de actividades e instancias evaluativas

Si se toman en cuenta los aportes de Freire (2015), se considera que ninguna de las actividades, evaluaciones o trabajos prácticos está orientada específicamente a generar pensamiento crítico. Sin embargo, sí existen consignas que le otorgan al/la estudiante gran autonomía e independencia. En las clases siempre se hizo hincapié en que no hay respuestas correctas e incorrectas, sino que cada uno/a debe llegar a su propia conclusión mediante el estudio y análisis de la información disponible. Es por esto que se aceptaron distintas respuestas opuestas entre sí, dentro de un cierto límite. Por ejemplo, algunas personas afirmaron en sus párrafos que la principal causa de la Segunda Guerra Mundial había sido el

deseo imperialista de Alemania, mientras que otra persona hacía énfasis en que la política implementada por el gobierno británico permitió que Hitler tuviera demasiado poder. Ambas posturas se consideran completamente válidas.

Desde la perspectiva de Vygotsky, se debe consultar a los/as aprendientes sobre sus intereses. Como ya se ha mencionado anteriormente, no es posible que ellos/as seleccionen el contenido de la asignatura, pero sí pueden elegir buscar otros materiales y citarlos en su trabajo. En este sentido, la evaluación número 2 permitía que el grupo eligiera qué hechos incluir en la línea de tiempo, y en la evaluación 4 y en la ER el/la aprendiente seleccionaba el tema que deseaba para confeccionar su video y su presentación, respectivamente. La existencia de evaluaciones y actividades colaborativas también está en consonancia con los aportes de Vygotsky, quien pone el foco en el aspecto social (Langford, 2005).

Se puede observar también que, siguiendo a Gardner (2006) y Armstrong (2009), las actividades, evaluaciones y trabajos prácticos fueron variadas y apuntaron a distintas inteligencias. Por ejemplo, la elaboración de líneas de tiempo benefició a los/as estudiantes con inteligencia espacial, mientras que la redacción de párrafos cortos fueron útiles para aprendientes que poseían inteligencia lingüística. Por las características y contenidos de la materia, las únicas dos inteligencias que no han sido incorporadas de ningún modo en las actividades y evaluaciones fueron la musical y la naturalista.

6.3 Descripción y análisis de criterios de evaluación de instancias evaluativas

Los criterios de evaluación están consignados en el siguiente cuadro (Figura 16). En las evaluaciones tanto parciales (es decir, Instancias Evaluativas) como finales (especialmente el Coloquio) se tienen en cuenta los errores elementales en lengua extranjera en diversas categorías. En este sentido, el IES estipula que 3 (tres) errores dentro de la misma categoría o 5 (cinco) errores dentro de las diferentes categorías implican la reprobación de la Instancia Evaluativa oral y/o escrita y coloquio.

Figura 16 (debajo). Criterios de evaluación para Instancias Evaluativas y Coloquio.

	Muy logrado	Logrado	En proceso de ser logrado
Contenido	<p>La persona evaluada realiza una presentación en donde explica claramente un tema, incluyendo sus causas, su desarrollo y sus consecuencias. Se brinda información general y detalles, y se presentan nombres, fechas, antecedentes, causas y consecuencias, demostrando así una lectura profunda del material de clase. En algunos casos, la persona evaluada demuestra haber realizado una investigación propia.</p>	<p>La persona evaluada realiza una presentación en donde explica claramente un tema, incluyendo la mayor parte de sus causas, su desarrollo y sus consecuencias. La presentación está completa a nivel general pero no incluye muchos detalles o hay confusión en uno o dos nombres o fechas. La persona evaluada demuestra estar familiarizada con la mayor parte del material de lectura.</p>	<p>La persona evaluada realiza una presentación en donde explica un tema con más o menos claridad, pero no menciona información importante o general. La presentación no incluye causas, desarrollo y/o consecuencias. Hay confusión en tres o más fechas o nombres o se omiten completamente. La persona evaluada no responde las preguntas de la evaluadora o responde con información de manera muy incompleta o errónea. La persona evaluada demuestra poca o nula comprensión de los temas y poca o nula lectura del material de clase.</p>
Gramática	<p>Hay algunos errores, especialmente de la categoría de errores avanzados, pero ninguno impide la comunicación.</p> <p>Errores básicos: 3 errores dentro de la</p>	<p>Hay algunos errores básicos y varios errores avanzados. La mayoría de los errores gramaticales no impide la comunicación.</p>	<p>La persona evaluada comete errores que impiden la comunicación. 3 errores dentro de la misma categoría o 5 errores dentro de las diferentes categorías implican la</p>

	<p>misma categoría o 5 errores dentro de las diferentes categorías implican la reprobación de la instancia evaluativa:</p> <ul style="list-style-type: none"> • Errores de omisión de “S” 3ra persona del Presente Simple, plurales de sustantivos y casos posesivos. • Falta de concordancia de cualquier tipo (Por ejemplo: entre sustantivos y/o pronombres y verbos / entre adjetivos demostrativos y sustantivos, etc.) • Omisión de sujetos. • Pluralización de adjetivos en inglés. • Errores en la forma de los tiempos verbales: Presente Simple, Presente Continuo, Pasado Simple, Pasado Continuo, Presente Perfecto. <p>Errores avanzados:</p> <ul style="list-style-type: none"> • Errores en el uso de verbos compuestos (phrasal verbs) • Errores de colocación (verbo y sustantivo, preposiciones incorrectas, formas verbales) • Uso incorrecto de vocabulario avanzado. • Uso incorrecto de conectores. • Errores en la forma de los tiempos verbales: Presente 		<p>reprobación de la instancia evaluativa.</p>
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	<p>Perfecto Continuo, Pasado Perfecto Simple y Continuo, Futuro Continuo, Futuro Perfecto Simple y Continuo.</p> <ul style="list-style-type: none"> • Uso incorrecto de expresiones en inglés • Falta de naturalidad en el uso de expresiones • Errores surgidos debido a la presencia de falsos cognados o de la interferencia de la lengua materna • Otros errores que no dificulten la comprensión. 		
Vocabulario	<p>El vocabulario es específico y apropiado según el tema elegido y al género académico. Se utiliza léxico incluido en el material de clase.</p> <p>Se emplean frecuentemente sinónimos y distintas expresiones con el fin de evitar repetición.</p> <p>Los verbos y adjetivos empleados son en su mayoría adecuados al nivel e incluyen verbos compuestos.</p> <p>El registro es apropiado a la situación comunicativa de evaluación.</p>	<p>El vocabulario es apropiado según el tema elegido, pero varía en términos de especificidad. Se emplean tanto términos específicos como inespecíficos y generales.</p> <p>Se emplean algunos sinónimos, pero hay cierta repetición de palabras.</p> <p>Se emplean algunos verbos y adjetivos adecuado al nivel, se incluyen pocos o nulos verbos compuestos.</p> <p>El registro es apropiado a la situación comunicativa de evaluación a veces, y otras veces es muy informal.</p>	<p>El vocabulario empleado es muy general e inespecífico. Se desconoce la terminología específica.</p> <p>Se emplea léxico incorrectamente.</p> <p>Hay mucha interferencia de la L1 (español).</p> <p>No hay uso de sinónimos ni verbos compuestos.</p>
Fluidez	<p>La persona evaluada habla a un ritmo adecuado, es decir que</p>	<p>La persona evaluada habla a un ritmo adecuado, aunque por</p>	<p>La persona evaluada habla a una velocidad muy</p>

	no es muy lento ni muy rápido. La persona evaluada logra reformular sus ideas y expresarlas de manera que resulte coherente. Hay pocas pausas y muletillas.	momentos hay pausas. Hay algunas muletillas. La persona evaluada debe reformular sus ideas varias veces o corregirse sobre la marcha, pero la mayoría de las veces logra hacerlo con éxito.	rápida o muy lenta, lo que dificulta la comprensión. Hay numerosas pausas y son de larga duración. La persona evaluada no logra reformular sus ideas o no logra corregirse con éxito. Hay muchas muletillas.
Pronunciación	La entonación de la frase en la L2 es buena en general. La gran mayoría de los fonemas son emitidos correctamente de manera individual. El acento está puesto en el lugar correcto de cada palabra, sin importar la variedad sociolingüística de inglés que se hable.	Hay algunos errores de pronunciación y entonación. La mayoría de ellos no dificulta la comprensión. La persona evaluada presenta dificultad para emitir algunos fonemas.	Hay errores de pronunciación y entonación que dificultan la comprensión. La mayoría de los fonemas no son producidos correctamente.

En consonancia con Anijovich y González (2011), los criterios se han conformado en torno a una escala cualitativa (en este caso, “En proceso de ser logrado”, “Logrado” y “Muy logrado”). Esto, a su vez, responde a los requerimientos del Ministerio de Educación de la Provincia de Córdoba durante el año 2020. Si bien Anijovich y González recomiendan entre cuatro y seis niveles, el Ministerio de Educación plantea esta escala que posee tres grandes niveles para evitar otorgar una nota numérica, especialmente si esta nota corresponde a lo que tradicionalmente se asocia con un “desaprobado”. Dada la situación de aislamiento preventivo y el dictado de clases virtuales, esta elección resulta comprensible y adecuada.

Tal como afirman los autores, la conformación de criterios de manera cualitativa y su diferenciación en niveles resulta beneficiosa para los/as estudiantes, así como también compartir estos criterios con ellos (Anijovich y González, 2011). En ese sentido, estos criterios evaluativos se encuentran en el programa de la asignatura, para que los/as estudiantes sepan qué se espera de su desempeño. La creación de este instrumento, asimismo,

reduce la subjetividad y aporta especificidad: se puede observar por ejemplo que el criterio que corresponde a la parte de gramática ha sido dividido en indicadores sumamente específicos. Asimismo, se ha intentado redactar los indicadores de la manera más detallada y breve posible y, en una de las categorías (Gramática) se ha incluido un indicador cuantitativo que reduce la subjetividad al momento de evaluar. Una falencia encontrada en la matriz es que se emplean con frecuencias palabras como “claro” y “claramente”, lo que reduce la objetividad del instrumento evaluador. Para cumplir con los criterios de Anijovich y González, entonces, se necesita mejorar la redacción.

En segundo lugar, la matriz está en consonancia con los aspectos cualitativos del uso de la lengua que el MCER establece para los niveles B1 y B2, entre los cuales se encuentran la mayoría de los aprendientes. En este sentido, en la matriz se ha considerado específicamente lo expuesto en relación al alcance, la corrección, la fluidez y la coherencia, tal como expresa Puig en el Cuadro 3 del MECR (Puig, 2008, p. 79). A partir del nivel B1, aclara Puig, se deben precisar criterios de evaluación que pretendan explicar en detalle tanto lo que el/la aprendiente puede hacer como también la forma en la que lo hace, y es esta la razón por la que los criterios incluidos en la rúbrica evalúan de forma separada distintos componentes de la actuación lingüística (p. 88). Asimismo, y al igual que Ajinovich y González (2011), la autora recomienda determinar un número limitado de categorías y es por eso que se ha hecho énfasis en solo 5 categorías, de las cuales 4 refieren a la competencia comunicativa lingüística, pragmática y/o sociolingüística.

VII. Implementación de la enseñanza del contenido y metodología en clases

Como se ha mencionado anteriormente, las precisiones del IES Nueva Formación estipularon que se cursaran las asignaturas una vez cada dos semanas, y que cada clase tuviera una duración máxima de 2 horas. Estas disposiciones rigieron desde el mes de marzo hasta el mes de mayo aproximadamente. Luego de ese momento, las clases se sostuvieron de manera semanal. En general, las clases consistían en una hora de exposición del contenido teórico a través de presentaciones de PowerPoint y Google Slides que resumían el contenido

del material teórico obligatorio. Constantemente se les preguntaba a los/as estudiantes si tenían alguna duda o comentario. Luego, se abría un espacio de preguntas. Al finalizar, se generaba un espacio de reflexión o debate en el que se instaba a los/as estudiantes a participar con su opinión o impresión del contenido de la clase. En algunas clases, luego hubo instancias de actividades que debían resolver en conjunto por toda la clase y se indicaron también algunas actividades para el hogar, que cada aprendiente corregía de manera autónoma.

Para la metodología de la materia, se ha considerado a Paulo Freire (2005), con el fin de enmarcar toda la práctica educativa. Se considera de fundamental importancia educar en pensamiento crítico. Asimismo, se entiende al aprendizaje como una práctica inherentemente política. Si se tienen en cuenta los contenidos de la materia, que abarcan problemáticas sociales, políticas, y económicas, fomentar el pensamiento crítico resulta de vital importancia. Como ya se ha mencionado anteriormente, se ha buscado fomentar el pensamiento crítico desde el material teórico seleccionado y la realización de actividades del material, especialmente el del autor Ben Walsh (2001). Asimismo, se buscó generar espacios de reflexión y debate entre los/as estudiantes durante las clases. En ese sentido, se realizaron algunas preguntas disparadoras. En el caso de la presentación de la Primera Guerra Mundial, por ejemplo, algunas de las preguntas que se realizaron oralmente fueron: “¿Tuvo Alemania toda la culpa de la Gran Guerra?”, “¿El tratado de Versalles fue justo?”. En algunas ocasiones se generaron debates de una duración de 20-30 minutos en los que intervinieron varias personas y dieron su opinión fundamentada.

La metodología de trabajo en las clases respondió a un enfoque socio-constructivista desde el cual se favorece la activa participación del/la aprendiente en la construcción del conocimiento, en donde el aspecto afectivo juega un rol importante en el proceso de aprendizaje. Este enfoque propuesto por Vygotsky (en Langford, 2005) se basa en la teoría de que, para que se produzca aprendizaje, el conocimiento debe ser construido o reconstruido por la persona que aprende a través de la participación activa en distintas actividades. Es por esto que se fomenta siempre que cada uno/a aporte su opinión, impresión o pregunta. Vygotsky también enfatiza la interacción social para la construcción del conocimiento y por ende el aprendizaje colaborativo (Langford, 2005), algo que se ha intentado fomentar en esta

asignatura mediante la asignación de tareas y actividades colaborativas. Tal es el caso, por ejemplo, del Trabajo Práctico 1 y de la Instancia Evaluativa 2 (ver Anexo 4).

En este espacio curricular, el rol docente consiste en facilitar el aprendizaje (Langford, 2005) y considerar también otros componentes, especialmente sociales y afectivos. Se considera que tener en cuenta factores sociales y afectivos ha sido de vital importancia durante el contexto de aislamiento preventivo por la pandemia por COVID19. Durante el cursado, resultó fundamental mantener una postura empática y comprender situaciones particulares. A modo de ejemplo, una persona manifestó haber perdido su empleo y por lo tanto no tener dinero para abonar internet. En consecuencia, le era imposible asistir a clases o conectarse al Aula Virtual. En esta situación, se le dio todas las facilidades al estudiante para que recibiera el material y presentaciones de clases en su teléfono celular y se flexibilizaron algunas fechas de exámenes.

Julio Cabero (2006) postula algunas bases de la EeL. En primer lugar, una buena práctica de EeL anima al/la estudiante a tomar contacto con la facultad, y el/la docente debe ofrecer guías claras para la interacción con los/as estudiantes. Se considera que sí se ha seguido este principio, puesto que en el AV están estipulados los horarios de las clases y el enlace de Google Meet, que es siempre el mismo (ver Figura 17). Además, también se ofrecieron instrucciones claras con respecto al uso de los foros para consultas. También se hacía uso del foro “Important Information” donde se incluían las últimas novedades de la materia. Esto se puede observar en la Figura 18, que es una ilustración de un Foro empleado. Cada una de las entradas en el foro les llega a los/as aprendientes a sus casillas de mail.

Figura 17 (debajo). Presentación del Aula Virtual de “Estudios II” en Moodle.



ESTUDIOS SOCIOCULTURALES Y LITERARIOS II

ALL OF OUR CLASSES WILL BE ONLINE VIA GOOGLE MEET.

We start on 09/04 at 18h.

GOOGLE MEET LINK: <https://meet.google.com/mmp-quro-pka>

En segundo lugar, la EeL debe animar la cooperación entre los/as estudiantes. En este aspecto se considera que se podría mejorar. Se ha fomentado la colaboración en algunas actividades –como debates– e instancias evaluativas, pero no más que eso. Un tercer principio de la EeL consiste en facilitar un aprendizaje activo y el autor aquí sugiere presentar proyectos. Esto sí se puede observar en la asignatura “Estudios II”, puesto que se han propuesto numerosas actividades (consistentes en completar cuadros, unir con flechas, elaborar presentaciones, realizar líneas de tiempo, entre otras) que además buscaron atraer a personas con distintos grados de desarrollo en distintos tipos de inteligencia, siguiendo por supuesto a Gardner (2006) y Armstrong (2009).

En cuarto lugar, la buena práctica ofrece realimentación tanto de información como de acuse – de haber recibido la información (Cabero, 2006). Esto sí se ha cumplido a lo largo del dictado de la asignatura que compete al presente TF. Cada una de las instancias evaluativas fue devuelta con una retroalimentación puntual a través del recurso Tareas del AV o por mail. Además, cada una de las consultas recibidas en el mail o en la mensajería interna del AV fue respondida dentro de las 24h.



Figura 18. Captura de pantalla del Foro “Important information”, en el AV de “Estudios II” en Moodle.

La quinta buena práctica de la EeL consiste en poner énfasis en el tiempo de la tarea, para ayudar a que el/la aprendiente empiece a gestionar el tiempo de manera adecuada. Este principio también es visible en el dictado de “Estudios II”, donde cada una de las instancias evaluativas tuvo una fecha límite. El sexto principio consiste en comunicar elevadas expectativas. Más concretamente, se deben “provocar tareas, ejemplos de casos y alabanzas comunicando la calidad de las tareas” (Pallof et al, 2003, en Cabero, 2006, p. 5). Se considera que esto también se realizó en el dictado de la asignatura, puesto que se presentaron modelos de párrafos como ejemplo (ver Anexo 4). En adición, se felicitó a los/as estudiantes por su trabajo. Por último, el séptimo principio consiste en respetar los diversos talentos y caminos de aprendizaje de los/as estudiantes. Esta idea se relaciona directamente con la teoría de MI de Gardner (2006) y los aportes de Armstrong (2009). Este principio se ha respetado mediante el diseño e implementación de las actividades, como se explica en el apartado VI.

Otros aportes significativos para este apartado son los de Henry y Meadows (2008). Los autores plantean 9 principios importantes para la EeL. Algunos de ellos se relacionan íntimamente por los principios expuestos en Cabero (2006). El primer principio consiste en considerar la enseñanza en línea como un contexto educativo completamente diferente del presencial. Desde esta perspectiva, se puede afirmar que esto se ha cumplido parcialmente durante todo el dictado de la asignatura “Estudios II”. En este sentido, el dictado de la materia inició una semana después del primer decreto del aislamiento obligatorio preventivo. La asignatura había sido concebida para ser impartida de manera presencial, por lo que se debieron realizar cambios a último momento. Después del primer mes la docente a cargo empezó a notar las diferencias existentes entre el entorno áulico presencial y la EeL, por lo que se empezaron a introducir algunas modificaciones. Entre ellas encontramos por ejemplo la exploración e implementación de más recursos del Aula Virtual, como el recurso “Quiz”, que fue empleado para el Trabajo Práctico 2 y el Trabajo Práctico 3. Debajo, en la Figura 19, se muestra la disposición del AV para la unidad 2 de la materia, a modo de ejemplo.

En segundo lugar, los autores plantean que se debe reconocer que no se trata únicamente de proveer contenido, sino de involucrar al/la estudiante en actividades e interacciones. Este principio también se ha cumplido, pero en una pequeña medida. Se intentó generar espacios de debate después de cada clase, por ejemplo. Asimismo, se hizo uso del

recurso Foro para habilitar un espacio de consulta, pero no tuvo éxito, ya que no fue usado por los/as estudiantes, quienes prefirieron enviar mails con sus consultas. El tercer principio propuesto consiste en aplicar la tecnología de manera prudente. Esto significa que se debe considerar la tecnología como un vehículo y no como un destino. Emplear un amplio rango de recursos tecnológicos no es provechoso si no se considera la función de cada uno de ellos. En este sentido, se considera que durante el curso se han empleado con mesura los recursos tecnológicos disponibles (los recursos Foro, Tarea y Quiz del AV, Google Meet, Power Point y Google Slides), pero de hecho se podrían haber aprovechado algunos recursos más, como por ejemplo Prezi, Genially o Padlet.





-  28/05 Expansionism
-  28/05 Expansionism (class ppt)
-  28/05 Chronological List of United States Expansion (optional reading)
-  28/05 Expansionism (optional activity)



Figura 19. Disposición de la Unidad 2 en el Aula Virtual de “Estudios II”.

Los autores exponen también un cuarto principio, que consiste en saber que lo más importante son las buenas prácticas pedagógicas. Aquí los autores mencionan algunas de esas

buenas prácticas, por ejemplo: 1) velocidad en responder e-mails y corregir evaluaciones; 2) interacción frecuente con los/as estudiantes y proveer de retroalimentación individuals; 3) tener objetivos definidos; 4) poseer habilidades de comunicación; 5) usar con frecuencia los nombres de los/as estudiantes; 6) tener la habilidad de ser real y genuino/a. Se considera que estas seis prácticas se han empleado en mayor o menor medida. Los mails y consultas se respondieron antes de las 24h, pero la corrección de algunos exámenes, como la Instancia Evaluativa 4, demoró un mes (debido a una pérdida familiar debido al COVID19), mientras que la corrección de los otros Trabajos Prácticos e Instancias Evaluativas no excedió las dos semanas. Por otro lado, sí se dio retroalimentación individual con frecuencia (ver Figura 20 debajo, que ilustra un comentario de retroalimentación de una Instancia Evaluativa) y se ha mantenido el contacto con los/as estudiantes consistentemente durante todo el año, especialmente en los encuentros sincrónicos. Si bien los objetivos de la materia en general y los criterios de evaluación se encontraban en el programa, que se había publicado en el AV, al cabo de la experiencia se considera que se los debería haber explicado en clases, en consonancia con Anijovich y Gonzáles (2011). Por otro lado, la comunicación con los/as estudiantes era fluida, puesto que los mails con consultas eran respondidos dentro de las 24h y, cada vez que se enviaba un mail con información urgente, los/as aprendientes acusaban recibo. Además, se usaron sus nombres en todas las ocasiones, y todas las clases empezaron con una charla acerca de cómo se encontraban con respecto a la situación de pandemia. Se buscó crear un espacio en el que fuera posible hablar de las emociones sentidas con respecto al aislamiento, la pandemia y las exigencias diarias.

Figura 20 (debajo). Parte de un comentario de retroalimentación de la Instancia Evaluativa 4 de una alumna, extraído del AV de Estudios II, en Moodle.

There are few mistakes, some of which are:

check out the intonation/pronunciation of "politics", "Russia", "scare", "alcoholism"

people (...) was in high risk > WERE

in risk > AT risk

this people was feared > THESE (pronunciation) people WERE feared – be careful with this!

Good job!

In terms of content, you managed to summarize the most important points of the topic and express them in a clear way. You included many details, which was good! However, it made your audio a bit long. Don't worry about it, because you have really included everything that was needed (like women's rights, the situation for African-Americans and so on), but remember it's always good (and necessary at work) to stick to the commission.

El quinto principio de Henry y Meadors (2008) es tener en cuenta la importancia del sentido de comunidad y la presencia social. Se considera que esto se respetó, especialmente durante las interacciones sincrónicas en las que se conoció a los/as estudiantes (edad, profesión, estilo de vida, gustos), lo que hizo que la relación entre estudiantes y docente se estrechara. Por otro lado, el sexto principio consiste en aceptar que se necesitan más áreas de experiencia que solo la experticia en el contenido. Es relevante, por ejemplo, el conocimiento del manejo de la plataforma seleccionada para el curso. Esto es definitivamente cierto, y fue notorio durante los primeros meses. Adaptar el contenido a un entorno de EeL fue un desafío. Resultaron invaluable aquí las herramientas adquiridas durante el cursado de la Especialización en Didáctica de las Lenguas Extranjeras, sobre todo con respecto al uso de la tecnología. Se internalizaron, por ejemplo, los recursos disponibles en Moodle y el uso de materiales como Genially, Padlet, WordArt, Vocaroo, entre otros, si bien no todos se implementaron posteriormente en la práctica docente.

Los autores también proponen seleccionar cuidadosamente la interfaz. Si bien no fue posible decidir qué plataforma usar, porque el IES estipulaba el uso del AV Moodle, sí se consideró cuidadosamente la interfaz del Aula Virtual. Por ejemplo, se consignó al principio de cada unidad los contenidos que se iban a trabajar y luego se incluyeron los recursos, indicando en qué fecha se iba a trabajar cada uno. Algunas de estas características se observan en la Figura 19. El octavo principio consiste en siempre realizar evaluaciones del proceso y considerar la retroalimentación para continuar mejorando. Se considera que esto solo pudo aplicarse parcialmente. Con frecuencia se les preguntaba directamente a los/as estudiantes qué les parecía el material, las consignas de evaluaciones o las actividades. Algunas veces se obtenían respuestas que servían para mejorar, pero es posible que la forma en la que se solicitó la retroalimentación no fuera la mejor porque los/as estudiantes podrían sentirse expuestos/as. Se podría haber empleado un cuestionario anónimo para que los/s aprendientes pudieran expresarse sin exponer su identidad. Por último, el noveno principio afirma que proveer e integrar distintos recursos favorece a los/as estudiantes. Esto también se cumplió en parte, puesto que empleamos encuentros de Google Meet, textos teóricos y

literarios, videos, mapas, actividades y los recursos Foro y Quiz del AV. Sin embargo, se considera que se podrían haber incluido más recursos tecnológicos.

Otras contribuciones relevantes son las de Boettcher y Conrad (2010), puesto que las autoras explican cuáles son las mejores prácticas en la EeL. Al respecto, las autoras señalan diez principios. En primer lugar, afirman que cada una de las experiencias de aprendizaje implica cuatro elementos: el/la estudiante –que está en el centro–, el/la docente, los contenidos y habilidades que se desea adquirir y el contexto. En este sentido, se puede afirmar que en “Estudios II” el/la aprendiente no siempre estuvo en el centro de las interacciones y de las planificaciones. Sin embargo, hubo un cambio que se dio luego de que el primer mes se intentara organizar el curso centrado en el contenido. A partir de ese momento se empezaron a buscar estrategias que tuvieran al/la estudiante como protagonista.

El segundo principio afirma que los/as estudiantes traen consigo sus propios conocimientos, habilidades y actitudes. Desde un primer momento esto se respetó en el dictado de la asignatura que compete al presente TF, puesto que la singularidad de cada aprendiente fue el punto de partida para la selección y diseño de materiales, actividades y evaluaciones. Esto se encuentra relacionado también con la teoría de MI. El tercer principio, por otro lado, estipula que el/la docente es quien dirige la experiencia de aprendizaje en un rol de mentor/a. Esto también ha sido tenido en cuenta para la materia “Estudios II”, donde se brindaron presentaciones de clases con toda la información necesaria, actividades con sus respectivas soluciones, guías de estudio y modelos de exámenes.

El cuarto principio establece que no todos/as los/as estudiantes necesitan aprender todo el contenido del curso, pero sí necesitan aprender los conceptos centrales. Este es un principio que guió la práctica docente durante el año 2020 especialmente. Se les comentó a los/as estudiantes cuál era el contenido central que debían aprender e incorporar y se constató en todas las evaluaciones que hubiera comprensión de esos conceptos. El quinto principio se basa en que cada experiencia de aprendizaje incluye el contexto en el que el/la aprendiente interactúa. Esto resultó clave para la práctica docente que se desarrolló en un contexto de pandemia. En este sentido, se tuvo en cuenta que cada persona podría estar inserta en contextos muy diversos. Para ello se consignaron solamente evaluaciones domiciliarias asincrónicas –para que quien no tenía conectividad pudiera organizarse con tiempo–, se

permitía que los/as estudiantes se conectaran sin prender la cámara –porque algunos/as no tenían o prenderla les restaba conectividad–, compartieran el momento con hijos/as y mascotas, o tuvieran que abandonar la clase antes por motivos laborales.

En sexto lugar, otro principio planteado por Boettcher y Conrad (2010) es que cada estudiante posee una zona de desarrollo próximo. Esto se consideró durante el año, especialmente para la selección y diseño de materiales, actividades y evaluaciones, y a la luz del nivel de idioma que poseían los/as estudiantes y los conocimientos previos que adquirieron en la asignatura correlativa “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa I”. De este modo, se fue observando a lo largo del año cómo se desenvolvían los/as estudiantes en clases, actividades y evaluaciones. Se les preguntó también qué aprendizajes habían tenido en primer año y si habían aprendido a redactar párrafos, conocimientos necesarios para poder aprobar “Estudios II”. Al principio se propusieron consignas objetivas (para la Instancia Evaluativa 1 por ejemplo) y, luego de observar las participaciones, se decidió incluir también consignas de redacción de párrafos en las Instancias Evaluativas posteriores.

El séptimo principio estipula que los conceptos no son solo palabras, sino que son grupos de conocimiento organizados y conectados entre sí. En el dictado de “Estudios II” esto se tuvo en consideración y es por esto que se les sugería a los/as estudiantes realizar líneas de tiempo y mapas conceptuales para estudiar cómo todo se encuentra en constante relación y cómo los acontecimientos históricos son complejos y están atravesados por múltiples factores. En las clases sincrónicas teóricas también se realizaban conexiones entre hechos y conceptos con el fin de generar conciencia sobre este punto. En este sentido, en cada clase se retomaba el conocimiento aprendido la clase anterior, y se establecieron, de manera oral y grupal, similitudes y diferencias entre hechos. Por otra parte, el octavo principio establece que se requieren distintas experiencias e instrucciones para distintos resultados de aprendizaje. A la luz de esta teoría, se considera que el dictado de “Estudios II” estuvo más centrado en el contenido que en el desarrollo de habilidades lingüísticas.

El noveno principio consiste en considerar que mientras más tiempo pase la persona que aprende interactuando con, creando y manipulando información y aplicando conceptos y habilidades, más fácil será y más confianza en sí mismos/as tendrán (Boettcher y Conrad,

2010). En resumen, mientras más tiempo se dedique a tareas, actividades y exposición al contenido, mayor será el aprendizaje. Se considera que el dictado de la asignatura ha cumplido parcialmente con este principio, puesto que las actividades que se propusieron no fueron numerosas. Y, por último, hallamos en las autoras un décimo principio, que estipula que las herramientas de aprendizaje hacen una diferencia, ya que son parte de nuestro ambiente y parte de cómo nuestros cerebros interactúan con el aprendizaje. En este sentido se considera que, al momento de plantear ciertas actividades, no se ha considerado si se pueden o no realizar desde un teléfono móvil en lugar de una computadora portátil.

Por último, los aportes de Teresa Sancho y Federico Borges (2011) pueden también ayudar a evaluar la implementación de las clases de “Estudios II” y su metodología. Los autores ponen el acento en el protagonista central de la interacción: el/la estudiante. Los autores plantean que al inicio de la educación en línea es frecuente la aparición de ansiedad y confusión. Si consideramos que la presente práctica docente se dio en un contexto de pandemia global, estas consideraciones toman más importancia. Asimismo, se recalca la importancia de la buena comunicación docente-estudiante y la retroalimentación. El contacto con los/as estudiantes ha sido mantenido de manera constante a lo largo del dictado de la asignatura que compete a este trabajo y se han brindado numerosas retroalimentaciones de manera individual.

Sancho y Borges también hacen hincapié en la metodología que el/la docente emplea. Los autores sugieren un enfoque más integrado, en el que los/as estudiantes van integrando conocimientos a cada paso, registrando sus sensaciones e impresiones. Esto no se observa -en el dictado de “Estudios II”, donde se propusieron actividades y evaluaciones que a veces no se relacionaban entre sí. Por último, se propone un nuevo rol para el/la aprendiente, que es un rol activo y, por lo tanto, el/la estudiante debería estar siempre en el centro de atención. Como se mencionó anteriormente, en numerosas ocasiones el dictado de “Estudios II” estuvo centrado en el contenido, pero el/la estudiante nunca pasó a un segundo plano. Siempre se tuvo en cuenta la retroalimentación que daban los/as aprendientes sobre el material, el contenido y las actividades y se fomentó que cada uno/a emprendiera por sí mismo/a un proceso de búsqueda de información y de formación de una postura crítica basada en hechos y argumentos.

VIII. Desafíos hallados en la práctica y sugerencias para la práctica futura

Es importante señalar que todo el TF, pero especialmente este apartado, se realizó a la luz del enfoque reflexivo propuesto por John Dewey y Donald Schön. En consonancia con la teoría de Dewey, la sistematización de la experiencia docente (que consiste en lo que Schön denomina “reflexión sobre la acción”) se realizó teniendo en cuenta los tres principios básicos, es decir: mente abierta, responsabilidad y honestidad (Ramón Ramos, 2013). En este sentido, se evalúa la propia práctica a la luz de los aportes incluidos en el Marco Teórico, teniendo en cuenta que la práctica docente está en constante cambio y en formación, y que el/la docente es también un/a aprendiente de por vida. Es por ello en que en este apartado se realiza una valoración general acerca de los desafíos hallados durante el dictado de la asignatura “Estudios II”, y se sugieren mejoras a la luz del Marco Teórico.

Cabe aclarar que aquí se tiene en cuenta también que el contexto global de pandemia y el aislamiento social preventivo son eventos que tuvieron un gran impacto a nivel subjetivo, especialmente a nivel emocional. Esto influyó sin dudas en la práctica profesional y es por esto que la presente sistematización de experiencias es distinta a otras: se ha llevado a cabo la práctica docente en un contexto histórico e incierto, donde en el año 2020 se ha sufrido, por ejemplo, la pérdida de un joven estudiante del IES. En resumen, en este apartado se analiza, con apertura a otras perspectivas, la propia práctica, las propias acciones y los propios valores y creencias. Se tendrá en cuenta el impacto que se tuvo en los/as estudiantes de manera personal, académica y social y política (Ramón Ramos, 2013).

En primer lugar, el material teórico de clases podría haber sido mejor aprovechado. En el caso de Ben Walsh, por ejemplo, es claro que este libro fomenta la adquisición de una perspectiva crítica a través de las actividades que plantea, en consonancia con la pedagogía de Freire (2005). Dichas actividades, sin embargo, han sido trabajadas en clases solamente en contadas ocasiones. Esto se debe a restricciones temporales, dado que la materia abarca numerosos temas y el cronograma es ajustado. Sin embargo, se considera que se debería haber aprovechado de mejor manera este material puntualmente, más incluso teniendo en cuenta que el desarrollo del pensamiento crítico es no solo un deseo que enmarca la práctica docente propia, sino también un objetivo puntual que está consignado en el programa de la

asignatura. Se ha desaprovechado también la oportunidad de emplear un método más colaborativo y dialógico como el propuesto por Freire (2015) ya que las actividades colaborativas realizadas fueron escasas. Al respecto, los autores incluidos en el Marco Teórico afirman que se debe involucrar al estudiante en actividades e interacciones (Henry y Meadows, 2008) y que se debe fomentar la colaboración (Cabero, 2006).

En cuanto al Aula Virtual, se considera que se podría haber hecho uso de ella de una mejor manera. Los únicos recursos que se han subido al Aula Virtual han sido el material teórico y literario en PDF, fotos, mapas, videos y actividades. También se ha empleado el AV para evaluar a través de un examen de opción múltiple en el recurso Quiz. Se ha empleado asimismo el recurso del Foro, pero sin mucho éxito. Sin embargo, el AV ofrece diversas posibilidades que no han sido aprovechadas al máximo, ya que han quedado recursos sin explorar. No se ha usado la plataforma Big Blue Button, tampoco el glosario, el Wiki o las lecciones. Otra herramienta que brinda el AV y no ha sido aprovechada es la de la inclusión del recurso Taller. Tal como se expuso en el Marco Teórico, Henry y Meadows (2008) consideran que la diversidad de recursos favorece a los/as estudiantes, por lo que esto es un aspecto que se debe mejorar en la práctica docente.

La razón principal por la que estos recursos no han sido empleados es por desconocimiento respecto de su uso o modalidad y porque resultaba más sencillo crear recursos más similares a los que se incluyen en una materia dictada de forma presencial. Esto ha sido un error, ya que, tal como exponen Henry y Meadows (2008) en sus principios básicos para la EeL, es importante considerar la enseñanza en línea como un contexto educativo completamente diferente del presencial. Además, en el AV de la asignatura “Estudios II” se puede observar que la intención que prima es la de brindarle al/la estudiante el material relativo al contenido de la materia. Si consideramos el concepto de *responsabilidad* de Dewey (en Ramón Ramos, 2013), el aspecto que más se ha tenido en cuenta es el académico, es decir, cómo afecta la educación en el desarrollo intelectual del/la aprendiente. También se ha considerado cómo afecta el dictado de la asignatura al/la estudiante de una forma social y política, puesto que se cree firmemente que “Estudios II” es una materia que puede ser útil para los/as estudiantes a nivel profesional y personal. Esto se debe a que se consideran la lengua y la cultura como dos aspectos que están estrechamente

relacionados. Sin embargo, durante la praxis no se ha considerado cómo afecta la enseñanza en el autoconcepto de los/as estudiantes y esto es algo que se sugiere considerar en el futuro.

Con respecto al uso de la tecnología y su rol en la participación de los/as estudiantes y en la construcción colaborativa del conocimiento, se considera que se podría mejorar. Hay numerosas opciones que pueden ser incluidas en el Moodle, como Padlet o Genially. Seguramente los/as estudiantes se beneficiarían de esos recursos puesto que son interactivos y atractivos. En el futuro, sería bueno lograr la inclusión de materiales más dinámicos, según lo expuesto por Mishan y Timmis (2015) y, sobre todo, considerar el material como proceso y no solo como producto. Se podrían incluir numerosos recursos interactivos e incluso emplear algunos de los recursos que los/as estudiantes ya tienen a su alcance, como las redes sociales. Cuando la materia se dictaba de manera presencial, por ejemplo, se trabajó con memes. Esto no se hizo en el dictado de “Estudios II” durante el año 2020 a pesar de que había sido una actividad muy exitosa. Una sugerencia para el futuro es incluir otros recursos tecnológicos y recursos más diversos en el dictado de la asignatura, y hacer un mayor uso de los recursos disponibles (sobre todo en el AV). Esto es muy importante, ya que, como expresan Boettcher y Conrad (2010), las herramientas que empleamos hacen la diferencia.

Otro desafío puntual respecto del uso de los foros fue que los/as estudiantes no empleaban ese recurso. De hecho, cada vez que tenían una consulta se comunicaban a través de e-mail, a pesar de que las instrucciones de la cátedra claramente solicitaban que se escribiera en los foros. Los foros no solo son un espacio colaborativo interesante que favorecen la creación de un sentido de comunidad (tal como lo expresan Henry y Meadows, 2008), sino que también pueden ayudar a mejorar las habilidades de escritura y comprensión lectora. Como la práctica docente estuvo tan centrada en impartir el contenido y cumplir con las estipulaciones del Ministerio de Educación –que cambiaban cada mes–, no se ha dedicado suficiente tiempo al desarrollo de habilidades lingüísticas. Esto es un poco contradictorio asimismo, puesto que en las Instancias Evaluativas el buen uso de la lengua era de vital importancia. Se sugiere centrar más la praxis docente en el/la estudiante y no olvidar fomentar el desarrollo de competencias lingüísticas.

Con respecto a las clases sincrónicas, consistentes en encuentros virtuales por Google Meet, se considera que podrían haber sido grabadas. De este modo, hubiera sido posible para

los/as estudiantes aprovechar los materiales con mayor flexibilidad, que es una de las características salientes de la EeL, como exponen Cabero (2006), Boettcher y Conrad (2010) y Sancho y Borges (2011). Haber grabado las clases para que cada estudiante pudiera verlas en el momento que quisiera habría sido beneficioso. De hecho, también es algo en lo que coinciden los autores como Cabero (2006), quien afirma que hay que respetar los talentos de cada persona y sus caminos de aprendizaje, y Boettcher y Conrad (2010), quienes afirman que mientras más tiempo se pase en una tarea, mayor será el aprendizaje. Al no grabar las clases sincrónicas, no se consideró el camino de aprendizaje de todas las personas. Además, cuando las clases no están grabadas el/la estudiante no puede acceder a esas lecciones más de una vez, lo que sería bueno según la buena práctica docente de la repetición.

Mucho puede decirse asimismo respecto de los criterios de evaluación. Si bien se encuentran consignados en el programa, no se han explicado en clases. Simplemente se ha incluido en el programa y luego se les ha brindado la rúbrica a los/as estudiantes al momento de presentarse a rendir la Instancia Evaluativa 1. Esto se ha hecho de este modo porque se consideró que quizás los criterios de evaluación eran los mismos en todas las asignaturas y que ellos/as ya estarían familiarizados/as. Encontramos que esto no debe ser así, ya que Ajinovich y González (2011) explican que estos criterios deben ser presentados en clases y explicados en detalle. Esta es otra sugerencia para la práctica docente futura.

IX. Conclusiones

El presente trabajo es el resultado de una reflexión acerca de la experiencia docente vivida en el año 2020 durante el cursado de la asignatura “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II”, de la carrera Profesorado de Inglés del IES Nueva Formación. Al comienzo del TF se planteó, como objetivo general, sistematizar dicha práctica. Los objetivos específicos se propusieron analizar el contexto institucional y áulico, la selección y el diseño del material de clases, la selección y el diseño de actividades y evaluaciones –incluyendo los criterios de evaluación– y la implementación de las clases virtuales sincrónicas, que se realizaron a través de Google Meet y con el apoyo del Aula

Virtual Moodle. También se procuró describir los desafíos encontrados durante la praxis docente y sugerir posibles mejoras para el futuro.

Para tal fin, se empleó una metodología cualitativa y el trabajo fue de carácter descriptivo exploratorio. Resultaron significativos los aportes de Jara Holliday (s.f) y de Barnachea García y Morgan Tirado (2010). El corpus seleccionado incluye tres secciones del material teórico de clases, dos de las presentaciones teóricas elaboradas por la docente a cargo, uno de los videos seleccionados como material ampliatorio, dos de actividades propuestas y todas de las evaluaciones diseñadas e implementadas, además de un ejemplo de la disposición del Aula Virtual y un ejemplo de la retroalimentación brindada a los/as estudiantes. Se añadieron asimismo al Anexo 4 producciones de estudiantes, incluyendo una Instancia Evaluativa con sus correcciones y un modelo de examen brindado a los/as aprendientes. Se incluye también información recabada por la cátedra acerca de la asignatura y la institución.

Se considera que la experiencia docente vivenciada constituye un ejemplo de lo que sucedió con la enseñanza en el nivel superior en todos los Profesorados de Inglés públicos de la provincia de Córdoba. Por lo tanto, la descripción minuciosa de la propia práctica docente pudo contribuir a reflexionar acerca de las potencialidades y desafíos del dictado en línea de una asignatura de nivel superior en lengua extranjera. Con la intención de realizar un análisis profundo de la propia práctica, resultaron invaluable los aportes de Dewey y Schön (en Ramón Ramos, 2013) con respecto al método reflexivo. El presente trabajo, en su totalidad, se enmarca dentro de lo que se denomina “reflexión sobre la acción”.

Con respecto a la selección y el diseño del material de clases, se considera que fue apropiado y que, en líneas generales, se ajusta a lo planteado por los autores incluidos en el Marco Teórico, tal como Freire (2005), Vygotsky (en Langford, 2005), McGrath (2002), Gardner (2006), Armstrong (2009) y Mishan y Timmis (2015). En este punto no se presentaron mayores dificultades puesto que la selección del material, que se realizó antes del inicio de la pandemia, aplica también para un entorno de EeL. Las presentaciones elaboradas también están en consonancia con lo expuesto en el Marco Teórico, aunque se sugiere incluir actividades que apunten al desarrollo del pensamiento crítico. Del mismo modo, se considera

que se podría haber empleado más material audiovisual, con el fin de aprovechar al máximo los recursos tecnológicos.

Del mismo modo, las actividades y evaluaciones diseñadas resultan adecuadas porque apelan a distintos tipos de inteligencia (Gardner, 2006; Armstrong, 2009), pero podrían ser mejoradas en dos aspectos. Se sugiere que sean más colaborativas (Vygotsky en Langford, 2005; Cabero, 2006) y que se diseñen de tal forma que promuevan más el pensamiento crítico (Freire, 2005). Los criterios de evaluación resultan adecuados a la luz de los supuestos teóricos de Anijovich y González (2011), aunque se debe mejorar la redacción de los criterios expuestos en la matriz, y se sugiere revisar la matriz punto por punto con los/as estudiantes, explicando cada indicador y despejando dudas.

Con respecto a la implementación de las clases sincrónicas de manera en línea y a través de Google Meet, se considera que hay aspectos susceptibles de mejora. Además de añadir más actividades colaborativas (Cabero, 2006) se aconseja emplear una variedad más amplia de recursos tecnológicos (Henry y Meadows, 2008). En especial, se deberían explorar más las herramientas que brinda el AV Moodle. Se recomienda revisar la metodología de clases y hacer el proceso de aprendizaje más integrativo (Sancho y Borges, 2011).

La sistematización de la experiencia docente fue invaluable para reflexionar acerca de la propia práctica y las mejoras que se podrían haber introducido en ella, desde un punto de vista de enseñanza de lenguas extranjeras con modalidad en línea. Se considera que esto permitirá llevar a cabo la labor docente con mayor eficacia en el futuro, especialmente si consideramos que es posible que la educación se vea afectada de manera permanente por la pandemia por COVID19. Todo indica que, durante el ciclo lectivo 2022, el IES Nueva Formación implementará una modalidad *mixta*, también denominada *combinada*, en la que algunas clases serán dictadas de manera presencial y algunas serán impartidas en línea. Es por esto que el proceso reflexivo llevado a cabo en el presente TF permitirá amoldar el dictado de “Estudios II” no solo a una modalidad de EeL sino también a una modalidad mixta / combinada. Esto se debe a que los aportes teóricos aquí considerados fueron invaluable no solo para el dictado de clases en línea sino también para revisar la propia experiencia docente a la luz de las buenas prácticas pedagógicas en general.

Como consideración final, se puede afirmar que el presente TF resultó sumamente esclarecedor en numerosos aspectos, desde la selección y el diseño de materiales hasta la implementación de la tecnología en las clases. Por último, recuperar los datos y observaciones de la experiencia vivida ayudó a articular la praxis con la teoría incorporada durante el cursado de la carrera “Especialización en Didáctica de las Lenguas Extranjeras”.

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XI. Anexo

Anexo 1: Programa de la asignatura “Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II”.

Anexo 2: Material de clases: libros de texto y presentaciones de PowerPoint.

Anexo 3: Actividades incluidas en el Aula Virtual.

Anexo 4: Instancias Evaluativas, Trabajos Prácticos y producciones de estudiantes.

Anexo 5: Guía de estudio y respuestas modelo brindadas en clases.

**Anexo 1: Programa de la asignatura “Estudios Socioculturales y Literarios de los
Pueblos de Habla Inglesa II”.**

INSTITUTO SUPERIOR DE FORMACIÓN DOCENTE “NUEVA FORMACIÓN”

CARRERA: Profesorado de Inglés

ESPACIO CURRICULAR: Estudios Socioculturales y Literarios de Pueblos de Habla Inglesa II

CARGA HORARIA: 3 (tres) horas semanales + 1 (una) hora de taller integrador

CURSO: Segundo año

FORMATO: Seminario

DOCENTE: Prof. Trad. Verene Snopek

AÑO ACADÉMICO: 2020

RÉGIMEN DE CORRELATIVIDADES:

- **PARA CURSAR:** APROBADA: Estudios Socioculturales y Literarios de Pueblos de Habla Inglesa I (Sem)
- **PARA PROMOCIONAR – RENDIR:** APROBADA: Estudios Socioculturales y Literarios de Pueblos de Habla Inglesa I (Sem)

I. FUNDAMENTACIÓN DEL ESPACIO CURRICULAR

El aprendizaje de una lengua extranjera nos ayuda a reflexionar sobre nuestra propia lengua, nos permite comprender otras culturas y nos brinda una cosmovisión más amplia del mundo en su diversidad. En la actualidad, el fenómeno de la globalización ha acentuado la importancia que tiene el idioma inglés en las relaciones internacionales y entre las diversas culturas. Este idioma es la “lingua franca” del siglo XXI, es decir, se ha convertido en la principal herramienta de comunicación utilizada por hablantes de distintas lenguas en diversas áreas tales como economía, política, telecomunicaciones y tecnología, entre otras.

Considerando que una lengua refleja la sociedad donde se habla, sus modos de vida y sistema de valores, es decir, que los significados están culturalmente determinados, el aprendizaje sistemático de la Cultura constituye una etapa necesaria del proceso de adquisición del idioma extranjero en el marco de la carrera “Profesorado en Lengua Inglesa”. Por lo antes expuesto, se

considera que la enseñanza de la cultura angloamericana es fundamental en el nivel superior, para así brindar a nuestros/as aprendientes las herramientas necesarias para enseñar la lengua y enseñar a reflexionar sobre ella, no solo en la vida diaria sino también en su futura vida laboral o profesional. A través de un estudio sistemático y cronológico de la cultura y de las civilizaciones angloparlantes desde principios del siglo XX hasta comienzos del siglo XXI, contemplando los aspectos sociales, político-económicos, artísticos y filosóficos, el/la estudiante internalizará una visión global de la historia político-cultural de los pueblos angloparlantes y de la difusión de la lengua y de la cultura inglesa en el mundo, como así también será capaz de comprender el nuevo orden mundial en el que se encuentra inmerso.

II. CONTENIDOS Y BIBLIOGRAFÍA

<p>UNIT N° 1: A NEW WORLD</p> <p>A. The British Empire</p> <ul style="list-style-type: none"> ● The Emergence of England as a Sea-Fearing Nation ● English Colonies in North America <p>B. The Industrial Revolution: causes and consequences</p> <p>C. The Independence of the American Colonies</p> <ul style="list-style-type: none"> ● The New Colonial System ● The American Independence War ● Forming the New Nation <p>D. Literary Movement: Romanticism (1800s to 1850s).</p> <ul style="list-style-type: none"> ● Main characteristics in England and the US. ● England: “The Daffodils (I wandered as lonely as a cloud)” – William Wordsworth / “The Shepherd” – William 	<p>Encyclopaedia Britannica, <i>The British Empire</i>. Retrieved from https://www.britannica.com/place/British-Empire</p> <p><i>The History of the British Empire</i> (video). Available on https://www.youtube.com/watch?v=Qm9NIYfjqXw&t=114s</p> <p>O'Callaghan, B. (1990). Chapters 1 - 8. <i>An Illustrated History of the USA</i>. Harlow: Longman.</p> <p><i>Crash Course. Tea, Taxes, and the American Revolution</i> (video). Available on https://www.youtube.com/watch?v=HIUiSBXQHCw&t=19s</p> <p>TED-Ed. <i>What You Might Not Know About the Declaration of Independence</i> (video). Available on https://www.youtube.com/watch?v=LKJMWHCUoiv&t=41s</p>
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<p>Blake / “Youth and Age” – Samuel Coleridge</p> <ul style="list-style-type: none"> ● US: “Because I could not stop for Death” – Emily Dickinson / “Annabel Lee” – Edgar Allan Poe 	<p>Wordsworth, W. (1807) “I Wandered As Lonely as a Cloud”. Available at https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud</p> <p>Blake, W. (2001) “The Shepherd” in <i>Songs of Innocence and Experience</i>. DjVu Editions E-books.</p> <p>Coleridge, S. T. (s.f.) “Youth and Age”. Available on https://www.poetryfoundation.org/poems/44000/youth-and-age-56d222ebca145</p> <p>Dickinson, E. (1890) “Because I could not stop for Death”. Available on https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479</p> <p>Poe, E. A. (1849). “Annabel Lee”. Available on https://www.poetryfoundation.org/poems/44885/annabel-lee</p>
<p>UNIT Nº2: FORMING A NEW NATION</p> <p>A. Expansionism</p> <ul style="list-style-type: none"> ● Manifest Destiny and the Westward Movement ● The Civil War <p>B. Years of Growth in the USA</p> <ul style="list-style-type: none"> ● Miners, Railroads and Cattlemen in the XIX century ● Farming the Great Plains and the Amerindians’ Last Stand ● Inventors and Industries in the XIX 	<p>O’Callaghan, B. (1990). Chapters 9 – 20. <i>An Illustrated History of the USA</i>. Harlow: Longman.</p> <p><i>Crash Course. The Civil War, Part I: Crash Course US History #20</i>. (video). Available on https://www.youtube.com/watch?v=rY9zHNOjGrS</p> <p><i>Crash Course. The Civil War, Part I: Crash Course US History #21</i> (video). Available on https://www.youtube.com/watch?v=GzTrKccmj_I</p> <p>Bierce, A. (2011). <i>Ambrose Bierce: The</i></p>

<p>century</p> <ul style="list-style-type: none"> ● Immigration in the USA in the XIX and XX centuries ● The Progressive Movement in the USA <p>E. Literary movements:</p> <ul style="list-style-type: none"> ● Realism. <i>An Occurrence at Owl Creek Bridge</i> – Ambrose Bierce // <i>The Other Two</i> – Edith Wharton. ● Naturalism. <i>To Build a Fire</i> – Jack London // <i>An Experiment in Misery</i> – Stephen Crane. ● Transcendentalism. <i>O Captain! My Captain!</i> - Walt Whitman 	<p><i>Devil's Dictionary, Tales & Memoirs</i>. The Library of America.</p> <p>Wharton, E. (1904). <i>The Other Two</i>. Available on https://loa-shared.s3.amazonaws.com/static/pdf/Wharton_Other_Two.pdf</p> <p>London, J. (1902). <i>To Build a Fire</i>. Available on https://americanenglish.state.gov/files/ae/resource_files/to-build-a-fire.pdf</p> <p>Crane, S. (s.f.) <i>An Experiment in Misery</i>. Available on http://public-library.uk/ebooks/33/73.pdf</p> <p>Whitman, W. (1865) <i>O Captain! My Captain!</i> Available on https://www.poetryfoundation.org/poems/45474/o-captain-my-captain</p>
<p>UNIT N°3: WORLD WAR I (1914-1918)</p> <p>A. General and Immediate Causes of WWI</p> <p>B. Main events of the War</p> <p>C. Consequences of the War: Post-war International Treaties and the New Map of Europe</p>	<p>O'Callaghan, B. (1990). Chapter 21. <i>An Illustrated History of the USA</i>. Harlow: Longman.</p> <p>Walsh, B (2001). <i>GCSE Modern World History</i>. London: Hodder Education (pp. 2 – 13; 80 – 96)</p> <p>Crash Course. World War I Battlefields: Crash Course European History #33 (video). Available on https://www.youtube.com/watch?v=IliDULrXaqQ</p> <p>Crash Course. How World War I Started: Crash Course World History 209 (video). Available on</p>

	<p>https://www.youtube.com/watch?v=Cd2ch4XV84s</p> <p>Crash Course. Who Started World War I: Crash Course World History 210 (video). Available on https://www.youtube.com/watch?v=_pFCpKtwCkI</p> <p>Crash Course. America in World War I: Crash Course US History #30 (video). Available on https://www.youtube.com/watch?v=y59wErqg4Xg.</p>
<p>UNIT N° 4: THE INTERWAR PERIOD (1919 – 1939)</p> <p>A. The League of Nations</p> <ul style="list-style-type: none"> ● Organization and Members of the League of Nations ● The League of Nations in the 1920s and 1930s ● Reasons for the Failure of the League of Nations <p>B. The USA between the Wars</p> <ul style="list-style-type: none"> ● The Roaring Twenties ● The Wall Street Crash and its effects ● The New Deal <p>C. Great Britain between the Wars</p> <ul style="list-style-type: none"> ● Post-War Economic Problems during the 1920s ● Post-War Policies 	<p>Walsh, B (2013). <i>GCSE Modern World History</i>. London: Hodder Education (pp. 228 – 254)</p> <p>O'Callaghan, B. (1990). Ch. 22 – 24. <i>An Illustrated History of the USA</i>. Harlow: Longman.</p> <p>Mc Dowall, D. (1989). Ch 22 -23. <i>An Illustrated History of Britain</i>. Harlow: Longman.</p> <p>BBC: Overview of Great Britain between the two wars. Retrieved from http://www.bbc.co.uk/history/british/britain_wwtwo/overview_britain_1918_1945_01.shtml</p> <p>Timeline: Britain between 1939 and 1945. Retrieved from</p>

D. Literary Movement: Avant-garde movements and Modernism

- Symbolism: The wild swams at Coole – William Butler Yeats
- Imagism: Albatre – Ezra Pound
- Cubism: pity this busy monster, manunkind – e.e. cummins
- Surrealism: Personal Poem – Frank O’Hara
- Impressionism: *Monday or Tuesday* – Virginia Woolf
- Expressionism: “Molly’s Monologue” in *Ulysses* – James Joyce.
- Modernism in narrative: *The Garden Party* – Katherine Mansfield.

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Pound, E. (s.f.) Albatre. Available on <https://www.poetry.com/poem/13177/albatre>

cummings, e. e. (s.f) pity this busy monster, manunkind. Available on <https://web.cs.dal.ca/~johnston/poetry/pitmonster.html>

	<p>O'Hara, F. (s.f.) Personal Poem. Available on https://www.poetryfoundation.org/poems/57554/personal-poem-56d23b2f03a79</p> <p>Woolf, V. (1921) <i>Monday or Tuesday</i>. Available at http://openmods.uvic.ca/islandora/object/uvic%3A644/datastream/PDF/view</p> <p>Mansfield, K. (1921). <i>The Garden Party</i>, available on https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/780/THE-GARDEN-PARTY1921.pdf</p> <p>Joyce, J. (s.f.). <i>Molly's Monologue</i>, in <i>Ulysses</i>. Available on https://poetrydispatch.wordpress.com/2008/06/16/james-joyce-molly-blooms-soliloquy/</p>
<p>UNIT N° 5: WORLD WAR II (1939 - 1945)</p> <p>A. General and Immediate Causes of WWII</p> <p>B. Main events of WWII</p> <p>C. Consequences of WWII</p> <ul style="list-style-type: none"> ● The United Nations Organization <ul style="list-style-type: none"> ○ Organization and Differences from the League of Nations ○ The United Nations in Action ● The Cold War <ul style="list-style-type: none"> ○ What was the Cold War? 	<p>Walsh, B (2001). <i>GCSE Modern World History</i>. Hodder Education (pp. 255 – 278; 279 - 316)</p> <p>O'Callaghan, B. (1990). Ch. 26 – 32. <i>An Illustrated History of the USA</i>. Harlow: Longman.</p> <p>Mc Dowall, D. (1989). Ch 23. <i>An Illustrated History of Britain</i>. Harlow: Longman.</p> <p>Selcuk, O. (2014). <i>The Beat Generation</i></p>

- What caused the Cold War?
- Containment around the Globe
- The Main Consequences of the Cold War

- The economic, political and social panorama in the USA and Britain in the 1950s, 1960s, 1970s.

D. Cultural movements:

- The Beat Generation: *Howl* – Allen Ginsberg

- Postmodernism in literature: main characteristics. Stories: “The Werewolf” (Angela Carter), “Everyday Use” (Alice Walker) y “A Temporary Matter” (Jhumpa Lahiri).

in Social Cultural Context. Available at https://www.researchgate.net/publication/309235130_The_Beat_Generation_in_Social_Cultural_Context

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<p>UNIT N° 6: GLOBAL WAR ON TERRORISM</p> <ul style="list-style-type: none"> ● September 11th Attacks: Causes and Consequences 	<p>Encyclopaedia Britannica (March, 2019) Encyclopaedia Britannica. Retrieved from https://www.britannica.com/event/September-11-attacks</p> <p>Encyclopaedia Britannica (March, 2019) Encyclopaedia Britannica. Retrieved from https://www.britannica.com/topic/war-on-</p>

	<p>terrorism</p> <p>Crash Course in US History #36: Terrorism, War and Bush 43 (video). Available on https://www.youtube.com/watch?v=nlsnnhn3VWE&t=0s&index=46&list=WL</p>
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III. OBJETIVOS DE APRENDIZAJE

A. OBJETIVO GENERAL

Familiarizar a los/as estudiantes con los orígenes étnicos, lingüísticos y culturales de los pueblos de habla inglesa en particular, proporcionándoles una visión global de su historia político-cultural y de la difusión de la lengua inglesa en el mundo.

B. OBJETIVOS ESPECÍFICOS

Se espera que, al finalizar el cursado, el/la aprendiente:

Se familiarice con los procesos sociales, políticos, económicos, filosóficos y literarios de los pueblos de habla inglesa desde el siglo XVI.

1. Sea capaz de responder preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando competencia comunicativa en inglés en todos sus niveles (morfológico, sintáctico, léxico y textual) y utilizando la terminología específica correspondiente, para referirse al desarrollo histórico de aspectos económicos, sociales, religiosos y políticos de las culturas y de las civilizaciones angloparlantes desde el siglo XVI hasta comienzos del siglo XXI.
2. Sea capaz de responder preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando comprensión de las interrelaciones existentes entre los diferentes aspectos de la cultura, considerados como esferas en permanente estado de cambio e interacción.
3. Sea capaz de realizar procesos de reflexión, comparación, identificación, interrogación, creación y verificación de problemáticas culturales.

4. Posea estrategias para realizar una lectura comprensiva y analítica de un texto histórico.
5. Posea capacidades de análisis y síntesis.
6. Desarrolle pensamiento crítico.
7. Posea estrategias para comprender y analizar la realidad en constante transformación.

IV. PROPUESTA METODOLÓGICA

La metodología de trabajo responde a un enfoque cognitivo que aspira a favorecer la construcción autónoma del conocimiento, respetando los tiempos individuales y otorgando a lo afectivo un rol principal como motor energético del conocimiento. Las actividades han sido pensadas desde la construcción de significados y la creatividad, teniendo en presente que la actividad no es necesariamente activismo y apuntando a los procesos de análisis y a los procesos de generalización. Las mismas incluyen: clases magistrales (con presentaciones en PowerPoint), la proyección de películas ilustrativas, la discusión en clase, la elaboración de mapas conceptuales, cronologías, cuadros sinópticos, la redacción de párrafos y de ensayos cortos, la presentación de informes orales, la búsqueda de información en Internet, entre otros.

V. COMPETENCIAS A DESARROLLAR EN LOS ESTUDIANTES

- Desarrollar estrategias para realizar una lectura comprensiva y analítica de un texto histórico.
- Activar procesos de reflexión, comparación, identificación, interrogación, creación y verificación de problemáticas culturales.
- Desarrollar capacidades para analizar la realidad en transformación.
- Desarrollar las capacidades de análisis y síntesis, y el juicio crítico.
- Contestar preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando competencia comunicativa en inglés en todos sus niveles (morfológico, sintáctico, léxico y textual) y utilizando la terminología específica correspondiente, para referirse al desarrollo histórico de aspectos económicos, sociales, religiosos y políticos de las culturas y de las civilizaciones angloparlantes desde principios del siglo XVI hasta comienzos del siglo XXI
- Ser capaz de contestar preguntas en forma oral y escrita, y escribir ensayos cortos, demostrando comprensión de las interrelaciones existentes entre los diferentes aspectos de la cultura, considerados como esferas en permanente estado de cambio e interacción.

VI. EVALUACIÓN

A. Instancias evaluativas

Durante el cursado de la asignatura, los alumnos serán evaluados mediante 5 instancias evaluativas. Una de estas instancias evaluativas consiste en una presentación oral en grupo de uno de los temas incluidos en el programa. Para esta evaluación, cada grupo de alumnos y la docente acordarán una fecha y un tema. Los alumnos deberán preparar una presentación de PowerPoint y algún ejercicio para los compañeros (verdadero/ falso, multiple choice, etc.) que serán visados por la docente antes de la fecha de la presentación.

La modalidad del resto de las instancias evaluativas será fijada por la docente entre las siguientes opciones:

- evaluaciones escritas áulicas que combinen ejercicios objetivos con respuestas a desarrollar en párrafos cortos;
- tareas domiciliarias de elaboración de mapas conceptuales, párrafos reflexivos y críticos;
- exposiciones orales y debates áulicos en los cuales se les presentará a los alumnos una situación problemática para que opinen basándose en los conocimientos adquiridos en la unidad.

B. Exámenes finales

Los/as estudiantes deberán rendir una IEFI (Instancia Integradora Final) en la que presentarán un tema de su elección utilizando recursos extra (presentaciones de PowerPoint, afiches, mapas, etc.)

C. Criterios generales de evaluación

	Muy logrado	Logrado	En proceso de ser logrado
Contenido	La persona evaluada realiza una presentación en donde explica claramente un tema, incluyendo sus causas, su desarrollo y sus consecuencias. Se brinda información general y detalles, y se	La persona evaluada realiza una presentación en donde explica claramente un tema, incluyendo la mayor parte de sus causas, su desarrollo y sus consecuencias. La presentación está	La persona evaluada realiza una presentación en donde explica un tema con más o menos claridad, pero no menciona información importante o general. La presentación no

	<p>presentan nombres, fechas, antecedentes, causas y consecuencias, demostrando así una lectura profunda del material de clase.</p> <p>En algunos casos, la persona evaluada demuestra haber realizado una investigación propia.</p>	<p>completa a nivel general pero no incluye muchos detalles o hay confusión en uno o dos nombres o fechas.</p> <p>La persona evaluada demuestra estar familiarizada con la mayor parte del material de lectura.</p>	<p>incluye causas, desarrollo y/o consecuencias.</p> <p>Hay confusión en tres o más fechas o nombres o se omiten completamente.</p> <p>La persona evaluada no responde las preguntas de la evaluadora o responde con información de manera muy incompleta o errónea.</p> <p>La persona evaluada demuestra poca o nula comprensión de los temas y poca o nula lectura del material de clase.</p>
Gramática	<p>Hay algunos errores, especialmente de la categoría de errores avanzados, pero ninguno impide la comunicación.</p> <p>Errores básicos: 3 errores dentro de la misma categoría o 5 errores dentro de las diferentes categorías implican la reprobación de la instancia evaluativa:</p> <ul style="list-style-type: none"> • Errores de omisión de “S” 3ra persona del Presente Simple, plurales de sustantivos y casos posesivos. • Falta de concordancia de cualquier tipo (Por 	<p>Hay algunos errores básicos y varios errores avanzados.</p> <p>La mayoría de los errores gramaticales no impide la comunicación.</p>	<p>La persona evaluada comete errores que impiden la comunicación. 3 errores dentro de la misma categoría o 5 errores dentro de las diferentes categorías implican la reprobación de la instancia evaluativa.</p>

	<p>ejemplo: entre sustantivos y/o pronombres y verbos / entre adjetivos demostrativos y sustantivos, etc.)</p> <ul style="list-style-type: none"> • Omisión de sujetos. • Pluralización de adjetivos en inglés. • Errores en la forma de los tiempos verbales: Presente Simple, Presente Continuo, Pasado Simple, Pasado Continuo, Presente Perfecto. <p>Errores avanzados:</p> <ul style="list-style-type: none"> • Errores en el uso de verbos compuestos (phrasal verbs) • Errores de colocación (verbo y sustantivo, preposiciones incorrectas, formas verbales) • Uso incorrecto de vocabulario avanzado. • Uso incorrecto de conectores. • Errores en la forma de los tiempos verbales: Presente Perfecto Continuo, Pasado Perfecto Simple y Continuo, Futuro Continuo, Futuro Perfecto Simple y Continuo. • Uso incorrecto de expresiones en inglés • Falta de naturalidad en 		
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	<p>el uso de expresiones</p> <ul style="list-style-type: none"> • Errores surgidos debido a la presencia de falsos cognados o de la interferencia de la lengua materna • Otros errores que no dificulten la comprensión. 		
Vocabulario	<p>El vocabulario es específico y apropiado según el tema elegido y al género académico. Se utiliza léxico incluido en el material de clase. Se emplean frecuentemente sinónimos y distintas expresiones con el fin de evitar repetición. Los verbos y adjetivos empleados son en su mayoría adecuados al nivel e incluyen verbos compuestos. El registro es apropiado a la situación comunicativa de evaluación.</p>	<p>El vocabulario es apropiado según el tema elegido, pero varía en términos de especificidad. Se emplean tanto términos específicos como inespecíficos y generales. Se emplean algunos sinónimos, pero hay cierta repetición de palabras. Se emplean algunos verbos y adjetivos adecuado al nivel, se incluyen pocos o nulos verbos compuestos. El registro es apropiado a la situación comunicativa de evaluación a veces, y otras veces es muy informal.</p>	<p>El vocabulario empleado es muy general e inespecífico. Se desconoce la terminología específica. Se emplea léxico incorrectamente. Hay mucha interferencia de la L1 (español). No hay uso de sinónimos ni verbos compuestos.</p>
Fluidez	<p>La persona evaluada habla a un ritmo adecuado, es decir que no es muy lento ni muy rápido. La persona evaluada logra reformular sus ideas y expresarlas de manera que resulte</p>	<p>La persona evaluada habla a un ritmo adecuado, aunque por momentos hay pausas. Hay algunas muletillas. La persona evaluada debe reformular sus ideas varias veces o corregirse sobre la</p>	<p>La persona evaluada habla a una velocidad muy rápida o muy lenta, lo que dificulta la comprensión. Hay numerosas pausas y son de larga duración. La persona evaluada</p>

	coherente. Hay pocas pausas y muletillas.	marcha, pero la mayoría de las veces logra hacerlo con éxito.	no logra reformular sus ideas o no logra corregirse con éxito. Hay muchas muletillas.
Pronunciación	La entonación de la frase en la L2 es buena en general. La gran mayoría de los fonemas son emitidos correctamente de manera individual. El acento está puesto en el lugar correcto de cada palabra, sin importar la variedad sociolingüística de inglés que se hable.	Hay algunos errores de pronunciación y entonación. La mayoría de ellos no dificulta la comprensión. La persona evaluada presenta dificultad para emitir algunos fonemas.	Hay errores de pronunciación y entonación que dificultan la comprensión. La mayoría de los fonemas no son producidos correctamente.

D. Escala de calificación

0 % = 0

1 a 29 % = 1

30 a 47 % = 2

48 a 59 % = 3

60 a 65 % = 4

66 a 70 % = 5

71 a 76 % = 6

77 a 85 % = 7

86 a 93 % = 8

94 a 99 % = 9

100 % = 10

E. Régimen de cursado

Los seminarios y talleres y las prácticas docentes no podrán acreditarse en condición de estudiantes regulares ni libres.

Estudiante Promocional tipo I

Para ser considerado estudiante PROMOCIONAL TIPO I de un taller o seminario se requiere: 75% de asistencia (50% alumnos que trabajen y/o situaciones excepcionales – consultar con coordinadores cada caso).

Tener TODAS las instancias evaluativas aprobadas con 7 (siete) o más puntos. Las notas no se promedian y el alumno no puede recuperar ninguna instancia para obtener la promoción. Sólo si el alumno estuviera ausente por causa médica y justifica su inasistencia con certificado médico hasta 48 horas después de la evaluación, tendrá la posibilidad de rendir la instancia evaluativa y mantener la promoción (si obtiene 7 (siete) o más puntos). La profesora fijará la fecha para rendir dicha instancia evaluativa.

Para la acreditación definitiva deberá aprobar una Evaluación Integradora Final (EFI) ante el profesor responsable de la cátedra con 7 (siete) o más puntos dentro del período de cursado (establecido por la profesora).

De no obtener 7 (siete) puntos o más o estar ausente, el alumno/a queda en condición de PROMOCIONAL TIPO II.

Estudiante Promocional tipo II

Para ser considerado estudiante PROMOCIONAL TIPO II de un taller o seminario se requiere encontrarse en una de las siguientes situaciones:

- a) haber obtenido entre 4 (cuatro) y 6 (seis) en una o dos instancias evaluativas. En este caso de obtener, se pueden recuperar dos instancias. Se deberá obtener 7 (siete) en el recuperatorio de dichas instancias evaluativas, y se deberá obtener al menos 7 (siete) en las evaluaciones restantes, para que la nota sea 7 (siete) en todas las instancias evaluativas.
- b) haber accedido a la PROMOCIÓN TIPO I pero haber obtenido una nota entre 4 (cuatro) y 6 (seis) en la EFI.

Luego de obtener la PROMOCIÓN TIPO II, cada alumno/a deberá rendir un examen final que tendrá formato de coloquio con preguntas y aprobar con 7 (siete) o más puntos. **Para aprobar este examen coloquio el alumno tendrá 3 (tres) turnos consecutivos (Diciembre-Febrero y Marzo).**

Anexo 2: Material de clases: libros de texto y presentaciones de PowerPoint.

A NEW WORLD

1

THE FIRST AMERICANS



Christopher Columbus. A contemporary portrait by Sebastiano del Piombo.

At daybreak on the morning of Friday, August 3 1492, an Italian adventurer named Christopher Columbus set sail from Spain to find a new way from Europe to Asia. His aim was to open up a shorter trade route between the two continents. In Asia, he intended to load his three small ships with silks, spices and gold, and sail back to Europe a rich man.

Columbus first sailed south to the Canary Islands. Then he turned west across the unknown waters of the mid-Atlantic Ocean. Ten weeks after leaving Spain, on the morning of October 12, he stepped ashore on the beach of a low sandy island. He named the island San Salvador—Holy Savior. Columbus believed that he had landed in the Indies, a group of

islands close to the mainland of India. For this reason he called the friendly, brown-skinned people who greeted him “los Indios” – Indians.

In fact, Columbus was not near India. It was not the edge of Asia that he had reached, but islands off the shores of a new continent. Europeans would soon name the new continent America, but for many years they went on calling its inhabitants Indians. Only recently have these first Americans been described more accurately as “native Americans” or Amerindians.

There were many different groups of Amerindians. Those north of Mexico, in what is now the United States and Canada, were scattered across the grasslands and forests in separate groups called “tribes.” These tribes followed very different ways of life. Some were hunters, some were farmers. Some were peaceful, others warlike. They spoke over three hundred separate languages, some of which were as different from one another as English is from Chinese.

Europeans called America “the New World.” But it was not new to the Amerindians. Their ancestors had already been living there for maybe 50,000 years when Columbus stepped on to the beach in San Salvador.

We say “maybe” because nobody is completely sure. Scientists believe that the distant ancestors of the Amerindians came to America from Asia. This happened, they say, during the earth’s last ice age, long before people began to make written records.

At that time a bridge of ice joined Asia to America across what is now the Bering Strait. Hunters from Siberia crossed this bridge into Alaska. From Alaska the hunters moved south and east across America, following herds of caribou and buffalo as the animals went from one feeding ground to the next. Maybe 12,000 years ago, descendants of these first Americans were crossing the isthmus of Panama into

South America. About 5,000 years later their camp fires were burning on the frozen southern tip of the continent, now called Tierra del Fuego—the Land of Fire.

For many centuries early Amerindians lived as wandering hunters and gatherers of food. Then a more settled way of life began. People living in highland areas of what is now Mexico found a wild grass with tiny seeds that were good to eat. These people became America's first farmers. They cultivated the wild grass with great care to make its seeds larger. Eventually it became Indian corn, or maize. Other cultivated plant foods were developed. By 5000 BC Amerindians in Mexico were growing and eating beans, squash and peppers.

The Pueblo people of present day Arizona and New Mexico were the best organized of the Amerindian farming peoples. They lived in groups of villages, or in towns which were built for safety on the sides and tops of cliffs. They shared terraced buildings made of adobe (mud and straw) bricks, dried in the sun. Some of these buildings contained as many as 800 rooms, crowded together on top of one another. The Pueblo

made clothing and blankets from cotton which grew wild in the surrounding deserts. On their feet they wore boot-shaped leather moccasins to protect their legs against the sharp rocks and cactus plants of the desert. For food they grew crops of maize and beans. Irrigation made them successful as farmers. Long before Europeans came to America the Pueblo were building networks of canals across the deserts to bring water to their fields. In one desert valley modern archaeologists have traced canals and ditches which enabled the Pueblo to irrigate 250,000 acres of farmland.

A people called the Apache were the neighbors of the Pueblo. The Apache never became settled farmers. They wandered the deserts and mountains in small bands, hunting deer and gathering wild plants, nuts and roots. They also obtained food by raiding their Pueblo neighbors and stealing it. The Apache were fierce and warlike, and they were much feared by the Pueblo.

The Buffalo Hunt by Charles M. Russell. Amerindians hunting buffalo.



The Iroquois were a group of tribes—a “nation”—who lived far away from the Pueblo and the Apache in the thick woods of northeastern North America. Like the Pueblo, the Iroquois were skilled farmers. In fields cleared from the forest they worked together growing beans, squash and twelve different varieties of maize. They were also hunters and fishermen. They used birch bark canoes to carry them swiftly along the rivers and lakes of their forest homeland. The Iroquois lived in permanent villages, in long wooden huts with barrel-shaped roofs. These huts were made from a framework of saplings covered by sheets of elm bark. Each was home to as many as twenty families. Each family had its own apartment on either side of a central hall.

The Iroquois were fierce warriors. They were as feared by their neighbors as the Apache of the western deserts were feared by theirs. Around their huts they built strong wooden stockades to protect their villages from enemies. Eager to win glory for their tribe and fame and honor for themselves, they often fought one another. From boyhood on, male Iroquois were taught to fear neither pain nor death. Bravery in battle was the surest way for a warrior to win respect and a high position in his tribe.

Many miles to the west, on the vast plains of grass that stretched from the Mississippi River to the Rocky Mountains, there was another warrior nation. This group called themselves Dakota, which means “allies.” But they were better known by the name which other Amerindians gave to them—Sioux, which means “enemies.”

The Sioux grew no crops and built no houses. For food, for shelter and for clothing they depended upon the buffalo. Millions of these large, slow-moving animals wandered across the western grasslands in vast herds. When the buffalo moved, the Sioux moved. The buffalo never remained on one pasture for long, so everything the Sioux owned was designed to be carried easily. Within hours they could take down the tepees, the conical buffalo-skin tents that were their homes, pack their belongings in lightweight leather bags—“parfleches”—and move off after the buffalo. They even carried fire from one camp to the next. A hot ember would be sealed inside a buffalo horn filled with rotted wood. There it would smolder for days, ready to bring warmth from the old village to the new.

The Sioux Creation

In 1933 a Sioux Chief named Luther Standing Bear wrote down some of the ancient legends of his people. This one tells how the Sioux people began:

“Our legends tell us that it was hundreds and perhaps thousands of years ago that the first man sprang from the soil in the great plains. The story says that one morning long ago a lone man awoke, face to the sun, emerging from the soil. Only his head was visible, the rest of his body not yet being shaped. The man looked about, but saw no mountains, no rivers, no forests. There was nothing but soft and quaking mud, for the earth itself was still young. Up and up the man drew himself until he freed his body from the clinging soil. At last he stood upon the earth, but it was not solid, and his first few steps were slow and uncertain. But the sun shone and the man kept his face turned toward it. In time the rays of the sun hardened the face of the earth and strengthened the man and he ran and leaped about, a free and joyous creature. From this man sprang the Dakota nation and, so far as we know, our people have been born and have died upon this plain; and no people have shared it with us until the coming of the European. So this land of the great plains is claimed by the Dakotas as their very own.”

To many people the tepee is a symbol of the Amerindian way of life. This large cone-shaped tent was invented by the buffalo hunters of the western grasslands. It was built round a framework of about twelve slim, wooden poles approximately twenty feet long. The thin ends of the poles were tied together with strips of buffalo hide and the poles were raised and spread until their bottom ends formed a circle about fifteen feet in diameter. As many as forty buffalo hides were sewn together then spread over the frame, their ends fastened to the ground by pegs. A doorway covered with a flap of skin was left in the side and an opening at the top acted as a chimney. The outside of the tepee was decorated with painted designs that had religious or historical meanings.

Amerindian tepees.

The lifestyle of the people of North America's northwest coast was different again. They gathered nuts and berries from the forests, but their main food was fish, especially the salmon of the rivers and the ocean. Each spring hundreds of thousands of salmon swam in from the Pacific and fought their way up the

fast-flowing rivers to spawn. A few months' work during this season provided the people of the Pacific coast with enough food to last a whole year.

This abundance of food gave the tribes of the Pacific coast time for feasting, for carving and for building. Tribes like the Haida lived in large houses built of wooden planks with elaborately carved gables and doorposts. The most important carvings were on totem poles. These were specially decorated tree trunks which some tribes placed in front of their houses, but which the Haida made part of the house itself. The carvings on the totem pole were a record of the history of the family that lived in the house.

The Amerindian peoples of North America developed widely varied ways of life. All suited the natural environments in which the tribes lived, and they lasted for many centuries. But the arrival of Europeans with their guns, their diseases and their hunger for land would eventually destroy them all.

Potlatches

The "potlatch" was a popular ceremony amongst the wealthy Pacific coast tribes of North America. The word means "gift giving." A modern potlatch is a kind of party at which guests are given gifts, but the original potlatch ceremonies went much further. A chief or head of a family might give

away everything that he owned to show how wealthy he was and gain respect. To avoid disgrace, the person receiving the gifts had to give back even more. If he failed to do so his entire family was disgraced.

*A Haida potlatch.*

THE AMERINDIANS' LAST STAND

What happened to the Amerindians as white people spread across the plains and mountains of the American West? This chapter aims to answer that question.

When the cowboys and homesteaders arrived on the Great Plains, Amerindian peoples like the Sioux had been roaming across them for hundreds of years. The Sioux lived by hunting the buffalo. In the early part of the nineteenth century an estimated twelve million of these gentle, heavy animals wandered the Great Plains. They moved about in herds. Sometimes these herds were so big that they stretched as far as the eye could see. The buffalo provided the Sioux with everything that they needed—food, clothing, tools, homes.

In the 1840s wagon trains heading for Oregon and California began to cross the Great Plains. The Amerindians usually let them pass without trouble. Then railroads began to push across the grasslands. The railroads carried white people who stayed on the prairies and began to plough them.

At first the Amerindians tried to drive the newcomers away from their hunting grounds. But soon they saw that this was impossible. So they made treaties with the government in Washington, giving up large pieces of their land for white farmers to settle upon. In 1851 the Pawnee people signed away an area that today forms most of the state of Nebraska. In 1858 the Sioux gave up an area almost as big in South Dakota. In the 1860s the Comanche and the Kiowa gave up lands in Kansas, Colorado and Texas. In return for such agreements the government promised to leave the Amerindians in peace on the lands that remained theirs.

The Fort Laramie treaty of 1868 was typical of these agreements. So was what happened to it. In this treaty the government declared that large areas between the Missouri River and the Rocky Mountains belonged to the Sioux. It gave a solemn promise that the lands would remain Sioux property "as long as the grass should grow and the water flow."

Fine and moving words. Six years later, however, American soldiers found gold in the Black Hills of South Dakota. The Black Hills were sacred to the Sioux and when the government tried to buy them, the Sioux refused to sell. "One does not sell the Earth upon which the people walk," said a chief named Crazy Horse. But the American government ignored the Sioux's refusal. It broke the Fort Laramie treaty and allowed prospectors and miners to enter the Black Hills. In the winter of 1875 thousands of white men poured into the area.

By this time the Amerindian peoples of the Great Plains were facing another serious problem. The buffalo was beginning to disappear. More and more of the land that the big animals needed to graze upon was being taken by ranchers and farmers. Worse still, white hunters were shooting down the buffalo in thousands. They killed them for their hides or for sport and left their flesh to rot. In just two years between 1872 and 1874 the hunters almost completely destroyed the great herds. A visitor to the Plains in 1873 described what he saw there. "Where there were myriads [vast numbers] of buffalo the year before, there were now myriads of corpses."

The Amerindians could not understand this behavior. "Has the white man become a child that he should recklessly kill and not eat?" asked a Kiowa chief. But the American army encouraged the slaughter. General Sheridan, the officer who commanded the army in the West, saw the extermination of the buffalo as a way to end Amerindian resistance to the occupation of their land. "These men [the buffalo hunters] have done more in the last two years to settle the Indian question than the entire regular army has done in the last thirty years," he wrote. "Send them powder and lead and for the sake of lasting peace let them kill, skin, and sell until the buffaloes are exterminated."

As more settlers claimed homesteads in the West the American government needed more land for them. To obtain this it decided to force the Amerindians to give up their wandering way of life. It sent soldiers to



Custer's Last Stand.

drive the Amerindians onto “reservations.” These reservations were areas of land that were usually so dry or rocky that the government thought white settlers were never likely to want them.

The Amerindians fought back. One of their best known leaders was Sitting Bull of the Sioux. “We lived in our country in the way our fathers and our fathers’ fathers lived before us and we sought trouble with no men,” he said later. “But the soldiers came into our country and fired upon us and we fought back. Is it so bad to fight in defense of one’s country and loved ones?”

The Amerindians were outnumbered and outgunned. But they inflicted some surprising defeats on the American soldiers. They won their best known victory at the Battle of the Little Big Horn in June 1876. On a hill beside the Little Big Horn River 3,000 Sioux and Cheyenne warriors led by Crazy Horse surrounded and killed all 225 men of a company of United States cavalry. The dead included the cavalrymen’s commander, General

George Armstrong Custer. For this reason the battle is sometimes called “Custer’s Last Stand.”

The Battle of the Little Big Horn was also the last stand for the Amerindians. The American government and people were angry at the defeat of their soldiers. They felt that they had been humiliated. More soldiers were sent west to hunt down Custer’s killers. The Sioux were too weak to fight back. With the buffalo gone, more of their people were dying every day of starvation and disease. The Sioux surrendered and the soldiers marched them away to the reservations.

Other Amerindians were no more fortunate than the Sioux. By 1890 most of the American West, from the Mississippi River to the Pacific Ocean, was occupied by cattle ranchers, farmers, or miners. The Amerindians had nothing left except the reservations.

The United States government said that it would help and protect the reservation Amerindians. It



Ghost Dancers.

promised them food, materials to build homes, tools to cultivate the land. But the promises were often broken. There was great suffering on the reservations. Epidemic diseases swept through them, killing their people.

In 1890 a religious prophet told the Sioux to dance a special dance called the Ghost Dance. He told them that if they did so a great miracle would take place. Their dead warriors would come back to life, the buffalo would return and all the white men would be swept away by a great flood.

The Ghost Dance movement was peaceful. But the Dancers' beliefs worried the government. So did the fact that some of them waved rifles above their heads as they danced. It ordered the army to arrest the movement's leaders.

On a cold December day in 1890 a group of 350 Sioux, 120 men and 230 women and children, left their reservation. Led by a chief named Big Foot, they set off to join another group nearby for safety. But a party of soldiers stopped them on the way and marched them to an army post at Wounded Knee Creek.

The Ghost Dancers' Song

Father, have pity on us
 We are crying for thirst
 All is gone!
 We have nothing to eat
 Father, we are poor.
 We are very poor.
 The buffalo are gone.
 They are all gone.
 Take pity on us, Father,
 We are dancing as you wished
 Because you commanded us.
 We dance hard, we dance long –
 Have pity,
 Father, help us
 You are close by in the dark
 Hear us and help us.
 Take away the white men
 Send back the buffalo
 We are poor and weak
 We can do nothing alone
 Help us to be what we once were –
 Happy hunters of buffalo.



The frozen body of Big Foot at Wounded Knee.

Next morning the soldiers ordered the Sioux to give up their guns. One young warrior refused. A shot rang out, followed by many more. The soldiers began shooting down the Sioux women and children as well as the men. Within minutes most of the Sioux were dead or badly wounded. Many of the wounded who crawled away died later in a blizzard that swept over the camp.

At the time Americans called what happened at Wounded Knee a battle. Other people since have called it a massacre. But whatever the events at Wounded Knee are called, one thing is certain. For the Sioux they marked the end of all hope of a return to their old way of life.

But the Sioux, like other Amerindians, survived. In 1924 Congress passed the Indian Citizenship Act. This recognized Amerindians as full citizens of the United States and gave them the right to vote. In 1934 the Indian Reorganization Act encouraged them to set up their own councils to run the affairs of their reservations.

In spite of such improvements, Amerindians remained far behind most other Americans in health, wealth, and education. Look at some facts from the 1980s. The unemployment rate among Amerindians was 39 percent, more than five times the figure for the population as a whole. Almost 25 percent of Amerindian families were living on incomes too low to buy the food, clothing, and housing they needed to keep in good health. Diseases like diabetes, pneumonia, influenza, and alcohol addiction were killing twice as many Amerindians as other Americans.

In the 1970s Amerindians from all over the United States joined together to try to improve their position. They formed the American Indian Movement and in 1972 thousands of them traveled to Washington to take part in a protest march that they called the "Trail of Broken Treaties." The next year a group armed with rifles occupied the small South Dakota village that now stands on the site of the Battle of Wounded Knee. They stayed there for seventy-one days. Their aim was to draw attention to their demand for the return of lands unjustly taken away from their ancestors.



*Amerindian militants at
Wounded Knee.*

Other Amerindians sued the United States government in court for breaking the old treaties. The Sioux, for example, demanded the return of the Black Hills. The courts decided in their favor and awarded them \$122.5 million in compensation for the loss of their land. Many Sioux did not want to accept the money, however. They continued to demand the return of the sacred land itself.

When he was a very old man, a survivor of the Battle of Wounded Knee named Black Elk said goodbye to the old way of life of his people with these words:

“I did not know then how much was ended. When I look back now from this high hill of my old age, I can still see the butchered women and children lying heaped and scattered all along the crooked gulch as plain as when I saw them with eyes still young. And I can see that something else died there in the bloody mud, and was buried in the blizzard. A people’s dream died there. It was a beautiful dream.”

Amerindians today have different dreams. But they have not forgotten the old ones. Let the college-educated great-grandson of a famous Apache warrior have the last word:

“My generation spent all their time learning the white man’s ways. We mastered them but we lost a lot of our Indian heritage. Now we are trying to regain what we lost.”

The story of Sitting Bull

In the year 1831 a baby boy was born in a tepee village on the Dakota grasslands. His parents were Sioux and they named him Sitting Bull.

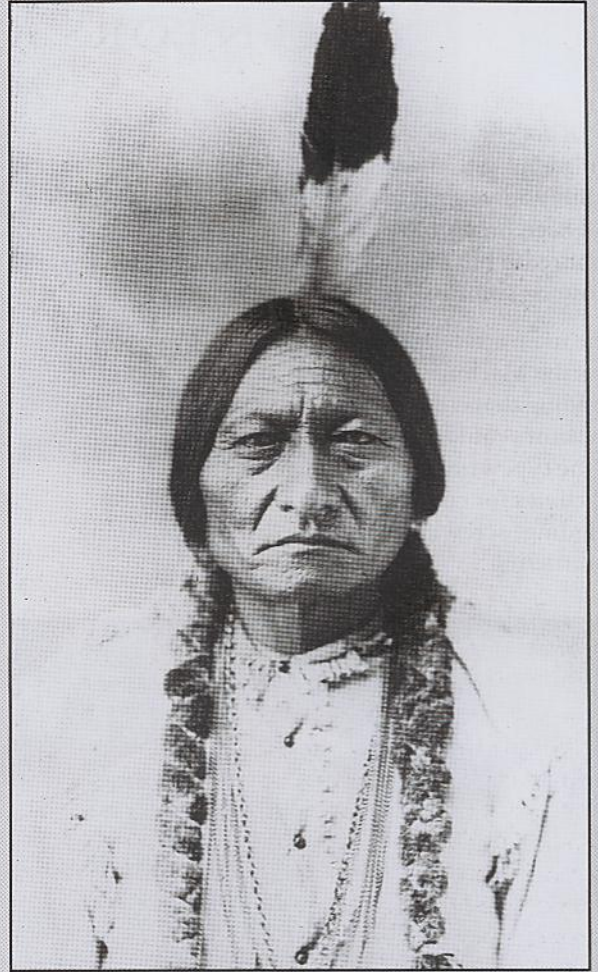
Sitting Bull grew up to be a respected leader of his people. He did not take part in the fighting at the 1876 Battle of the Little Big Horn. But after the battle he defended the actions of his people:

“We were camped there awaiting the will of the Great Spirit, praying to the Great Spirit to save us from the hands of our enemies, now near and coming to complete our extermination. My men destroyed them in a very short time. Now they accuse me of slaying them. Yet what did I do? Nothing. We did not go out of our country to kill them. They came to kill us and got killed themselves. The Great Spirit so ordered it.”

After their victory at the Little Big Horn the Amerindians were pursued by the army. In 1877 Sitting Bull led some of his followers to safety across the border in Canada, but in 1881 he returned to the United States. His clothes were in rags and he looked old and defeated. But as he handed over his rifle to the American soldiers he told them proudly, “I wish it to be remembered that I was the last man of my tribe to surrender my rifle.”

Sitting Bull continued to fight for the rights of his people in other ways. He criticized the American government for neglecting and cheating the Amerindians on the reservations. “It is your doing that we are here,” he told a group of visiting Congressmen. “You sent us here and told us to live as you do.” He told them that if the government wanted the Amerindians to become like white men then it must supply them with tools, animals and wagons “because that is the way white people make a living.”

In 1885 the famous showman Buffalo Bill Cody offered Sitting Bull a job. He wanted the old leader to become one of the attractions of his traveling Wild West Show. The reservation authorities were glad to be rid of Sitting Bull and



Sitting Bull.

quickly gave him permission to go. The following year Cody again asked Sitting Bull to join him, this time on a tour of Europe. Sitting Bull refused. “I am needed here,” he told Cody. “There is more talk of taking our lands.”

When the Ghost Dance movement began the government accused Sitting Bull of being its leader. In December 1890, it sent armed policemen to arrest him. As Sitting Bull stepped out of the door of his cabin on the reservation one of the policemen shot him dead. The killer was a Sioux, one of Sitting Bull’s own people.

SECTION 1

The First World War



The causes of the First World War

Who should bear the blame?

Murder in Sarajevo

FOCUS

The First World War was a deadly war that killed millions of people. At the time, people in Britain and France had no doubt that Germany was to blame for starting the war. Nowadays, many historians ask whether other countries should share the blame.

In this chapter:

- You will find out how Europe divided itself into two alliances in the years before the war.
- You will investigate how and why each country in Europe built up its armies and navies and made plans for war.
- Finally, you will make up your own mind about whether Germany caused the war or whether other countries should share the blame.

SOURCE 2



The Archduke Franz Ferdinand and his wife Sophie arrive in Sarajevo. The Archduke was heir to the throne of Austria, whose powerful empire covered much of central Europe (see page 4).

SOURCE 1

Sunday 28 June 1914 was a bright and sunny day in Sarajevo. Sarajevo in Bosnia was preparing for a royal visit from Archduke Franz Ferdinand of Austria [see Source 2]. Crowds lined the streets and waited for the procession of cars to appear. Hidden among the crowds, however, were six teenage [Bosnian Serb] terrorists sworn to kill the Archduke. They hated him and they hated Austria. They were stationed at intervals along the riverside route which the cars would follow on their way to the Town Hall. They all had bombs and pistols in their pockets, and pills of poison which they had promised to swallow if they were caught, so that they would not give the others away. It seemed as if the plan could not fail.

Finally, the cavalcade of four large cars came into sight. The Archduke was in a green open-topped car. He looked every inch a duke, wearing a pale blue uniform, a row of glittering medals and a military hat decorated with green ostrich feathers. Beside him sat his wife Sophie, looking beautiful in a white dress and a broad hat and waving politely to the crowd.

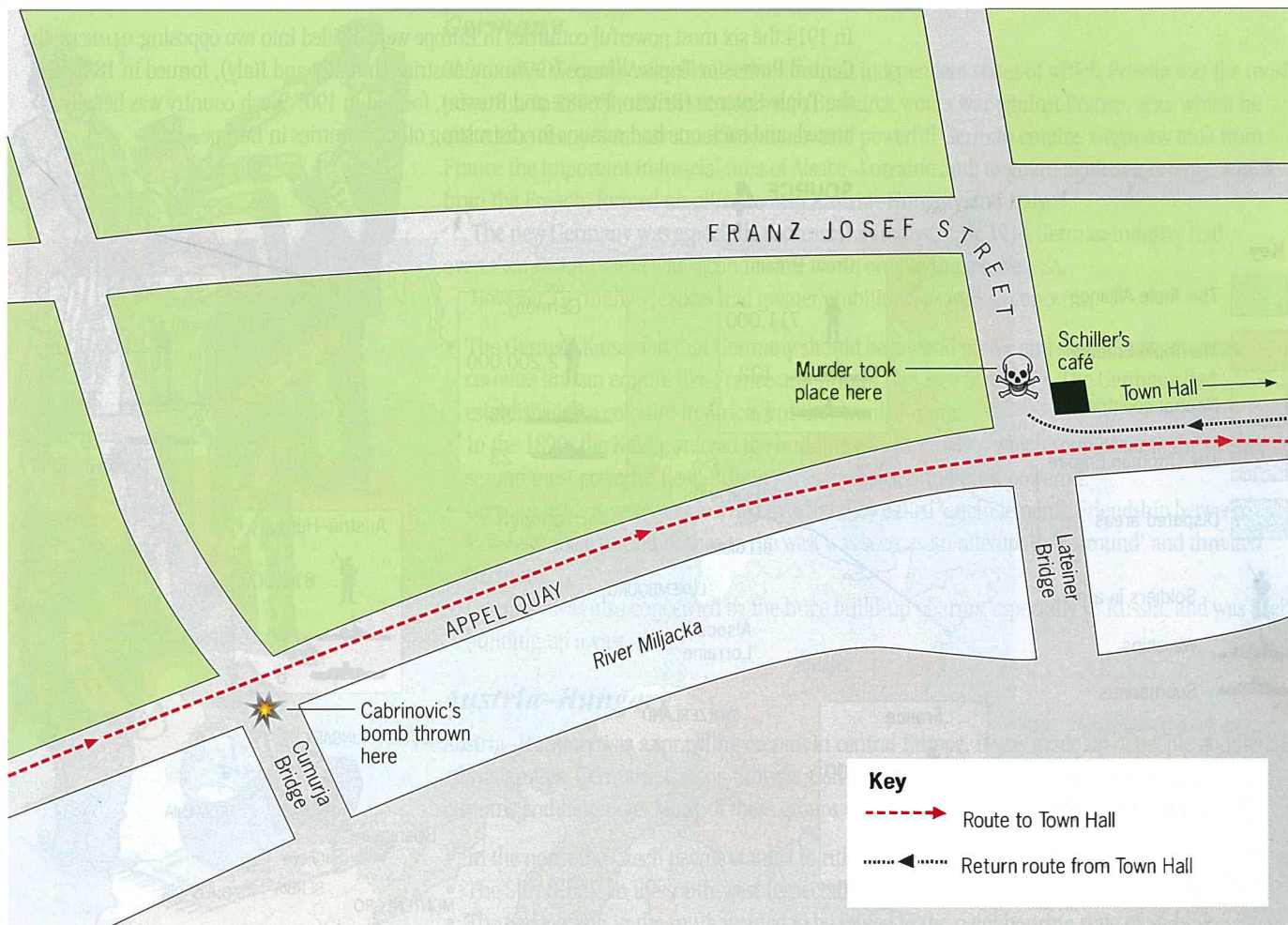
At 10.15 the cars passed Mehmedbasic, the first in line of the waiting killers. He took fright, did nothing, and then escaped. The next assassin, Cabriolvic, also lost his nerve and did nothing. But then as the cars passed the Cumurja Bridge, Cabrinovic threw his bomb, swallowed his poison, and jumped into the river. The Archduke saw the bomb coming and threw it off his car, but it exploded under the car behind, injuring several people. Now there was total confusion as the procession accelerated away, fearing more bombs. Meanwhile the police dragged Cabrinovic out of the river. His cyanide was old and had not worked.

The Archduke was driven to the Town Hall, where he demanded to be taken to visit the bomb victims in hospital. Fearing more terrorists, the officials decided to take a new route to avoid the crowds, but this was not properly explained to the driver of the Archduke's car. Moreover, no police guard went with the procession.

Meanwhile the other assassins, on hearing the bomb explode, assumed the Archduke was dead and left – all except Princip, who soon discovered the truth. Miserably he wandered across the street towards Schiller's delicatessen and café.

Princip was standing outside the café when, at 10.45, the Archduke's car suddenly appeared beside him and turned into Franz Josef Street. This was a mistake, for according to the new plan the procession should have continued straight along the Appel Quay. As the driver realised he had taken a wrong turn he stopped and started to reverse. Princip could hardly believe his luck. Pulling an automatic pistol from the right-hand pocket of his coat, he fired two shots at a range of just 3 or 4 metres. He could not miss. One bullet pierced the Archduke's neck and the other ricocheted off the car into Sophie's stomach. Fifteen minutes later she died and the Archduke followed soon after.

Princip was immediately seized. He managed to swallow his poison, but it did not work and he was taken off to prison. All the plotters except Mehmedbasic were eventually caught, but only the organiser, Ilic, was hanged, for the others were too young for the death penalty. Princip died in an Austrian jail, however, in April 1918, aged twenty-three.



The route taken by Archduke Franz Ferdinand's car in Sarajevo, 28 June 1914.

At his trial, Princip said: 'I am not a criminal, for I destroyed a bad man. I thought I was right.' Two years later he said that if he had known what was to follow he would never have fired the two fatal shots – but his regret was too late. Within six weeks of the Archduke's assassination, almost all of Europe had been dragged into the bloodiest war in history.

On 23 July: Austria blamed Serbia for the death of Franz Ferdinand and sent it an ultimatum.

On 28 July: Austria declared war on Serbia and shelled its capital, Belgrade.

On 29 July: The Russian army got ready to help Serbia defend itself against the Austrian attack.

Germany warned Russia not to help the Serbs.

On 1 August: Germany declared war on Russia. It also began to move its army towards France and Belgium.

On 2 August: The French army was put on a war footing ready to fight any German invasion.

On 3 August: Germany declared war on France and invaded Belgium. Britain ordered Germany to withdraw from Belgium.

On 4 August: With the Germans still in Belgium, Britain declared war on Germany.

On 6 August: Austria declared war on Russia.

To understand **why** the murders in Sarajevo led so quickly to an all-out war involving all the main European powers, we need to find out more about what Europe was like in 1914.

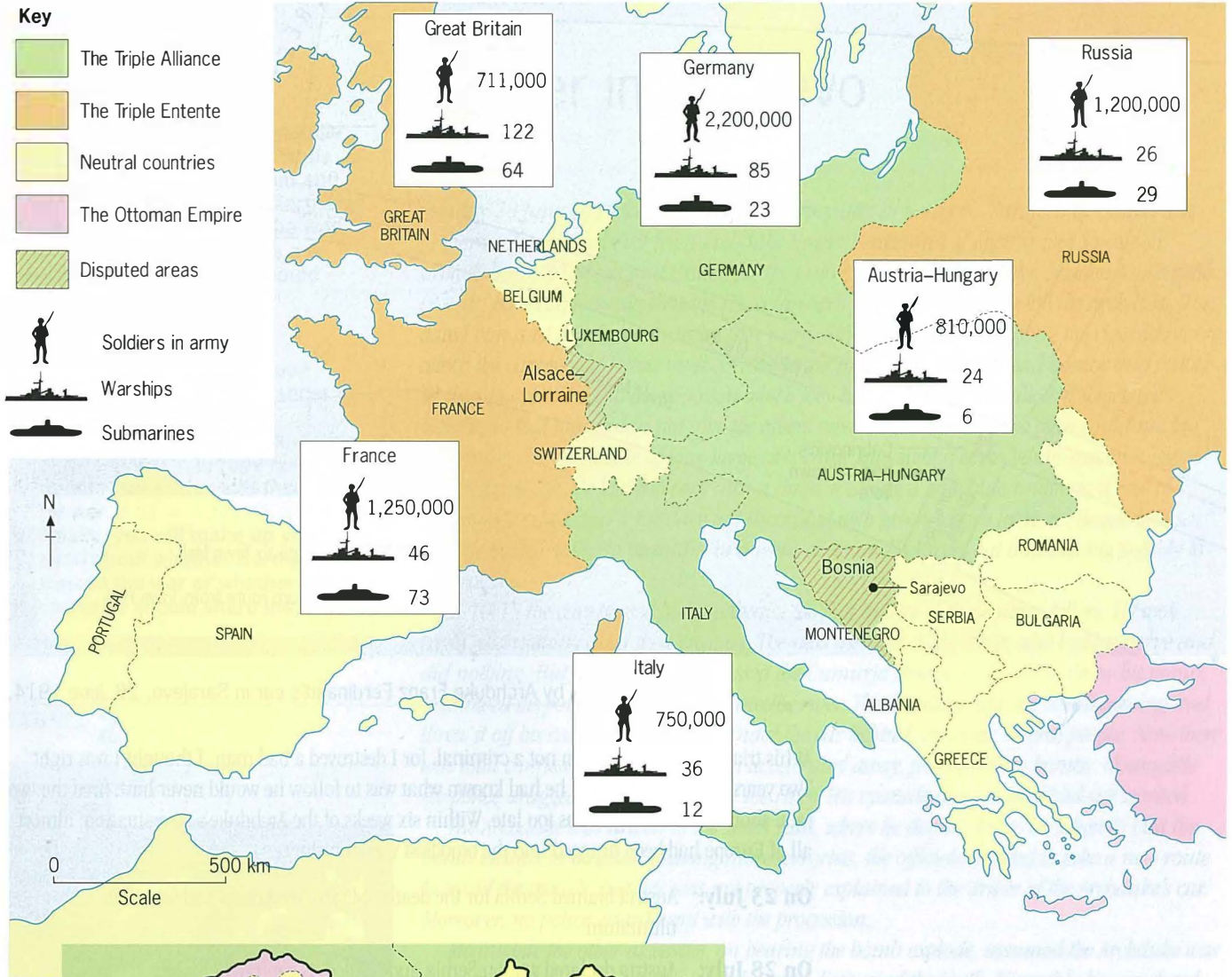
1 There were many moments during 28 June 1914 when events could have turned out differently. Study the account of the murders in Source 1 and list any moments at which a different decision might have saved the lives of the Archduke and his wife.

2 Do you think that if the Archduke had not been shot, the war would not have started? Give your reasons. (These are only your first thoughts. You can revise your opinion later.)

The Alliances

In 1914 the six most powerful countries in Europe were divided into two opposing ALLIANCES: the Central Powers or Triple Alliance (Germany, Austria–Hungary and Italy), formed in 1882, and the Triple Entente (Britain, France and Russia), formed in 1907. Each country was heavily armed, and each one had reasons for distrusting other countries in Europe.

SOURCE 4



The Triple Alliance and the Triple Entente, 1914.



SOURCE 5

Austria–Hungary's empire, showing the many different nationalities it contained. The thick dotted line shows the division between the lands administered by the Austrians and those by the Hungarians.



European alliances in 1914.

Germany

Before 1870 Germany was a collection of small independent states of which Prussia was the most powerful. In 1870 the Prussian statesman Bismarck won a war against France, after which he united the many German states into a new and powerful German empire. Germany took from France the important industrial area of Alsace–Lorraine and, to guard against a revenge attack from the French, formed an alliance with Austria–Hungary and Italy.

The new Germany was especially successful in industry. By 1914 German industry had overtaken Britain's and was second in the world only to that of the USA.

However, Germany's leaders had greater ambitions, as well as concerns.

- The German Kaiser felt that Germany should be a world power and should have overseas colonies and an empire like France and Britain had (see Source 7). The Germans had established two colonies in Africa, but they wanted more.
- In the 1890s the Kaiser ordered the building of a large navy, which soon became the world's second most powerful fleet. Britain's was the largest and most powerful.
- German leaders were very worried by what they called 'encirclement'. Friendship between Russia to the east and France to the west was seen as an attempt to 'surround' and threaten Germany.
- Germany was also concerned by the huge build-up of arms, especially in Russia, and was itself building up a vast army.

Austria–Hungary

Austria–Hungary was a sprawling empire in central Europe. It was made up of people of different ethnic groups: Germans, Czechs, Slovaks, Serbs and many others. Each group had its own customs and language. Many of these groups wanted independence from Austria–Hungary.

- In the north the Czech people wanted to rule themselves.
- The Slav people in the south-west (especially the Croats) wanted their own state.
- The Serbs living in the south wanted to be joined to the neighbouring state of Serbia.

By 1914 the main concern of the Emperor of Austria–Hungary was how to keep this fragmented empire together.

Austria–Hungary also faced problems from neighbouring states:

- Its newly independent neighbour Serbia was becoming a powerful force in the Balkans. Austria was very anxious that it should not become any stronger.
- Another neighbour, Russia, supported the Serbs, and had a very strong army.

Italy

Like Germany, Italy was formed from a collection of smaller states. At first, its main concern was to get its government established, but by 1914 the country was settled and was looking to 'flex its muscles'.

Like some of the other European powers, Italy wanted to set up colonies and build up an overseas empire. With this aim in mind, Italy joined Germany and Austria in the Triple Alliance. However, there is some evidence that Germany and Austria did not entirely trust their ally. In any case, Italy was not a strong industrial or military power.

The Triple Entente

Britain

In the nineteenth century Britain had tried not to get involved in European politics. Its attitude became known as 'splendid isolation' as it concentrated on its huge overseas empire (see Source 7). For most of the nineteenth century, Britain had regarded France and Russia as its two most dangerous rivals. However, by the early 1900s the picture had begun to change.

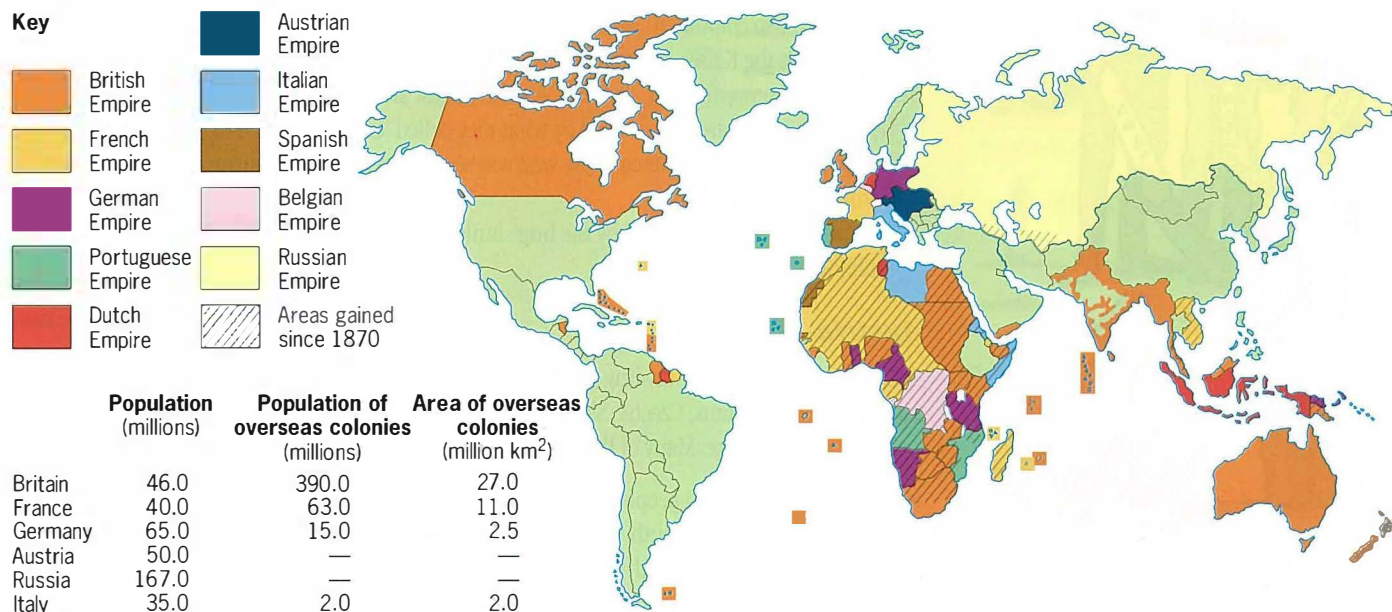
1 Do you think that preserving peace was a priority for Germany, Austria–Hungary or Italy?

The three main reasons were that:

- France and Britain had reached a number of agreements about colonies in North Africa in 1904.
- Russia was defeated in a war against Japan in 1904. This weakened Russia so that Britain was less concerned about it.
- Above all, Britain was very worried about Germany. The German Kaiser had made it clear that he wanted Germany to have an empire and a strong navy, which Britain saw as a serious threat to its own empire and navy.

Britain began to co-operate more with France and signed an agreement with it in 1904. Britain signed another agreement with Russia in 1907.

SOURCE 7



The overseas empires of the European powers in 1914.

France

France had been defeated by Germany in a short war in 1870. Since then, Germany had built up a powerful army and strong industries. It had an ambitious leader in Kaiser Wilhelm. France was worried about the growing power of Germany, so the French had also built up their industries and armies. France had also developed a strong and close friendship with Russia. The main concerns of France were:

- to protect itself against attack by Germany
- to get back the rich industrial region of Alsace–Lorraine which Germany had taken from it in 1870.

Russia

Russia was by far the largest of all the six powers, but was also the most backward. The country was almost entirely agricultural, although loans from France had helped Russia to develop some industries.

Russia shared France's worries about the growing power of Germany.

It also had a long history of rivalry with Austria–Hungary. This was one reason why Russia was so friendly with Serbia. Another reason was that both Russians and Serbs were Slavs. Many other Slavs lived in Austria–Hungary's empire. Russia felt it should have influence over them.

Russia lost a war with Japan in 1905. There was then a revolution against the ruler, Tsar Nicholas II. He survived, but he knew Russia could not afford to lose in any other conflict. The Russians began to build up a large army in case of emergencies in the future.

1 Do you think that preserving peace was a priority for Britain, France or Russia?

FOCUS TASK

1 Draw up a chart like this:

	Germany	Austria-Hungary	Italy
Britain			
France			
Russia			

2 Using the descriptions of the relationships between these countries on pages 5 and 6, complete the chart to show causes of tension between the countries. You may not be able to fill in all the spaces.

3 Which relationship is the greatest source of tension?

4 Explain how each of the following contributed to tensions between the European powers:

- a) colonies b) people wanting independence c) arms build-up.

2 Study the statistics in Source 8. Which country do you think is the strongest? Explain your choice.

3 Which alliance do you think is the strongest? Explain your choice.

SOURCE 8

	Britain	France	Russia	Germany	Austria-Hungary	Italy
Population (millions)	46	40	167	65	50	35
Steel production (millions of tons)	7.9	4	4	17	2.6	3.9
Merchant ships (millions of tons)	20	2	0.75	5	3	1.75
Foreign trade (£ million per year)	1	0.4	0.2	1	0.2	n/a
Number of soldiers available (in thousands), including reserve forces	711	1250	1200	2200	810	750
Warships (including under construction)	122	46	26	85	24	36
Submarines	64	73	29	23	6	12

Resources of the Great Powers in 1914.

The Balance of Power

Politicians at the time called this system of alliances the 'Balance of Power'. They believed that the size and power of the two alliances would prevent either side from starting a war.

SOURCE 9



4 Look at Source 9. Did the cartoonist think that the alliances helped to prevent war?

5 Do you think that the alliances made war more likely or less likely?

A modern redrawing of an American cartoon published in the *Brooklyn Eagle*, July 1914. The cartoon was called 'The Chain of Friendship'.

SOURCE 10

There is no comparison between the importance of the German navy to Germany, and the importance of our navy to us. Our navy is to us what their army is to them. To have a strong navy would increase Germany's prestige and influence, but it is not a matter of life and death to them as it is to us.

Sir Edward Grey, British Foreign Secretary, in a speech to Parliament in 1909.

SOURCE 11

You English are like mad bulls; you see red everywhere! What on earth has come over you, that you should heap on such suspicion? What can I do more? I have always stood up as a friend of England.

Kaiser Wilhelm, speaking in an interview with the *Daily Telegraph* in 1908. The Kaiser liked England and had friends there. He was a cousin of King George V of Britain.

The tension builds, 1900–1914

Anglo-German naval rivalry

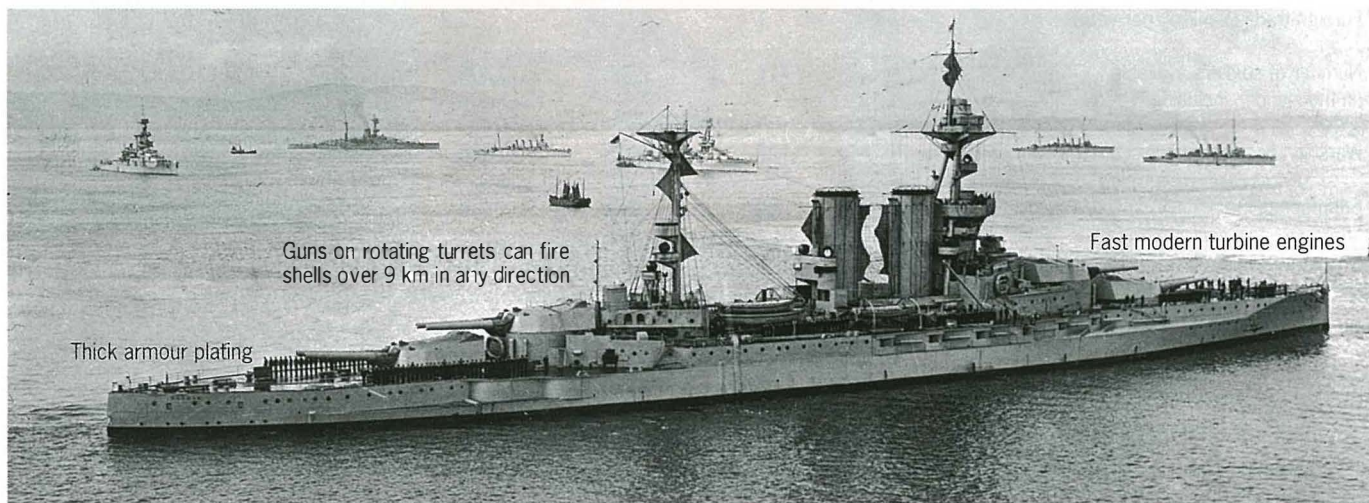
One of the most significant causes of tension in Europe was the naval rivalry which developed after 1900. Ever since the Battle of Trafalgar in 1805, Britain had ruled the seas without any challenge. Its navy was the most powerful in the world. This situation began to change in 1898 when the new Kaiser, Wilhelm, announced his intention to build a powerful German navy.

Britain felt very threatened by this. Germany's navy was much smaller than Britain's but the British navy was spread all over the world, protecting the British Empire. Germany didn't have much of an empire. Why did it need a navy? What was Germany going to do with all of these warships concentrated in the North Sea?

Not surprisingly, Germany did not see things the same way. The Kaiser and his admirals felt that Germany needed a navy to protect its growing trade. They felt that the British were over-reacting to the German naval plans.

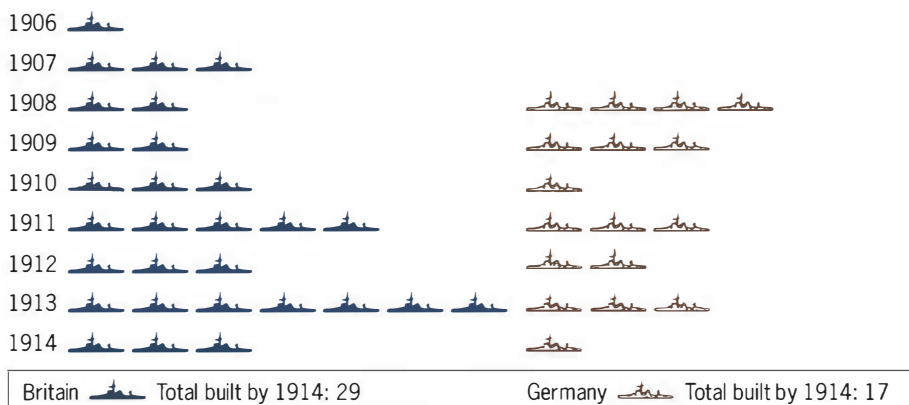
Britain was not convinced by what the Germans said. In fact, in 1906 Britain raised the stakes in the naval race by launching HMS *Dreadnought*, the first of a new class of warships. Germany responded by building its own 'Dreadnoughts'. The naval race was well and truly on and both Britain and Germany spent millions on their new ships.

SOURCE 12



A British 'Dreadnought', the HMS *Barham*, with the British fleet in Scapa Flow.

SOURCE 13



- 1 Why was Britain concerned by Germany's naval plans?
- 2 How did Germany react to Britain's concerns?
- 3 Do you think that either country was acting unreasonably? Give your reasons.

Number of 'Dreadnoughts' built by Britain and Germany, 1906–14.

PROFILE

Kaiser Wilhelm II



- ★ Born 1861, with a badly withered left arm. Historians also think he suffered slight brain damage at birth, which affected both his hearing and his attention span.
- ★ He did not have a loving family.
- ★ He became Kaiser at the age of 27 when German industry was growing fast and Germany was becoming a world power.
- ★ He was famous for his energy and enthusiasm, but he was also very unpredictable.
- ★ He was keen on military parades and liked to be photographed wearing his military uniform. He appointed military people to most of the important positions in his government.
- ★ He was very ambitious for Germany. He wanted Germany to be recognised as the greatest power in Europe by the older European states.
- ★ He liked physical exercise, and practical jokes.
- ★ He was very closely involved in Germany's plans for war.
- ★ When Germany was defeated in 1918 he fled into exile. He died in 1941.

The arms race on land

While Britain and Germany built up their navies, the major powers on mainland Europe were also building up their armies.

SOURCE 14

	1900	1910	1914
France	0.7m	0.8m	0.9m
Britain	0.6m	0.55m	0.5m
Russia	1.1m	1.3m	0.8m
Austria–Hungary	0.25m	0.3m	0.35m
Germany	0.5m	0.7m	1.5m
Italy	0.25m	0.3m	0.35m

The arms build-up. Military personnel of the powers, 1900–1914 (excluding reserves).

SOURCE 15

The arms race in which all the major powers were involved contributed to the sense that war was bound to come, and soon. Financing it caused serious financial difficulties for all the governments involved in the race; and yet they were convinced there was no way of stopping it.

Although publicly the arms race was justified to prevent war, no government had in fact been deterred from arming by the programmes of their rivals, but rather increased the pace of their own armament production.

James Joll, *Origins of the First World War*, 1992. Joll is a well-respected British historian with an expert knowledge of this topic.

In Germany, in particular, war and militarism were glorified. The Kaiser surrounded himself with military advisers. He staged military rallies and processions. He loved to be photographed in military uniforms. He involved himself closely in Germany's military planning.

Plans for war

Many countries felt so sure that war was 'bound to come' sooner or later that they began to make very detailed plans for what to do if and when it did.

Germany

Germany's army was not the biggest army in Europe but most people agreed it was the best trained and the most powerful.

The problem facing the German commanders was that if a war broke out they would probably have to fight against Russia and France at the same time.

The Germans came up with the Schlieffen Plan. Under this plan they would quickly attack and defeat France, then turn their forces on Russia which (the Germans were sure) would be slow to get its troops ready for war.

SOURCE 16

General von Moltke said: I believe war is unavoidable; war the sooner the better. But we ought to do more through the press to prepare the population for a war against Russia . . . the enemies are arming more strongly than we are.

From the diary of Admiral von Muller, head of the Kaiser's naval cabinet, December 1912.

SOURCE 17

In Moltke's opinion there was no alternative to making preventive war in order to defeat the enemy while we still had a chance of victory . . . I pointed out that the Kaiser . . . would only agree to fight if our enemies forced war upon us . . .

Written by Gottlieb von Jagow, the German Foreign Secretary, May 1914. He was writing this from memory, soon after the end of the war.

- 1 Read Source 17. What do you think the writer means by 'preventive war'?
- 2 Does either Source 16 or 17 suggest that people in Germany wanted a war?

SOURCE 18

The remark 'England and Germany are bound to fight' makes war a little more likely each time it is made, and is therefore made more often by the gutter press of each nation.

From *Howard's End*, a widely read novel by EM Forster, published in 1910.

- 3 Source 18 comes from a novel. In what ways is it useful as evidence about the mood in Britain before the First World War?

Austria–Hungary

Austria–Hungary knew it needed the help of Germany to hold back Russia. It too relied on the success of the Schlieffen Plan so that Germany could help it to defeat Russia.

Russia

The Russian army was badly equipped, but it was huge. Given enough time, Russia could eventually put millions of soldiers into the field. The Russian plan was to overwhelm Germany's and Austria's armies by sheer weight of numbers.

France

France had a large and well-equipped army. Its main plan of attack was known as Plan 17. French troops would charge across the frontier and attack deep into Germany, forcing surrender.

Britain

Britain's military planners had been closely but secretly involved in collaboration with French commanders. This led to Britain setting up the British Expeditionary Force (BEF), consisting of 150,000 highly trained and well-equipped professional soldiers. The BEF could go to France and fight alongside the French at short notice.

One thing that unites all of these plans was the assumption that a war, if and when it came, would be quick. These military plans were designed to achieve a quick victory. No one planned for what to do if the war dragged on. It was almost universally assumed that none of the powers would be able to keep up a long-drawn-out war. The sheer cost of a war would lead to economic collapse (of the enemy only, of course) and so the war would be over in a matter of weeks or months.

With so much talk of war and plans for war, you might think, as many at the time did, that war was inevitable.

Morocco, 1905 and 1911

In 1905 and 1911, two crises in Morocco raised the temperature in Europe.

In 1905 the Kaiser visited Morocco in North Africa. Germany was building up its own African empire and had colonies in central and southern Africa (see Source 7 on page 6). The Kaiser was now keen to show that Germany was an important power in North Africa as well. The French had plans to take control of Morocco so the Kaiser made a speech saying he supported independence for Morocco. The French were furious at his interfering in their affairs. An international conference was held in Algieras in 1906. But the conference did not cool things down. In fact, it did the opposite: at the conference the Kaiser was humiliated. He had wanted to be seen as a major power in Africa. Instead his views were rejected. He was treated as if he had no right to speak on such matters. This made him bitter. He was also alarmed by the way that Britain and France stuck together at the conference to oppose him. These old rivals now seemed very close.

In 1907, in the wake of the Moroccan crisis, Britain and France formed an alliance with Russia, the Triple Entente. The Entente powers saw their alliance as security against German aggression. The Kaiser and his people saw a threatening policy of encirclement, with hostile powers surrounding Germany.

In 1911 Morocco saw another crisis. The French tried to take over Morocco again. They said they were prepared to compensate Germany if its trade suffered as a result. However, the Kaiser's response was to send a gunboat (the *Panther*) to Agadir. The British feared that the Kaiser wanted to set up a naval base in Agadir, and they did not want German ships in the Mediterranean. Another conference was called. The British and French again stood firm against Germany. France took control of Morocco. Germany was given land in central Africa as compensation. Behind the scenes, Britain and France reached an agreement that the French should patrol the Mediterranean and the Royal Navy should defend France's Atlantic and North Sea coasts.

The Balkans: the spark that lit the bonfire

The Balkans were a very unstable area.

- Different nationalities were mixed together.
- The area had been ruled by Turkey for many centuries, but Turkish power was now in decline.
- The new governments which had been set up in place of Turkish rule were regularly in dispute with each other.
- Two great powers, Russia and Austria, bordered the countries in this region. Both wanted to control the area because it gave them access to the Mediterranean.

The first Balkan crisis came in 1908. Austria took over the provinces of Bosnia and Herzegovina. Russia and Serbia protested, but they backed down when Germany made it clear that it supported Austria. Neither Russia nor Serbia was prepared to risk war with Germany over this issue. However, there were some serious consequences. Austria now felt confident that Germany would back it in future disputes. Some historians think that this made Austria too confident, and encouraged it to make trouble with Serbia and Russia. Russia resented being faced down in 1909. It quickened its arms build-up. It was determined not to back down again.

From 1912 to 1913 there was a series of local wars. Serbia emerged from these as the most powerful country in the Balkans. This was very serious for Austria. Serbia had a strong army and it was a close ally of Russia. Austria decided that Serbia would have to be dealt with. By 1914 Austria was looking for a good excuse to crush Serbia.

Austria's opportunity came with the murder of Archduke Franz Ferdinand and his wife Sophie in Sarajevo (see pages 2–3). Although there was no hard evidence that Princip was acting under orders from the Serbian government, Austria blamed Serbia. Frantic diplomatic effort gave Austria a guarantee of German backing (see Witness 9 on page 13). With this support Austria now felt secure enough to deal with the Serbian problem once and for all. It gave Serbia a ten-point ultimatum that would effectively have made Serbia part of the Austrian Empire. The Serbs could not possibly accept it. When the Serbs asked for time to consider, Austria refused and declared war on 28 July 1914. The slide to all-out war had begun.

SOURCE 20

When I first heard of the assassination [murder] . . . I felt it was a grave matter . . . but my fears were soon calmed . . . the Kaiser left on his yachting holiday and . . . still more reassuring, the head of the German army left for his cure in a foreign spa [health resort] . . .

I remember that an influential Hungarian lady called on me and told me that we were taking the murder of the Grand Duke too quietly . . . it had provoked a storm in Austria . . . and might lead to war with Serbia . . . However, the official reports we had did not seem to justify this alarmist view.

David Lloyd George, *Memoirs*, 1938. David Lloyd George was a government minister in 1914 and became Prime Minister in 1916. His memoirs have a reputation for inconsistency.

- 4 Look back at your answer to question 2 on page 3. Would you like to change your answer now?

ACTIVITY

The atmosphere in Europe between 1900 and 1914 has been likened to a bonfire waiting to be lit.

- 1 Make your own copy of this bonfire diagram, and add labels to suggest factors that made war possible.
- 2 Put major factors on big sticks, less important factors on smaller sticks.
- 3 Add more sticks to the fire if you wish to show more factors.
- 4 Why do you think the Sarajevo murders 'lit the fire' when previous events such as the Moroccan crisis in 1905 had not? Mention these points in your answer:
 - a) Austria's worries about Serbia
 - b) the build-up of international problems
 - c) the way the alliances worked.



The Balkans in 1908.

Did Germany cause the war?

SOURCE 21

The Allied governments affirm, and Germany accepts, the responsibility of Germany and her allies for causing all the loss and damage to which the Allied governments and their peoples have been subjected as a result of the war.

The war guilt clause from the Treaty of Versailles, 1919.

After the war, the victorious Allies forced the defeated Germany to sign the 'war guilt' clause (Source 21). Germany had to accept that it was responsible both for starting the war and for all the damage caused by it. However, as the state 'on trial', Germany refused to accept the sole blame. Historians have argued about this issue ever since. Some have continued to blame Germany. Others have reached different verdicts.

FOCUS TASK

Was Germany to blame for the war?

What do you think? Was Germany to blame?

Your task is to look over the evidence and hold your own retrial, looking back from today. You will study evidence and hear from witnesses. You must then reach one of four verdicts:

Verdict 1: Germany was rightly blamed for starting the war.

Verdict 2: Germany was mainly responsible for starting the war, but the other powers should accept some of the blame.

Verdict 3: All of the major powers helped to start the war. They should share the blame.

Verdict 4: No one was to blame. The powers were swept along towards an inevitable war. It could not be stopped.

This is how to run the trial. You can work on your own, or in groups.

1 Draw up a table like the one below:

Witness	Which verdict does the witness support?	What evidence does the witness give to support the viewpoint?	Can I trust the witness?

- 2 Read all the witnesses' statements on page 13. Complete columns 1 and 2.
- 3 In column 3, note what evidence the witness gives to support his/her viewpoint.
- 4 In column 4, note what might make the witness reliable or unreliable.
Think about:
 - the date and origin of each source
 - whether the witness was involved in the events of the time
 - the value and reliability of each witness.
- 5 Look through the other information in this chapter to see if there are other witnesses you should consider.
- 6 Choose your verdict from verdicts 1–4.
- 7 Once you have chosen a verdict, you should sum up the evidence for it in a short explanation. Remember to explain why you have chosen your verdict, but also explain why you have rejected the others.
- 8 Use your table and explanation for a class debate.

The witnesses

WITNESS 1

German militarism, which is the crime of the last fifty years, had been working for this for twenty-five years. It is the logical result of their doctrine. It had to come.

Walter Hines Page, US Ambassador in London, 1914. The USA was an ally of Britain and France during the war, and fought in it against Germany from 1917 to 1918.

WITNESS 2

Bethmann stood in the centre of the room . . . There was a look of anguish in his eyes . . . For an instant neither of us spoke. At last I said to him: 'Well, tell me, at least, how it all happened.' He raised his arms to heaven and answered, 'Oh – if only I knew!'

Prince von Bülow, speaking in 1918, remembers calling on the German Chancellor Bethmann-Hollweg in August 1914.

WITNESS 3

None of the rulers of the Great Powers really knew what they were fighting about in August 1914 . . . the crisis gathered pace and the calculations of statesmen were overwhelmed by the rapid succession of events, the tide of emotion in the various capitals, and the demands of military planning.

The Origins of the First World War by British historian LCF Turner, 1983.

WITNESS 4

The Schlieffen Plan must rank as one of the supreme idiocies of modern times . . . It restricted the actions of the German government disastrously. In July 1914 they had just two choices; either to abandon the only plan they had to win the next war, or to go to war immediately.

Historian DE Marshall in *The Great War: Myth and Reality*, 1988.

WITNESS 5

The World War was directly started by certain officials of the Russian General Staff. But their conduct was caused by the criminal activity of an Austrian Foreign Minister, and this in turn was aided by criminal negligence at Berlin . . .

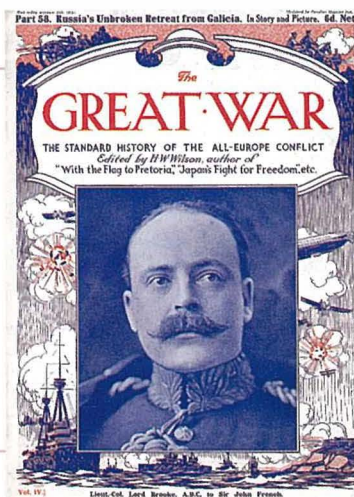
But they would have been quite unable to start any war; had they not been equally with millions of common people . . . willing agents of forces moving the world towards war . . .

From the Encyclopaedia Britannica, 1926.

WITNESS 6

We are being forced to admit that we alone are to blame for the war: such an admission on my lips would be a lie. We are not seeking to absolve [pardon] Germany from all responsibility for this World War, and for the way in which it was fought. However, we do strongly deny that Germany, whose people felt they were fighting a war of defence, should be forced to accept sole responsibility.

Count Brockdorff-Rantzau, head of the German delegates at Versailles, 1919.



WITNESS 7

The greatest war of modern times, and perhaps in the whole history of the human race, was begun by Germany using the crime of a schoolboy as an excuse . . . Austria had regarded the growing power of Serbia with concern for many years . . . The situation in Europe seemed to encourage the German peoples in this adventure. England, it was thought, could do nothing . . . with the threats of civil war in Ireland. Russia was in the midst of the reorganisation of her army . . . As for France, Germany believed herself quite competent to deal with her, and sought an opportunity of doing so.

From *The Great War – The Standard History of the All-Europe Conflict*, 1914 (Vol IV). This was a patriotic weekly journal written and published in Britain, describing the war 'as it happened'.

WITNESS 8

German: *I wonder what history will make of all of this?*

Clemenceau: *History will not say that Belgium invaded Germany!*

From a conversation between French Prime Minister Clemenceau and a German representative at the peace conference after the war. Clemenceau was a hard-line anti-German.

WITNESS 9

. . . the Kaiser authorised me to inform our gracious majesty that we might, in this case as in all others, rely upon Germany's full support . . . it was the Kaiser's opinion that this action must not be delayed . . . Russia was in no way prepared for war and would think twice before it appealed to arms . . . If we had really recognised the necessity of warlike action against Serbia, the Kaiser would regret if we did not make use of the present moment which is all in our favour.

Count Szogyeny, the Austrian ambassador in Berlin, reporting a famous conversation with the Kaiser, July 1914. Historians are divided as to whether the Kaiser was making a planned policy statement or was simply giving reassurance on the spur of the moment.

The twentieth century

22 Britain at war

The First World War • The rise of the Labour Party • The rights of women • Ireland • Disappointment and depression • The Second World War

At the start of the twentieth century Britain was still the greatest world power. By the middle of the century, although still one of the “Big Three”, Britain was clearly weaker than either the United States or the Soviet Union. By the end of the seventies Britain was no longer a world power at all, and was not even among the richest European powers. Its power had ended as quickly as Spain’s had done in the seventeenth century.

One reason for this sudden decline was the cost and effort of two world wars. Another reason was the cost of keeping up the empire, followed by the economic problems involved in losing it. But the most important reason was the basic weaknesses in Britain’s industrial power, and particularly its failure to spend as much as other industrial nations in developing its industry.

Now, near the end of the century, Britain has lost much of its earlier self-confidence, but no one is sure what the reasons for this are. Some argue that the workforce is lazy, or that the trade unions are

too powerful, or that there are not enough good managers. Others blame the immigrants who have settled in Britain from the old colonies since the Second World War. No one doubts that Britain is living in an age of uncertainty.

Britain still has some valuable advantages. The discovery of oil in the North Sea has rescued the nation from a situation that might have been far worse. And in electronics and technology Britain is still a world competitor.

A nation’s story is not, or should not be, solely about wealth or power, but about the quality of the community’s existence. Britain’s loss of power need not damage that quality, unless this is measured only in material terms.

The First World War

Germany nearly defeated the Allies, Britain and France, in the first few weeks of war in 1914. It had better trained soldiers, better equipment and a clear plan of attack. The French army and the small British force were fortunate to hold back the German army at the River Marne, deep inside France. Four years of bitter fighting followed, both armies living and fighting in the trenches, which they had dug to protect their men.

Apart from the Crimean War, this was Britain’s first European war for a century, and the country

An advertisement for the London Underground in 1908 offers the twentieth-century dream for many British people. As the “tube” reached out into the countryside, new suburbs were built. Here, so the advertisement suggested, a family could live in a suburban house in the “mock” Tudor style, suggestive of a past age of national glory, with their own garden. The husband waters the flowers, while his wife and child prepare wool for knitting. It is a scene that suggests both domestic happiness and also a middle-class property-owning democracy. It is an extremely clever advertisement, for it has lost none of its appeal eighty years later.



The awfulness of war: one of Britain's 750,000 dead in the First World War.

was quite unprepared for the terrible destructive power of modern weapons. At first all those who joined the army were volunteers. But in 1916 the government forced men to join the army whether they wanted to or not. A few men, mainly Quakers, refused to fight. For the first time, a government accepted the idea that men had the right to refuse to fight if they believed fighting to be wrong. But the war went on, and the number of deaths increased. On 1 July 1916 Britain attacked German positions on the River Somme. By the evening it had lost 20,000 dead and 40,000 wounded. In fact, five months of fighting from 1 July 1916 cost Britain 400,000, France 200,000 and Germany 500,000 dead and wounded. At Passchendaele, the following year, the British army advanced five miles at the cost of another 400,000 dead and wounded. Modern artillery and machine guns had completely changed the nature of war. The invention of the tank and its use on the battlefield to break through the enemy trenches in 1917 could have changed the course of the war. It

would have led to fewer casualties if its military value had been properly understood at the time.

In the Middle East the British fought against Turkish troops in Iraq and in Palestine, and at Gallipoli, on the Dardanelles. There, too, there were many casualties, but many of them were caused by sickness and heat. It was not until 1917 that the British were really able to drive back the Turks.

Somehow the government had to persuade the people that in spite of such disastrous results the war was still worth fighting. The nation was told that it was defending the weak (Belgium) against the strong (Germany), and that it was fighting for democracy and freedom.

At the same time popular newspapers, using large print, memorable short sentences and emotional language, encouraged the nation to hate Germany, and to want Germany's destruction. National feelings were even stronger in France, which had already been badly defeated by Germany in 1871. As a result, when Germany offered to make peace at the end of 1916, neither the British nor the French government welcomed the idea. Both were prisoners of the public feelings they had helped to create.

The war at sea was more important than the war on land, because defeat at sea would have inevitably resulted in British surrender. From 1915 German submarines started to sink merchant ships bringing supplies to Britain. At the battle of Jutland, in 1916, Admiral Jellicoe successfully drove the German fleet back into harbour. At the time it was said, with some truth, that Admiral Jellicoe was the only man on either side who could have lost the war in a single afternoon. If Germany's navy had destroyed the British fleet at Jutland, Germany would have gained control of the seas around Britain, forcing Britain to surrender. In spite of this partial victory German submarines managed to sink 40 per cent of Britain's merchant fleet and at one point brought Britain to within six weeks of starvation. When Russia, following the Bolshevik revolution of 1917, made peace with Germany, the German generals hoped for victory against the

Allies. But German submarine attacks on neutral shipping drew America into the war against Germany. The arrival of American troops in France ended Germany's hopes, and it surrendered in November 1918.

By this time Britain had an army of over five million men, but by this time over 750,000 had died, and another two million had been seriously wounded. About fifty times more people had died than in the twenty-year war against Napoleon. Public opinion demanded no mercy for Germany.

In this atmosphere, France and Britain met to discuss peace at Versailles in 1919. Germany was not invited to the conference, but was forced to accept its punishment, which was extremely severe. The most famous British economist of the time, John Maynard Keynes, argued that it was foolish to punish the Germans, for Europe's economic and political recovery could not take place without them. But his advice was not accepted.

Apart from hatred of Germany, there was great sorrow for the dead. The destruction had been terrible. As one young soldier wrote shortly before he himself died, "Everywhere the work of God is spoiled by the hand of man." Wives had lost their husbands, children had lost their fathers, parents had lost their sons. It was natural for a nation in these circumstances to persuade itself that the war had somehow been worth it. Those who died in battle have been remembered ever since in these words:

They shall grow not old, as we that are left grow
old:

Age shall not weary them, nor the years
condemn.

At the going down of the sun and in the morning
We will remember them.

"For the Fallen", Laurence Binyon 1869–1943

There was also anger about the stupidity of war, best expressed by Britain's "war poets". As the most famous of them, Wilfred Owen, wrote, shortly before he himself died on the battlefield, "My subject is War, and the pity of War." The poems written by young poet-soldiers influenced public

opinion, persuading many that the war had been an act against God and man. "Never again" was the feeling of the nation when it was all over.

When peace came there were great hopes for a better future. These hopes had been created by the government itself, which had made too many promises about improved conditions of life for soldiers returning from the war. As soon as the war had ended, the government started a big programme of building homes and improving health and education. But there was far less progress than people had been led to hope for.

The rise of the Labour Party

An important political development during the war was the rapid growth of the Labour Party. Although it was formally established in 1900, its beginnings dated from 1874, as part of the trade union movement. The trade unions themselves had grown enormously, from two million members to five million by 1914, and eight million by 1918. In that year, for the first time, all men aged twenty-one and some women over thirty were allowed to vote. The number of voters doubled from eight to sixteen million people, most of whom belonged to the working class.

As a result of these changes, the Labour Party, which had won twenty-nine seats in the 1906 election, won fifty-seven seats in 1918, 142 seats in 1922, and 191 seats in 1923. The following year the first Labour government was created. The Labour Party, however, was not "socialist". Its leaders were, or had become, members of the middle classes. Instead of a social revolution, they wanted to develop a kind of socialism that would fit the situation in Britain. This was partly because Labour's leaders did not wish to frighten the voters. It was also because middle-class thinkers before the war had almost completely failed to interest the working class in socialist ideas. In fact Karl Marx, who spent most of his life in Britain studying and writing, was almost unknown except to a few friends. Both he and his close friend Friedrich Engels, who owned a factory in Manchester, had

little hope of the British working classes becoming truly socialist. In 1885 Engels had written of the trade unionists: "The fools want to reform society to suit themselves, but not reform themselves to suit the development of society." Most working-class people wished to improve their financial situation and to enjoy the advantages of the middle class without becoming involved in socialist beliefs. The trade unions and the Labour movement had been shaped by the experiences of the nineteenth century. They did not believe they could bring down the existing form of government, and in any case they wanted to change things by accepted constitutional means, in Parliament. This was partly because they were supported not only by the working class but also by radicals already in Parliament.

By 1914 the socialist Beatrice Webb could write: "The landslide in England towards social democracy proceeds steadily, but it is the whole nation that is sliding, not one class of manual workers." That slide has continued for most of this century. As a result, the effect on Britain of the 1917 Bolshevik revolution in Russia was not as great as many feared it would be. Enough people were interested in Marxism to establish a Communist Party, but the Labour Party firmly refused to be connected with it. However, Marxism stirred a deep-seated fear in the Conservative Party, which has continued to see evidence of Marxist Socialism behind the Labour Party, the trade unions and strike action.

As a result of Labour's success in 1924, the Liberal Party almost completely disappeared. Liberals with traditional capitalist ideas on the economy joined the Conservative Party, while most Liberal "reformers" joined the Labour Party.

The rights of women

In 1918, some women over the age of thirty gained the right to vote after a long, hard struggle. John Stuart Mill, a radical thinker, had tried unsuccessfully to include votes for women in the 1867 Reform Bill. The industrial revolution had increased the power of men, and their feelings about property. Karl Marx noticed that the factory-

owning Englishman's attitude of "chivalry" to women had not prevented them from forcing women to work like slaves in their factories and workhouses.

A man thought of his wife and daughters as his property, and so did the law. It was almost impossible for women to get a divorce, even for those rich enough to pay the legal costs. Until 1882, a woman had to give up all her property to her husband when she married him. And until 1891, husbands were still allowed by law to beat their wives with a stick "no thicker than a man's thumb", and to lock them up in a room if they wished. By 1850, wife beating had become a serious social problem in Britain. Men of all classes were able to take sexual advantage of working women. Women were probably treated worse in Britain than in any other industrialising European country at this time.

After 1870 the situation, particularly for middle-class women, began to improve. Women were allowed to vote and to be elected to borough or county councils. A very small number started to study at Oxford and Cambridge in separate women's colleges. But while they were allowed to follow the same course of study as men, they could not receive a degree at the end. Middle-class women became increasingly determined to have equal rights.

Working-class women were more interested in their legal rights concerning working conditions, and they found support in the trade union movement. In 1888 the policy of the unions was that "where women do the same work as men, they should receive equal pay". It was nearly another century before this principle became law. Female membership of the unions increased, but it was not always easy to persuade working men to respect the equal rights of their wives, particularly in times of unemployment.

In 1897 women started to demand the right to vote in national elections. Within ten years these women, the "suffragettes", had become famous for the extreme methods they were willing to use. Many politicians who agreed with their aims were shocked by their violent methods and stopped



Suffragettes arrested after "attacking" Buckingham Palace, May 1914. Suffragettes caused great feelings of hostility by their lawless acts, but they believed that it was only by acting in such a way that they could gain the attention of the nation. The First World War interrupted their campaign.

supporting them. However, if they had not been willing to shock the public, the suffragettes might not have succeeded.

The war in 1914 changed everything. Britain would have been unable to continue the war without the women who took men's places in the factories. By 1918 29 per cent of the total workforce of Britain was female. Women had to be given the vote. But it was not until ten years later that the voting age of women came down to twenty-one, equal with men.

The liberation of women took other forms. They started to wear lighter clothing, shorter hair and skirts, began to smoke and drink openly, and to wear cosmetics. Married women wanted smaller families, and divorce became easier, rising from a yearly average of 800 in 1910 to 8,000 in 1939. Undoubtedly many men also moved away from Victorian values. Leading writers like D.H. Lawrence, Aldous Huxley, James Joyce and Virginia Woolf freely discussed sexual and other sensitive matters, which would have been impossible for earlier generations.

Once women could vote, many people felt that they had gained full and equal rights. But there was still a long battle ahead for equal treatment and respect both at work and at home. The struggle for full women's rights is one of the most important events in recent British social history, and its effects continue to be felt.

Ireland

Before the beginning of the First World War the British government had agreed to home rule for Ireland. It was afraid, however, that the Protestants in the north would start a civil war in Ulster if home rule was introduced. For this reason, when war began in 1914, the government delayed the introduction of home rule, and called on Irishmen to join the army. Many thousands did, encouraged by their MPs, who hoped that this show of loyalty would help Ireland win self-government when the war ended.

There was another group of Irishmen, however, who did not see why they should die for the British, who had treated Ireland so badly. They did not only want home rule, but full independence. At Easter 1916, these republicans rebelled in Dublin. They knew they could not win, but they hoped their rising would persuade other Irishmen to join the republican movement. The "Easter Rising" was quickly put down, and most Irish disapproved of it. But the British executed all the leaders, which was a serious mistake. The public was shocked, not only in Ireland, but also in London. Irish Americans were also angry, just at the moment when America had joined Britain in the war against Germany.

In the 1918 elections the republicans won in almost every area except Ulster. Instead of joining the British parliament, however, they met in their own new parliament, the Dail in Dublin, and announced that Ireland was now a republic. Irishmen joined the republic's army, and guerrilla fighting against the British began. As a result the British government decided to make peace. In 1921 it agreed to the independence of southern Ireland. But it also insisted that Ulster, or Northern Ireland as it became known, should remain united with Britain.

The Anglo-Irish Treaty of 1921 led to civil war between the Irish themselves. By this treaty the new "Irish Free State" accepted continued British use of certain ports, the sovereignty of the British Crown, and most important of all, the loss of Northern Ireland, which remained under British control. The pro-Treaty forces won, and the

republicans, who insisted that all Ireland, including Northern Ireland, should be an independent republic, were defeated. But a group of republicans formed a new party, Fianna Fail, which won the election of 1932 and the new Prime Minister, Eamon de Valera, began to undo the Treaty and in 1937 declared southern Ireland a republic. The British Crown was now no longer sovereign in Ireland.

Ireland and Britain today find themselves in the strange position of being entirely separate states, but by agreement their citizens are not considered foreigners in one another's country. Within the Republic of Ireland the majority have continued to believe that all Ireland should one day be united, but without the use of force. A minority, however, has remained since 1921 ready and willing to use violent means to achieve a united Ireland.

Disappointment and depression

The men who had fought in such terrible conditions during the war had been promised a land "fit for heroes". But this promise could not easily be kept, even by the popular new Labour Party.

Alongside the social effects of the war were far-reaching economic ones. The cost of the war had led to an enormous increase in taxation, from 6 per cent of income in 1914 to 25 per cent in 1918. The demands of the war had also led to a doubling in the size of the civil service, and greater government control of national life. It was inevitable that there should be increasing disagreement between workers and the government. Just before the war in 1914 there had been an outbreak of strikes. Immediately after the war there were further serious strikes, and in 1919 and 1921 soldiers were used to break these strikes, and force men back to work.

In 1926 discontent led to a general strike by all workers. The reasons for the strike were complicated, but the immediate cause was a coalminers' strike. An earlier miners' strike in 1921 had been defeated and the men had returned to work bitterly disappointed with the mine owners' terms. In 1925 mine owners cut miners' wages and

another miners' strike seemed inevitable. Fearing that this would seriously damage the economy, the government made plans to make sure of continued coal supplies. Both sides, the government and the Trades Union Congress (representing the miners in this case), found themselves unwillingly driven into opposing positions, which made a general strike inevitable. It was not what the TUC had wanted, and it proved deeply damaging to everyone involved.

The general strike ended after nine days, partly because members of the middle classes worked to keep services like transport, gas and electricity going. But it also ended because of uncertainty among the trade union leaders. Most feared the dangers both to their workers and the country of "going too far". The miners struggled on alone and then gave up the strike. Many workers, especially the miners, believed that the police, whose job was to keep the law, were actually fighting against them. Whether or not this was true, many people remembered the general strike with great bitterness. These memories influenced their opinion of employers, government and the police for half a century.

It is possible to argue that Britain missed an opportunity to reform the economic structure of the country after the war. But instead of careful planning, businessmen were allowed to make quick profits, particularly in the cotton mills, the shipyards and engineering industries. But perhaps there was little the government could do to control the situation, as it was not in control of economic forces. All over Europe and America a serious economic crisis, known as "the depression", was taking place. It affected Britain most severely from 1930 to 1933, when over three million workers were unemployed.

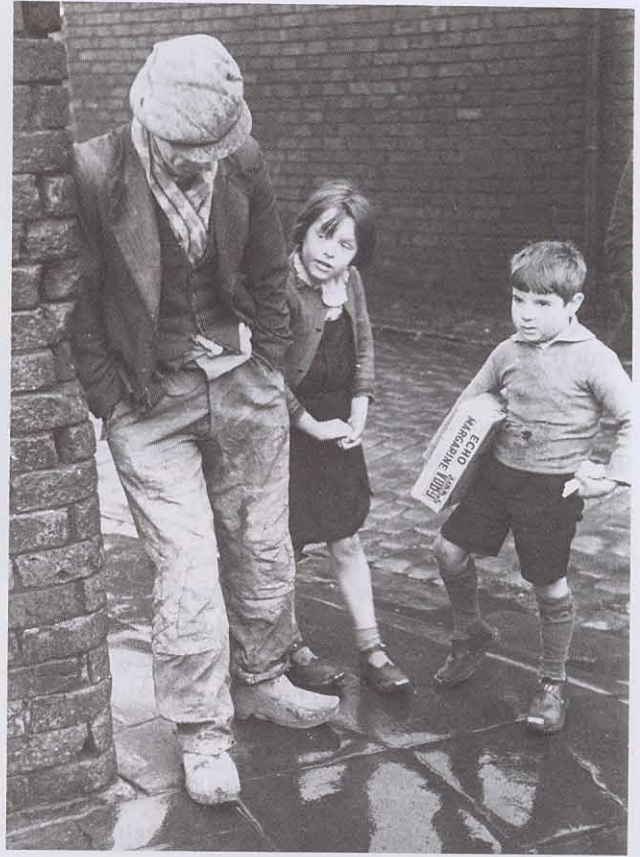
In Germany the depression was even more severe, and it destroyed Britain's second most important market from before the war. John Maynard Keynes's warning – that if Germany did not recover then neither would its European trading partners – became horribly true. Far worse, the economic collapse of Germany led to the rise of Adolf Hitler.

Because the worst effects of the depression in Britain were limited to certain areas, the government did not take the situation seriously enough. The areas most affected by the depression were those which had created Britain's industrial revolution, including Clydeside, Belfast, the industrial north of England and southeast Wales. The working class in these areas still lived in poor conditions. Men and women could not expect to live as long as people in richer areas, and more babies died in the first year of life. There was little hope for these people because almost no one was willing to invest the large amounts of money needed to get industry working again. The Labour Party was no better at dealing with the situation than the Conservatives.

It is surprising that Britain avoided a serious political crisis in the 1920s. The unfairness of the situation was so obvious to working-class people, who had neither political nor economic power. Two-thirds of the wealth of the nation was in the hands of only 400,000 people, less than 1 per cent of the population. In other European countries economic crisis and social unrest had led to great changes. In Russia there had been the Bolshevik revolution. Powerful new Nazi and Fascist governments were taking over in Germany, Italy, Austria and Spain, while France also faced political crisis. Britain's reasonably calm political life was proof of an astonishing level of popular agreement about the basis of government which did not seem to exist in many parts of Europe.

In the 1930s the British economy started to recover, especially in the Midlands and the south. This could be seen in the enormous number of small houses which were being built along main roads far into the countryside.

This new kind of development depended on Britain's growing motor industry, which was based in the Midlands. In the nineteenth century, towns had been changed by the building of new homes near the railway. Now the country around the towns changed as many new houses were built along main roads suitable for motoring. Middle-class people moved out even further to quieter new



The despair of unemployment. This fine photograph is simply entitled "Street scene in Wigan". In Lancashire clogs were still the usual footwear for the working class until after the Second World War.

suburbs, each of which was likely to have its own shops and a cinema. Unplanned suburbs grew especially quickly around London, where the underground railway system, the "tube", had spread out into the country. It seemed as if everyone's dream was to live in suburbia.

Economic recovery resulted partly from the danger of another war. By 1935 it was clear that Germany, under its new leader Adolf Hitler, was preparing to regain its position in Europe, by force if necessary. Britain had done nothing to increase its fighting strength since 1918 because public opinion in Britain had been against war. The government suddenly had to rebuild its armed forces, and this meant investing a large amount of money in heavy industry. By 1937 British industry was producing weapons, aircraft and equipment for war, with the help of money from the United States.

The Second World War

The people of Britain watched anxiously as German control spread over Europe in the 1930s. But some had foreseen this dangerous situation. They believed that the reasons for German expansion could be found in the harsh peace terms forced on Germany by the Allies in 1919, and the failure to involve it in the post-war political settlement. In 1920 the Allies had created the League of Nations which, it was hoped, would enable nations to co-operate with each other. Although the League did not forbid war, its members agreed to respect and preserve the borders and territory of all other members. But in 1935 Italy invaded Abyssinia (Ethiopia), a fellow member of the League. Britain and France were anxious to win Italy's co-operation against Hitler, who was illegally rearming Germany, and therefore decided against taking action against Italy as the rules of the League required them to do. This failure to use the League's authority had serious results. Italy's Fascist leader, Benito Mussolini, and Hitler realised that Britain and France lacked the will to make sure the standards the League demanded of its members were followed.

For the next four years Germany, Italy and their ally in the Far East, Japan, took advantage of this weakness to seize territory of interest to them. There was good evidence that the demands of Germany could not be satisfied. But in order to avoid war in 1938, the British Prime Minister, Neville Chamberlain, accepted and co-operated in the takeover of German-speaking parts of Czechoslovakia by Germany. Chamberlain returned from meeting Hitler in Munich. He reassured Britain that he had Hitler's written promise that Germany had no more territorial ambitions, in the memorable words, "peace for our time". Six months later Germany occupied the rest of Czechoslovakia. Britain, realising that war was inevitable, gave a guarantee of support to Poland if Germany invaded.

Chamberlain was widely blamed for his "appeasement" of Germany. But he expressed the feelings of many people in Britain, to avoid war at all costs. As one of his opponents, Ernest Bevin,

generously said in 1941, "If anyone asks me who was responsible for the British policy leading up to the war, I will, as a Labour man myself, make the confession and say, 'All of us.' We refused absolutely to face the facts."

In September 1939 Germany invaded Poland, and Britain entered the war. The British felt again that they were fighting for the weaker nations of Europe, and for democracy. They had also heard about the cruelty of the Nazis from Jews who had escaped to Britain.

Few people realised how strong the German army was. In May 1940 it attacked, defeating the French in a few days, and driving the British army into the sea. At Dunkirk, a small French port, the British army was saved by thousands of private boats which crossed the English channel. Dunkirk was a miraculous rescue from military disaster, and Britain's new Prime Minister, Winston Churchill, persuaded the nation that it was a victory of courage and determination at Britain's darkest hour. Although the army had lost almost all its weapons in France, Churchill told the nation there could be no thought of surrender or peace negotiation: "we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight on the hills; we shall never surrender. . . . until in God's good time the New World, with all its power and might, sets forth to the liberation and rescue of the Old." And he offered his countrymen nothing but "blood, toil, tears and sweat."

Everyone in Britain expected Germany to invade, but the British air force won an important battle against German planes in the air over Britain. This, however, did not prevent the German air force from bombing the towns of Britain. Almost one and a half million people in London were made homeless by German bombing during the next few months. Once again Churchill brilliantly managed to persuade a nation "on its knees" that it would still win.

The war had begun as a traditional European struggle, with Britain fighting to save the "balance



Winston Churchill at his desk,
March 1944.

of power” in Europe, and to control the Atlantic Ocean and the sea surrounding Britain. But the war quickly became worldwide. Both sides wanted to control the oil in the Middle East, and the Suez Canal, Britain’s route to India. In 1941 Japan, Germany’s ally, attacked British colonial possessions, including Malaya (Malaysia), Burma and India. As a result, Britain used soldiers from all parts of its empire to help fight against Germany, Italy and Japan. But the weakness of Britain was obvious to the whole world when its army surrendered Singapore to Japan, described by Churchill as the worst surrender in British history.

In 1941 Germany and Japan had made two mistakes which undoubtedly cost them the war. Germany attacked the Soviet Union, and Japan attacked the United States, both quite unexpectedly. Whatever the advantages of surprise attack, the Axis of Germany, Italy and Japan had now forced onto the battlefield two of the most powerful nations in the world.

Britain could not possibly have defeated Germany without the help of its stronger allies, the Soviet Union and the United States. By 1943 the Soviet army was pushing the Germans out of the USSR, and Britain had driven German and Italian troops out of North Africa. Italy surrendered quickly following Allied landings in July 1943. In 1944

Britain and the United States invaded German-occupied France. They had already started to bomb German towns, causing greater destruction than any war had ever caused before. Such bombing had very doubtful military results. Dresden, a particularly beautiful eighteenth-century city, and most of its 130,000 inhabitants, were destroyed in one night early in 1945. In May 1945, Germany finally surrendered. In order to save further casualties among their own troops, Britain and the United States then used their bombing power to defeat Japan. This time they used the new atomic bombs to destroy most of Nagasaki and Hiroshima, two large Japanese cities. Over 110,000 people died immediately and many thousands more died later from the after-effects.

It was a terrible end to the war, and an equally terrible beginning to the post-war world. But at the time there was great relief in Britain that the war had finally ended. It had lasted longer than the First World War, and although less than half as many British troops had died this time, the figures of over 303,000 soldiers and 60,000 civilians in air raids was a very heavy price to pay for the mistakes of the inter-war years. The Soviet Union, Germany and Japan paid a fair more terrible price, as did ethnic groups like the Jewish and gypsy peoples, several million of whom were deliberately killed.

Material de clases: Snopek, V. (2020). Presentación de clases acerca de la Primera Guerra Mundial.



World War I



Important information

- Years: 1914 to 1918.
- Sides involved: France, Great Britain and Russia (the Triple Entente, then named the Allies with the US) vs Germany and Austria-Hungary (at the beginning called The Triple Alliance, but then, the Central Powers)
- The conflict was mainly European, but US entered the War on the side of the Allies in 1917.



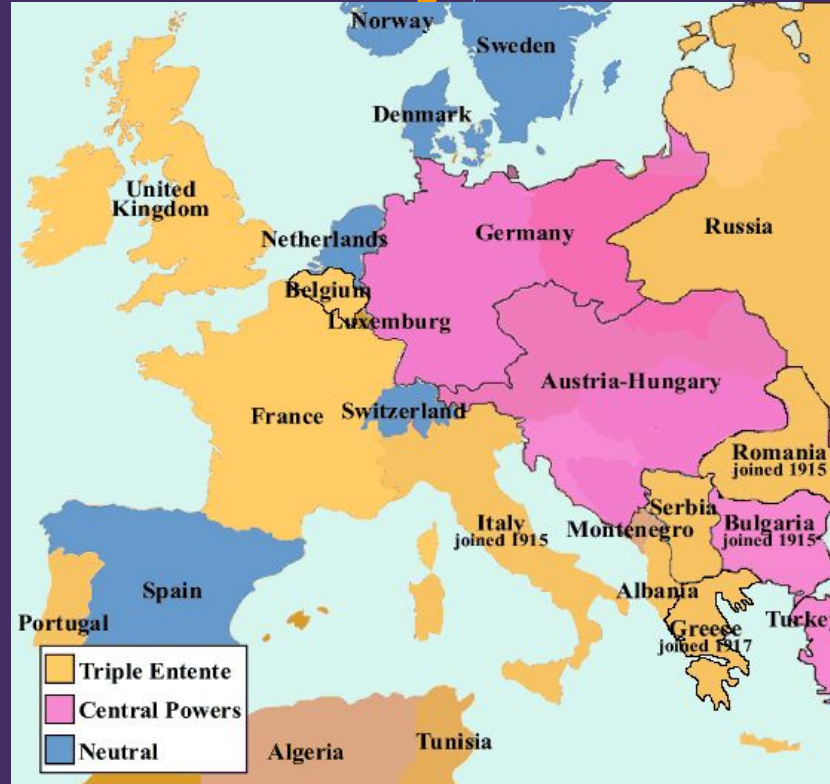
Ben Walsh

Chapter 1

The Causes of the First World War



Map of alliances (1914)



Leaders of the nations during WWI

- Great Britain: Prime Ministers Lord Asquith (1908 to 1916) and Lloyd George (1916-1922).
- France: Prime Minister Georges Clemenceau (1917-1920).
- Germany: Kaiser Wilhelm II (1888 - 1918), then President Friedrich Ebert (1918-1925).
- Austria-Hungary: Emperor Franz Joseph (1848-1916), then Emperor Karl I (1916-1919)
- Russia: Tsar Nicholas II (1894-1917), then Head of Government Vladimir Lenin (1917-1924)
- United States: President Woodrow Wilson (1913-1921)

Antecedents of WWI

Franco-Prussian War (1870-1871)

War between France and Germany from which Germany emerged powerful. Germany took Alsace-Lorraine, an area between Germany and France that the French wanted back.



Antecedents for WWI

⊕ Morocco Crises in 1905 and 1911

1905. Germany had gone to Morocco and said they supported Morocco's independence, even though they knew France had plans to conquer Morocco. The French were furious. In 1907 the Triple Entente (France, GB and Russia) was formed.

1911. France took control of Morocco with the help of the Entente, but gave some lands to Germany in compensation.

Antecedents for WWI

Balkan Wars 1908, 1912-1913

The Balkans were a very unstable area. It was ruled by Turkey, which was in decline. Russia and Austria bordered this region and both wanted to control the area.

1908. Austria took Bosnia Herzegovina.

1912-1913. There were local wars from which Serbia emerged powerful.



Important information

CAUSES FOR WWI: **MANIA**

General:

Militarism

Alliances

Nationalism

Imperialism

Immediate:

Assassination of Franz Ferdinand (pictured above)



Causes of WWI

Militarism: long-term cause of the war. Germany and Great Britain had always competed (Anglo-German naval rivalry) in terms of army and navy. Example: The Dreadnaught (British battleship). France saw this and started investing in military too.


Alliances: long-term cause. The Triple Entente (1907) consisted of Great Britain, France and Russia. This alliance was created in an effort to counter the Triple Alliance, which consisted of Germany, Austria-Hungary, and Italy. At the beginning of the war, the Triple Alliance (1882) would become known as the Central Powers and would not include Italy. Alliances divided Europe into two powerful sides.

Causes of WWI

Nationalism: long-term cause. Germany was extremely proud of the military power that they had become after the Franco-Prussian War (1870-1871). The French, on the other hand, had been embarrassed by the Germans and found it necessary to regain their pride.

Also, Slavic people in Bosnia-Herzegovina wanted to be a part of Serbia, not Austria-Hungary. Serbia and Bosnia were very nationalistic (they shared the same ethnicity and customs).

Causes of WWI



Imperialism: Many nations from around the globe were competing for control of colonies in order to gain land, resources, and influence. Specifically, Germany was attempting to control lands in Africa, a place where Britain and France were already established. France wanted to gain back control of Alsace-Lorraine (taken by the Germans in 1871)

Assassination: Archduke Franz Ferdinand was killed in Bosnia on the 28th of June of 1914 by a Serbian terrorist group called the Black Hand. This was the **IMMEDIATE CAUSE**.

How did the war unfold?

WAR EXTRA! **The Evening World.** **WAR EXTRA!**

["Circulation Books Open to All"] **NEW YORK, SATURDAY, AUGUST 1, 1914.** ["Circulation Books Close to All"]

PRICE ONE CENT. 10 PAGES. PRICE ONE CENT.

GERMANY DECLARES WAR; ALL EUROPE IS IN ARMS

ST. PETERSBURG, Aug. 1—The German Ambassador, in the name of his Government, sent to the Russian Minister of Foreign Affairs at 7.30 o'clock a declaration of war.

The announcement is made by the St. Petersburg telegraph agency, which is considered the official news agency of Russia.

RATE DECISION PROVES PARTIAL VICTORY FOR 52 EASTERN RAILROADS

Flat Horizontal Increase is Refused, but 5 Per Cent Granted in Some Cases.

WILL ADD TO INCOMES.

Raise Granted Between Buffalo and Pittsburgh and the Mississippi.

WASHINGTON, Aug. 1.—Five per cent increases on freight rates for the Buffalo and Pittsburgh and the Mississippi lines were granted today by the Interstate Commerce Commission in a decision in the eastern railroad rate case. All increases were denied, however, on the Buffalo and Pittsburgh lines.

Leading business of New York and Philadelphia said: "The idea of a 5 per cent increase is to be denied in whatever case. Many steps might be considered necessary to prevent the Interstate Commerce Commission from the action of increasing rates. The same line was raised about three and one-half per cent in the Buffalo and Pittsburgh lines."

ATLANTIC LINERS PARALYZED IN RUSH FOR PASSAGE

English Liners Refuse to Take Any Passengers for Continental Europe.

The partial success of attempts on proposing to transfer some German and English ships to the service of the United States in Europe. Their cargoes are ready to be sent to their respective ports and the rest of the country in which they happen to have been detained.

Word comes from Paris that every berth on the English and American liners in Paris were booked. According to cables here to day, one American paid \$100 for a passage ticket to New York.

Mr. Meyer of the Washington American office in New York, who had engaged a first steamer on the Transatlantic line and to which only a small number came on the Pacific, which sailed to day, for the Atlantic and the Pacific.

BASEBALL

NATIONAL LEAGUE. AT PHILADELPHIA. CINCINNATI..... 1 0 0 0 2 0 0 1-4 PHILADELPHIA..... 0 0 0 0 2 0 2 0-10

AT BOSTON. ST. LOUIS..... 1 0 0 0 0 0 0 0-3 BOSTON..... 0 0 0 0 0 0 0 0-0

AMERICAN LEAGUE. AT DETROIT. WASHINGTON..... 0 0 0 0 0 0 0 0-0 DETROIT..... 0 0 0 0 0 0 0 0-0

AT CHICAGO. BOSTON..... 0 0 0 0 0 0 0 0-0 CINCINNATI..... 0 0 0 0 1 1 0 0-1

AT ST. LOUIS. ATLANTA..... 4 2 2 0 0 0 0 0-0 ST. LOUIS..... 0 0 0 0 0 0 0 0-0

DETROIT..... 0 0 0 0 0 0 0 0-0 ST. LOUIS..... 0 0 0 0 0 0 0 0-0

ITALY BREAKS THE TRIPLE ALLIANCE; FRANCE CALLS OUT HER WAR ARMY

7,474,000 ANSWER FIRST CALL; 7 WARRING NATIONS CAN PUT 32,541,000 MEN IN THE FIELD

RUSSIA has ordered a complete mobilization of her army in European Russia.

GERMANY has ordered a complete mobilization of her army, army and military.

AUSTRIA already has her complete strength in the field.

ENGLAND has gradually cut off communication with the rest of the world. Her fleet is mobilized and ordered for action, and it is believed that the reserves have been assembled to the colors.

FRANCE, through an ally of Austria and Germany, some Germany and may even drive her forces to England, France and Russia.

According to the latest statistics given at the War Department's Intelligence Office in Washington, the strength of the seven nations in the preliminary stages of mobilization will be:

Nation	Men	Warships
Russia	15,000,000	100
Austria	10,000,000	75
Germany	10,000,000	100
France	8,000,000	50
Italy	6,000,000	50
Japan	2,000,000	50
U. S. A.	1,000,000	50

It would be the first mobilization. All the nations except France and could have put 32,541,000 men in the field. The first mobilization, however, would call 1,000,000 men in the colors.

BANKERS CONFER TO KEEP AMERICAN GOLD AT HOME

Financiers in Washington Agree It is Necessary for Defense.

Leading business of New York and Philadelphia said: "The idea of a 5 per cent increase is to be denied in whatever case. Many steps might be considered necessary to prevent the Interstate Commerce Commission from the action of increasing rates. The same line was raised about three and one-half per cent in the Buffalo and Pittsburgh lines."

England Gives Formal Notice That She Will Side With France and Russia and Back Up Her Agreements to the Full Extent of Her Power and Resources.

PARIS, Aug. 1.—A crucial stage in the war situation was reached to-night when the British Ambassador called at the Elysee Palace and pledged the support of England to France in the impending crisis while Italy notified Germany that she will remain neutral. This development establishes that the Triple Alliance has lost Italy, while the Triple Entente, by England's declaration, presents an unbroken front.

The British Ambassador assured the President of the Republic that England will stand by her treaties and her obligations to the limit of her resources. He said he was instructed by his Government to endorse the stand France has taken.

How did the war unfold?

- ① After Franz Ferdinand's assassination, Austria-Hungary gave an ultimatum to Serbia. Serbia refused, so Austria-Hungary declared war on Serbia on the 28th of July of 1914.
- ② Germany had an alliance with Austria-Hungary. At the same time, Germany knew that Russia would protect Serbia. So, on August 1st, 1914, Germany declared war on Russia because Germany had an alliance with Austria-Hungary.
- ③ Immediately, Russia declared war on Germany.

How did the war unfold?

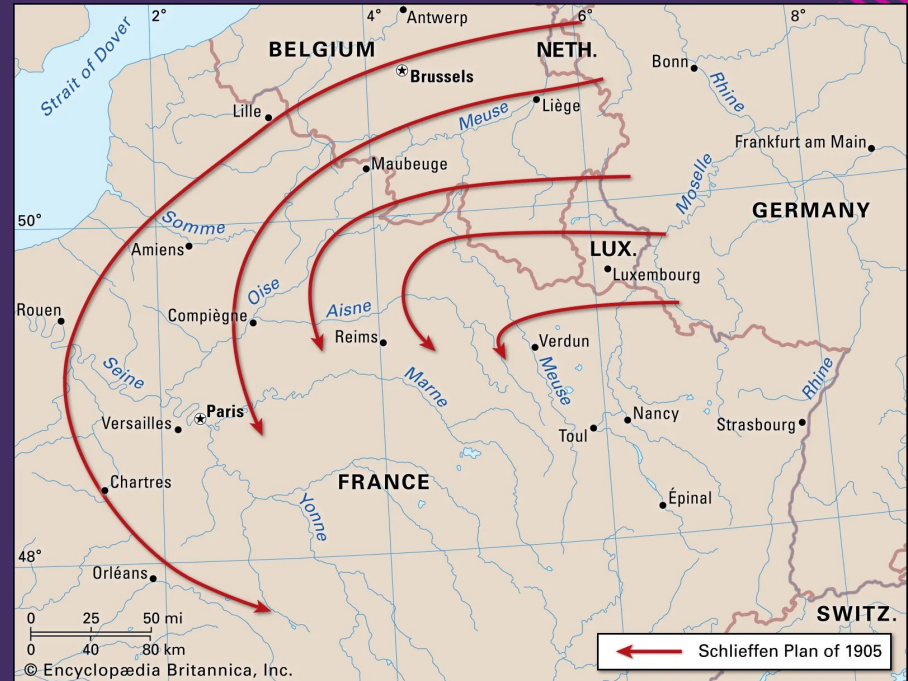


- Then, Germany realized that France was going to get involved (because France had an alliance with Russia), so Germany declared war on France on August 3rd, 1914.
- France immediately declared war on Germany.
- The following day, August 4th, Britain declared war on Germany, because Britain had sworn to protect both Russia and France... But this was not the only reason. There was also the **SCHLIEFFEN PLAN**.

Developments of WWI

THE SCHLIEFFEN PLAN

In Germany, Field Marshal Alfred von Schlieffen had devised a plan which consisted in quickly attacking and defeating France, a country that was ready for war, and then turning back and defeating Russia, which would take more time to mobilize its army.



Developments of WWI

However, when Germany saw that they could not go through France's borders because it would be dangerous, they decided to enter France through Belgium.

Britain declared war on Germany in part because of its invasion of neutral Belgium - Britain had agreements to protect both Belgium and France.



Developments of WWI



There was a revolutionary new way of fighting this war. Holes in the ground, called trenches, were dug. Soldiers lived here for months at a time in very unsanitary conditions.



Soldiers would occasionally come out of the trenches to fight the opponent. They did so by pointing their state-of-the-art long distance weapons at them.

The Western and Eastern Fronts



The war was fought in two fronts: the Eastern Front and the Western Front.

Battlefields





O'Callaghan

Chapter 21

World War I: US gets involved



WREATHS
FOR THE
SOLDIERS
OF THE
ARMY
AND
NAVY
AND
FOR THE
SAILORS
OF THE
NAVY
AND
FOR THE
SOLDIERS
OF THE
ARMY
AND
NAVY
AND
FOR THE
SAILORS
OF THE
NAVY

The Evening Star.

"From Peace to Home
Within the Hour"
From the President, South of North
100, North Avenue, 1000, 1000, 1000

No. 27,848.

WASHINGTON, D. C., FRIDAY, APRIL 6, 1917—TWENTY-SIX PAGES.

ONE CENT.

U. S. AT WAR WITH GERMANY; PRESIDENT SIGNS RESOLUTION

EXECUTIVE IN PROCLAMATION CALLS ON ALL CITIZENS AND OFFICERS TO SUPPORT NATION

Germany's Challenge to World Formally Accepted by United States in Defense of Humanity.

Navy Department Summons All Naval Militia and Reserve and Coast Guard Becomes Part of Fighting Force.

The war resolution was signed by the President at 1:11 o'clock this afternoon.

The President also signed a proclamation declaring a state of war between the United States and Germany. In the proclamation he called upon all officers of the United States to exercise their duties and appealed to all American citizens to give support to all measures of the government.

All the great soldiers and naval reserves were called to the colors with the President's signing of the war resolution.

WAR FORMALLY RECOGNIZED.

By the signing of the resolution the war which Germany actually has been making on the United States for many months is recognized as official here, and the United States from now on will be bound to take up what President Wilson characterized in his address to Congress as Germany's challenge to all the world—war against humanity.

The war resolution was signed at 1:11 o'clock today by Vice President Marshall. Speaker Clark had signed it some time ago in great haste early this morning. The next and final step was President Wilson's signature. This was his last act as President of the United States.

The Vice President allowed his signature, "Thos. M. Marshall," beneath that of Chief Clerk, and the resolution was ready to go to the White House. It was waiting for the President when he returned from a short walk with Mrs. Wilson.

HUNDRED MILLION SPECIAL WAR FUND VOTED BY SENATE

Upper House Quickly Adds Five Sums to General Appropriation Bill.

TO BE USED BY PRESIDENT FOR DEFENSE OF NATION

Additional Money Also Provided for Naval Service and Department of Justice.

The emergency war fund of \$100,000,000 was quickly authorized by the Senate to President Wilson to be used in his discretion. The appropriation, added to the general appropriation bill, was approved by the Senate today.

Within an hour after the bill authorizing the emergency fund was passed it was passed without a roll call. The House then adjourned until Monday noon.

The appropriation committee also increased the Department of



PRESIDENT PROCLAIMS WAR BETWEEN U. S. AND GERMANY CALLING CITIZENS TO COLORS

The President's war proclamation is as follows:

Whereas the President of the United States is authorized by the Constitution to declare war on behalf of the United States;

GERMANY IGNORES PRESIDENT'S SPEECH

But Imperial Reply May Be Made if It Be Sent in Neutral.

EDITORIAL ATTACKS BITTER

It is gratifying to see that the German government has not only ignored the President's speech but has also refused to answer it. The President's speech was a direct challenge to the German government, and it is to be expected that the German government would have answered it. The fact that it has not done so is a clear indication of its weakness. The President's speech was a masterpiece of statesmanship, and it is to be hoped that it will have the desired effect on the German people. The German government's refusal to answer the President's speech is a clear indication of its weakness. The President's speech was a masterpiece of statesmanship, and it is to be hoped that it will have the desired effect on the German people.

GERMAN VESSELS IN ALL U. S. PORTS ARE TAKEN OVER.

Authorities Act Promptly After Passage of War Resolution by House.

FOR STEAMERS' SAFETY;
NOT FOR CONFISCATION

The United States authorities have taken over all German vessels in all U. S. ports. This was done immediately after the passage of the war resolution by the House of Representatives. The purpose of this action is to ensure the safety of the steamers and to prevent them from being used for military purposes. The vessels are being taken over for the duration of the war. This is a necessary step to ensure the safety of the United States and its interests. The German vessels are being taken over for the duration of the war. This is a necessary step to ensure the safety of the United States and its interests.

Reasons for the involvement of the US

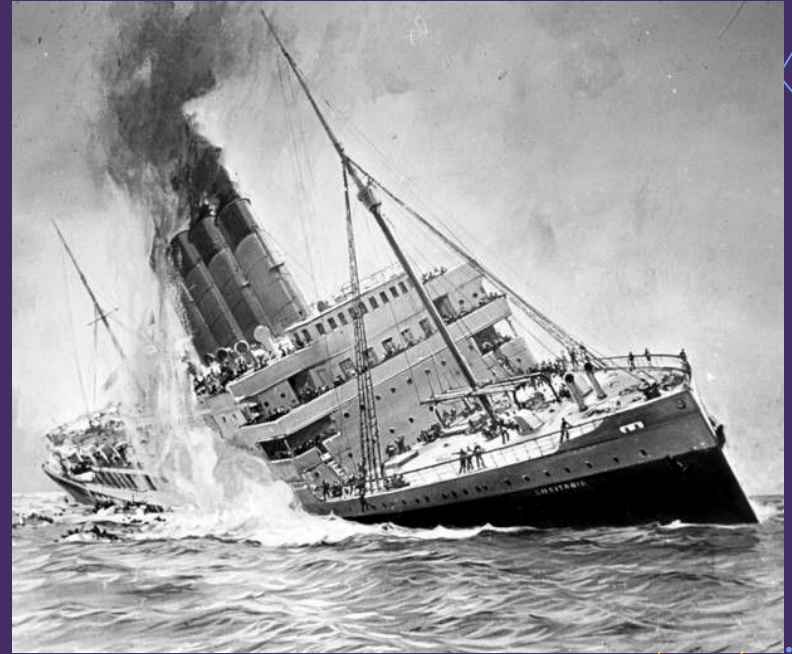
At the beginning of the war, the US didn't want to get involved. In fact, it was isolationist, which means that it didn't want to meddle in affairs that didn't affect it directly.

However, this progressively changed:

- In 1914 Germany invaded Belgium, which was a neutral country. This angered Americans.
- In 1915 the US was trading with the Allies, because British ships impeded the German navy from trading with the US.

Reasons for the involvement of the US

In 1915 Germany sunk a British civilian ship, the Lusitania. On board of it were 128 Americans. President Woodrow Wilson asked Germany to stop sinking civilian ships, and they did for a while.



Reasons for the involvement of the US

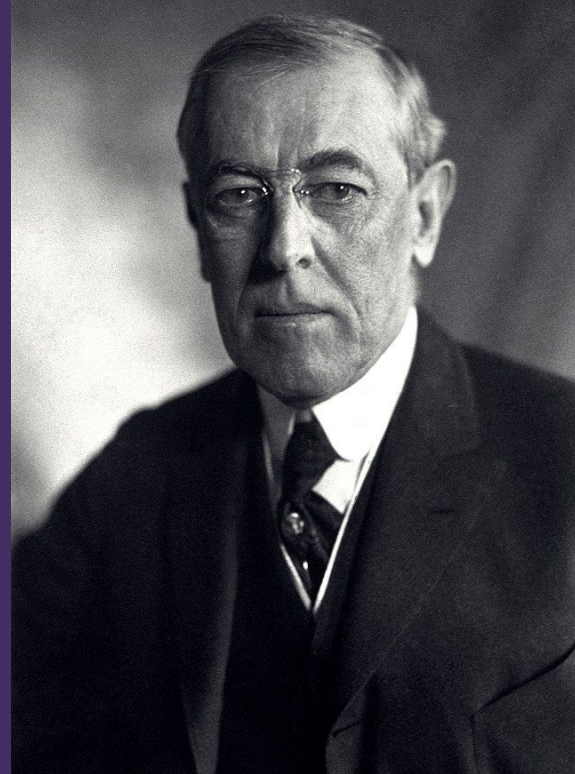
- In 1916 Wilson was reelected because he promised to keep the US out of war.
- In 1916 and 1917, the US continued providing for the Allies, and this worried Germany, which again started sinking vessels, this time even neutral ones.

Reasons for the involvement of the US

- In March 1917 some newspapers in the US published a telegram supposedly sent by Zimmermann, the German Foreign Secretary, in which he asked Mexico to attack the US if the US went to war with Germany. In return, Germany would help Mexico regain the lands they had lost in 1848. This turned Americans in favor of the Allies.
- In April 1917 the US declared war on Germany.

Reasons for the involvement of the US

- Wilson not only wanted to defeat Germany but also bring peace to the world. It was “the war to end all wars”.
- He actually won a Nobel Peace Prize in 1919 for the role he played in the end of the war.
- A full year passed until the US was ready to enter the war (because they had to recruit soldiers for



Reasons for the involvement of the US

- A full year passed until the US was ready to enter the war (because they had to recruit soldiers, for instance). The advantage was that they were a lot and they were full of energy (unlike European soldiers).
- In November 1918, Germany signed an armistice (a plea to stop the fighting). The war was over.

The end of the Great War

- In early 1918 Wilson had given a speech in which he stated his “fourteen points” for a lasting peace. Some of these points were: a stop to secret agreements, demilitarization and disarmament, free trade, and the creation of a League of Nations.
- In May 1919 the Treaty of Versailles was signed in Paris by France, GB and US (Germany wasn't invited) and it stated the following: Germany had to take the blame for the war, demilitarize and pay reparations.



Ben Walsh

Chapter 4

The Peace Treaties after the First World War



Wilson's Fourteen Points

The Fourteen Points was a statement of principles for peace that was to be used for peace negotiations in order to end World War I. The principles were outlined in a 1918 speech by President Woodrow Wilson.

1. **Open diplomacy**
2. **Freedom of the Seas**
3. **Removal of economic barriers**
4. **Reduction of armaments**
5. **Adjustment of colonial claims**
6. **Conquered territories in Russia**
7. **Preservation of Belgian sovereignty**
8. **Restoration of French territory**
9. **Redrawing of Italian frontiers**
10. **Division of Austria-Hungary**
11. **Redrawing of Balkan boundaries**
12. **Limitations on Turkey**
13. **Establishment of an independent Poland**
14. **Creation of an Association of Nations**

The Paris Peace Conference

- The Paris Peace Conference was held in Paris, France, in the year 1919. Here, the countries got together to discuss the terms of the newfound world peace.
- The Treaty of Versailles (1919) was signed by Clemenceau, Lloyd George and Wilson: THE BIG THREE. They didn't quite get along and they had different ideas.
- Other countries were present too, but not Germany. However, Germany was forced to sign the Treaty.

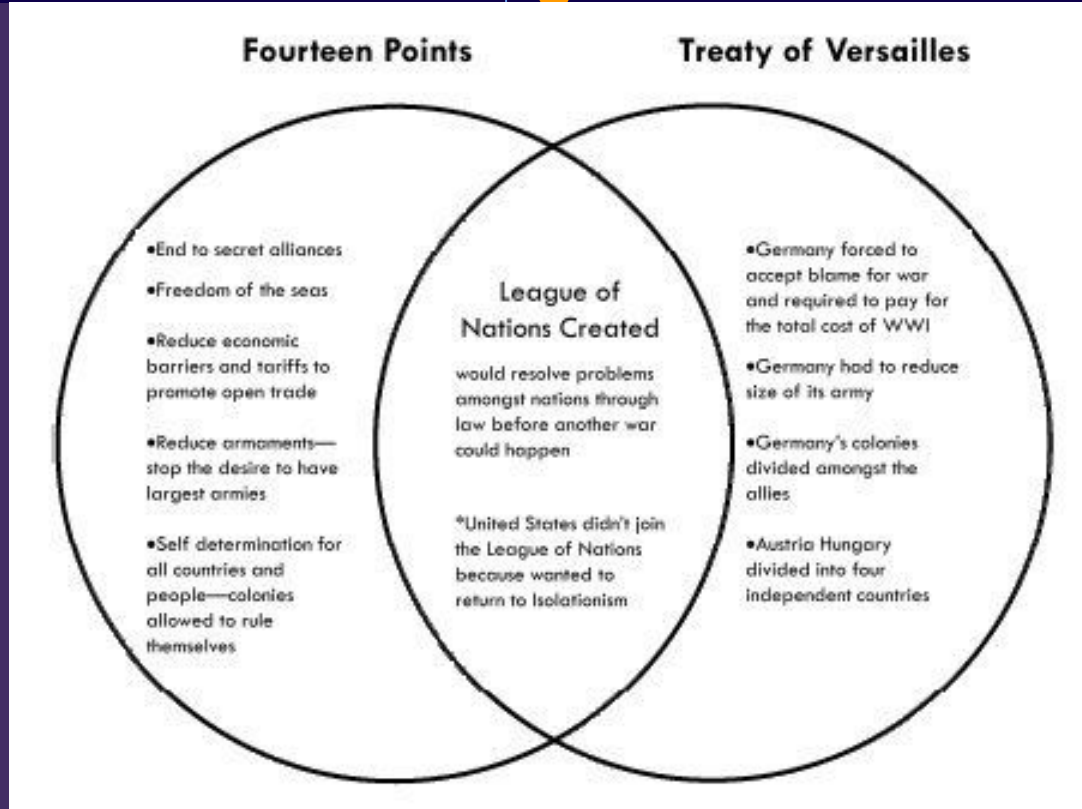
The Paris Peace Conference

- Clemenceau wanted to punish Germany so hard that it could never recover.
- Wilson wanted his 14 points to be observed. He wanted self-determination for some lands and Germany to be punished but not too harshly, because he feared retaliation.
- Lloyd George publicly said he would punish Germany but in fact he was in the middle ground: he wanted to be able to trade with Germany.
- None of them got exactly what they wanted. The Treaty was bound to be a failure.

The Terms of the Treaty of Versailles

- Germany had to take the blame for the war
- Germany had to pay reparations in Europe
- Germany's colonies were taken away
- Germany had restrictions when it came to its military: the army was limited to 100,000 men - soldiers had to be volunteers - they were not allowed to have tanks, planes or submarines - they could only have 6 battleships - they had to militarize the Rhineland (an area in Germany close to France)
- France got Alsace-Lorraine back
- The League of Nations was established

Did Wilson achieve his 14 aims?



The Impact of the Treaty on Germany

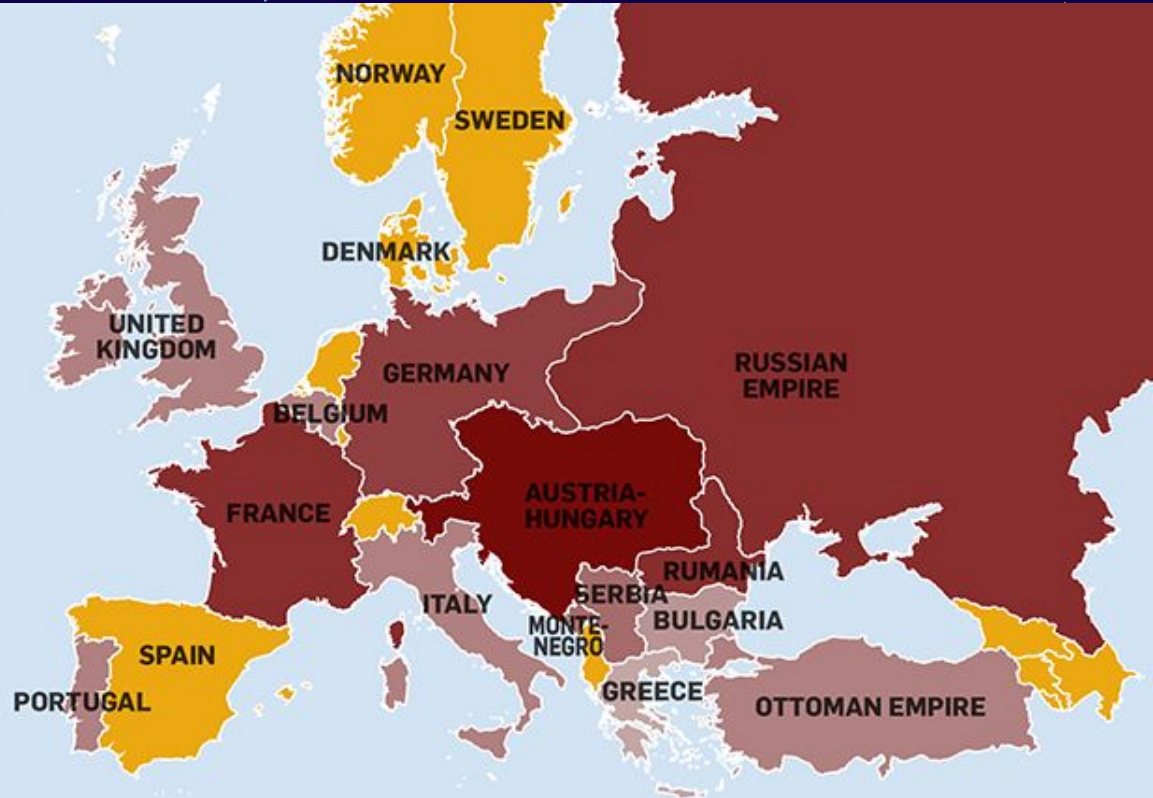
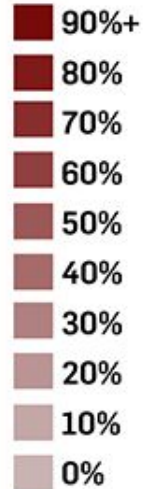
- In 1919 a new leader, Ebert, was in power. His opponents wanted to rebel against him, so they revolted.
- This revolution was defeated by a general strike by Berlin workers, which paralyzed essential services.
- Germany was driven into chaos. Bitterness grew.
- Germany fell behind on payments in 1922, so in 1923 French and Belgian soldiers entered and took what was owed to them in the form of raw material and goods - this was legal under the Treaty! Germany tried to go on strike so that France wouldn't take so many things but France reacted badly and killed a lot of people.

Consequences of WWI

- Terrible human loss: millions dead and injured
- Large sections of lands destroyed
- New technologies: submarines, tanks, bombing, gas grenades, surgery, a new way of fighting: trenches
- The fall of empires
- Change in the European map
- Consolidation of the US' leading economic and political position
- Establishment of the League of Nations
- Resentment on the part of Germany

WWI Deaths by country

Casualties by country



The other peace settlements

- Treaty of St Germain (1919) dealt with Austria: separated Austria and Hungary
- Treaty of Neuilly (1919) with Bulgaria: it lost lands to Greece, Romania and Yugoslavia and it lost access to the sea
- Treaty of Trianon (1920) dealt with Hungary: gave lands to Romania, Czechoslovakia and Yugoslavia
- Treaty of Sevres (1920) dealt with Turkey: gave lands to Greece, established Syria under French control
- Three countries were created or recreated: Czechoslovakia (created), Yugoslavia (created) and Poland (recreated)

Map of Europe: before and after



Sources

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- Walsh, B (2001). *GCSE Modern World History, 2nd Ed.* London: Hodder Education.



THANKS

Any questions?



O Captain! My Captain!

Walt Whitman (1865)



I.

O CAPTAIN! my captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.

But O heart! heart! heart!

O the bleeding drops of red!

Where on the deck my captain lies,
Fallen cold and dead.

II.

O captain! my captain! rise up and hear the bells;
Rise up for you the flag is flung for you the bugle trills
For you bouquets and wreaths for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.

O Captain! dear father!

This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

III.

My captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will.
The ship is safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!

Exult, O shores! and ring, O bells!

But I, with silent tread,

Walk the spot my captain lies
Fallen cold and dead.



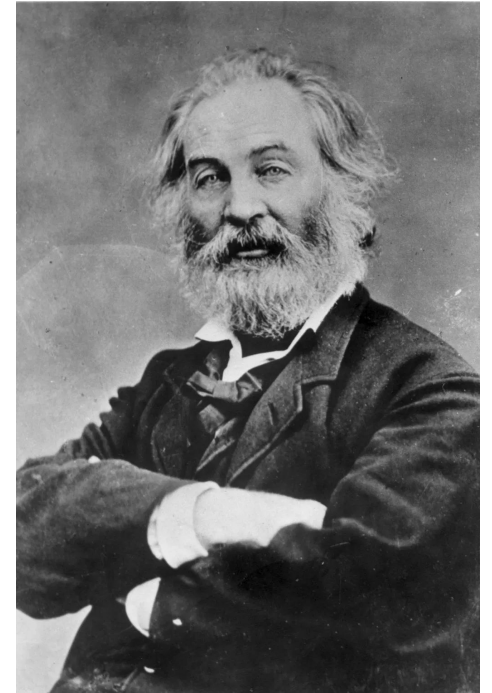


What do you know about the author?

- Background
- Style
- Major works of art



Walt Whitman (1819 – 1892) was an American poet, essayist, and journalist. He was a part of the transition between **transcendentalism** and **realism**, incorporating both views in his works. Whitman is among the most influential poets in the American canon, often called the father of free verse. His most famous work is *Leaves of Grass* (1855).



About the author

- He promotes the use of free-verse— no style restrictions exist in his work; lack of rhyme and lack of strict meter; he prefers to show the natural cadence and pacing of language.
- His poems display extended lines which do not follow the standard for line length.
- He employs enumerations— a listing of items or a cataloging of activities which detail the different types of people in America and all over the world.
- He often uses the literary concept of anaphora, repetition of key phrases through a verse; used to aid recitations, this element is a common style within Biblical passages.
- His overall work celebrates the diversity of America and the average citizen.

- The importance of the average, commonplace worker is also stressed: carpenters, farmers, seamstresses, laundrywomen.
- He finds beauty in the ordinary, the mundane.
- His themes place an emphasis on the importance of the individual and the importance of understanding the recognition of yourself in the wide scheme of the world.
- He stresses the transcendental concept that all humans are equal to all elements in Nature.
- He utilizes a strong sense of optimism, celebrating the American experience.



Read the poem and answer the following questions:

- 1) What is the poem about?
- 2) What is the mood of the poem's first lines? Is this mood maintained throughout the poem?
- 3) The poem is an **extended metaphor**. Explain why.



The poem is an **elegy** to the speaker's recently deceased Captain, at once celebrating the safe and successful return of their ship and mourning the loss of its great leader.

- In the first stanza, the speaker expresses his relief that the ship has reached its home port at last and describes hearing people cheering. Despite the celebrations on land and the successful voyage, the speaker reveals that his Captain's dead body is lying on the deck.
- In the second stanza, the speaker implores the Captain to "rise up and hear the bells," wishing the dead man could witness the elation. Everyone adored the captain, and the speaker admits that his death feels like a horrible dream.
- In the final stanza, the speaker juxtaposes his feelings of mourning and pride.

O Captain! my Captain! our **fearful trip is done**,

The ship has **weather'd every rack**, the **prize** we sought is **won**,

The port is **near**, the **bells** I hear, the people all **exulting**,

joyful mood

While follow eyes the steady keel, the vessel **grim** and **daring**;

But O heart! heart! heart!

O the **bleeding** drops of **red**,

Where on the deck my Captain **lies**,

Fallen cold and dead.

somber mood

Mood of the first lines and the rest of the poem

Whitman wrote this poem shortly after President Abraham Lincoln was assassinated. It is an extended metaphor intended to memorialize Lincoln's life and work.

The **Captain** represents the assassinated **president**; the **ship** represents the war-weathered **nation** following the Civil War; the "**prize won**" represents the salvaged **union**.

The speaker, torn between relief and despair, captures America's confusion at the end of the Civil War

Extended metaphor



Read the poem and answer the following questions:

- 1) What type of language does the poem use?
- 2) Is the poem written in free verse? If not, what is the rhyming pattern used?



The poet uses figurative and symbolic language.

The poem is mainly written in the present tense simple. However, the poet also employs present perfect simple and past tense simple mixed with passive voice to give readers a sort of back story on what has happened prior to the ship going home: “The ship **has weather’d** every rack, the prize **we sought is won**,”. The passive voice helps create a feeling of accomplishment, while the present perfect simple is used to show that past actions have effects on the present. But the poem is mostly describing present actions, suggesting an ongoing pain when it comes to the captain’s death and a feeling of impatience.

"O Captain! My Captain!" is organized into **three eight-line stanzas**, each with an **AABBCDED** rhyme scheme.

Each stanza closes with the words "fallen cold and dead," and the first four lines of each stanza are **longer** than the last four lines.

Because this poem is an elegy to the dead, the more traditional format adds to its solemnity.

Additionally, the regular meter is reminiscent of a soldier marching across the battlefield, which is fitting for a poem that commemorates the end of the Civil War.



What figures of speech are used in the poem?



*(extended)
metaphor*

O Captain! my Captain! our fearful trip is done,

The ship has weather'd every rack, the prize we sought is won,

apostrophe

The port is near, the bells I hear, the people all exulting,

While follow eyes the steady keel, the vessel grim and daring;

But O heart! heart! heart!

personification

O the bleeding drops of red,

imagery

Where on the deck my Captain lies,

Fallen cold and dead.

Figures of speech

O Captain! my Captain! rise up and hear the bells;

Rise up—for you the flag is flung—for you the bugle trills,

apostrophe

For you bouquets and ribbon'd wreaths—for you the shores a-crowding,

For you they call, the swaying mass, their eager faces turning;

Alliteration

Here Captain! dear father!

This arm beneath your head!

imagery

It is some dream that on the deck,

Repetition (anaphora)

You've fallen cold and dead.

Figures of speech

imagery

My **Captain** does not answer, his lips are **pale** and **still**,

apostrophe

My **father** does not feel my arm, he has no pulse nor will,

The **ship** is **anchor'd** **safe and sound**, its **voyage** closed and done,

From fearful **trip** the victor **ship** comes in with object won;

(extended) metaphor

Exult O shores, and ring O bells!

But I with **mournful tread**,

Alliteration

Walk the deck my Captain lies,

personification

Fallen **cold** and dead.

Figures of speech

Whitman, W. (1865) O'Captain! My Captain!, in *Leaves of Grass*. Available on:
<https://www.poetryfoundation.org/poems/45474/o-captain-my-captain>

Studiennet (webpage), analysis of the poem. Available on:
<https://www.studienett.no/engelsk/analyse/o-captain-my-captain/language-and-style>



Thanks!

Any questions?

Anexo 3: Actividades incluidas en el Aula Virtual.

Actividad Unidad 1: Consignas. Tema: Las 13 colonias

I.E.S Nueva Formación

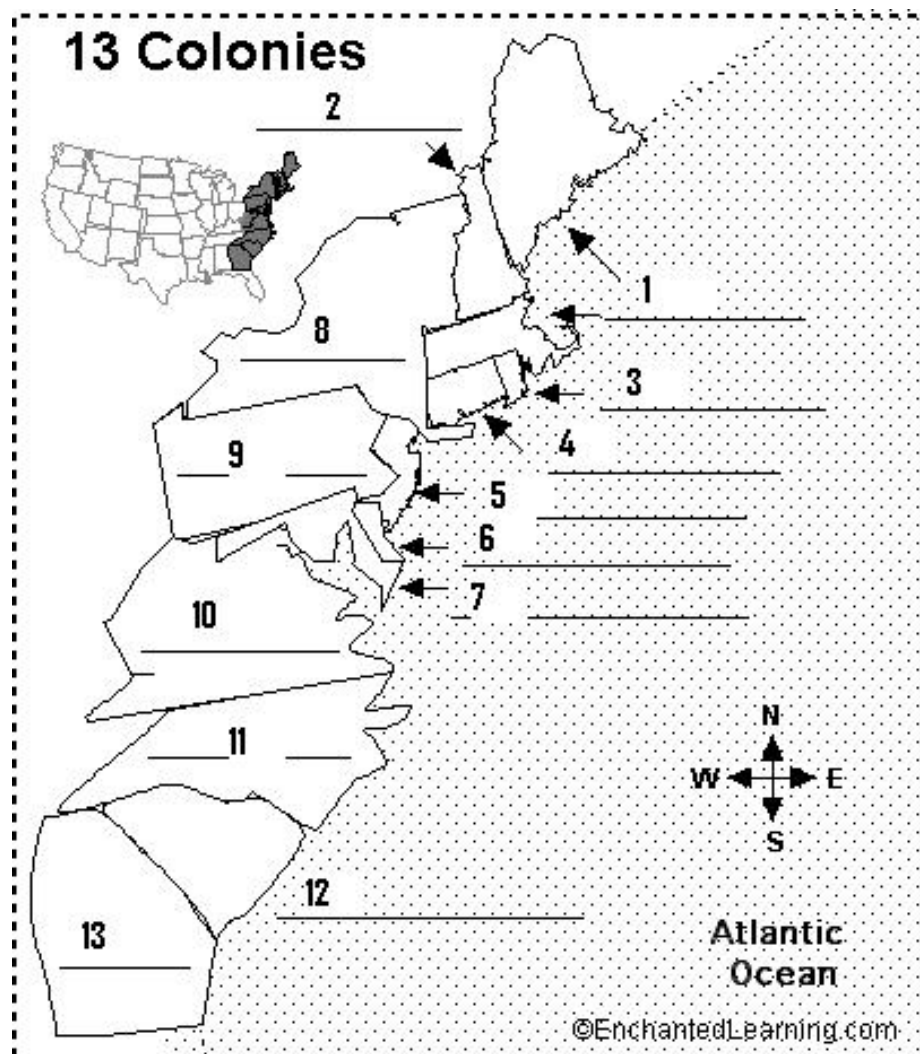
Asignatura: Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II

Profesora: Verene Snopek

13 American Colonies – Activities

Activity 1. Look at the following map. Write the names of the 13 original colonies below, using the numbers to guide you.

Number	Name of the colony
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	



Activity 2. Write the years in which the following colonies were founded:

Name of the colony	Year
Jamestown, Virginia	
Plymouth, Massachussets	
Rhode Island	
Pennsylvania	
New York	
North Carolina	
South Carolina	
Georgia	

Activity 3. Divide the colonies into three groups:

Name of the group	Members of the group of colonies
Northern Colonies or New England Colonies	
Middle Colonies	
Southern Colonies	

Activity 4. Fill in the chart with the characteristics of each group of colonies:

Name of the group	Characteristics (weather, way of life, religion, nationalities, etc.)
Northern Colonies or New England Colonies	
Middle Colonies	
Southern Colonies	

Actividad Unidad 1: Resolución. Tema: Las 13 colonias

I.E.S Nueva Formación

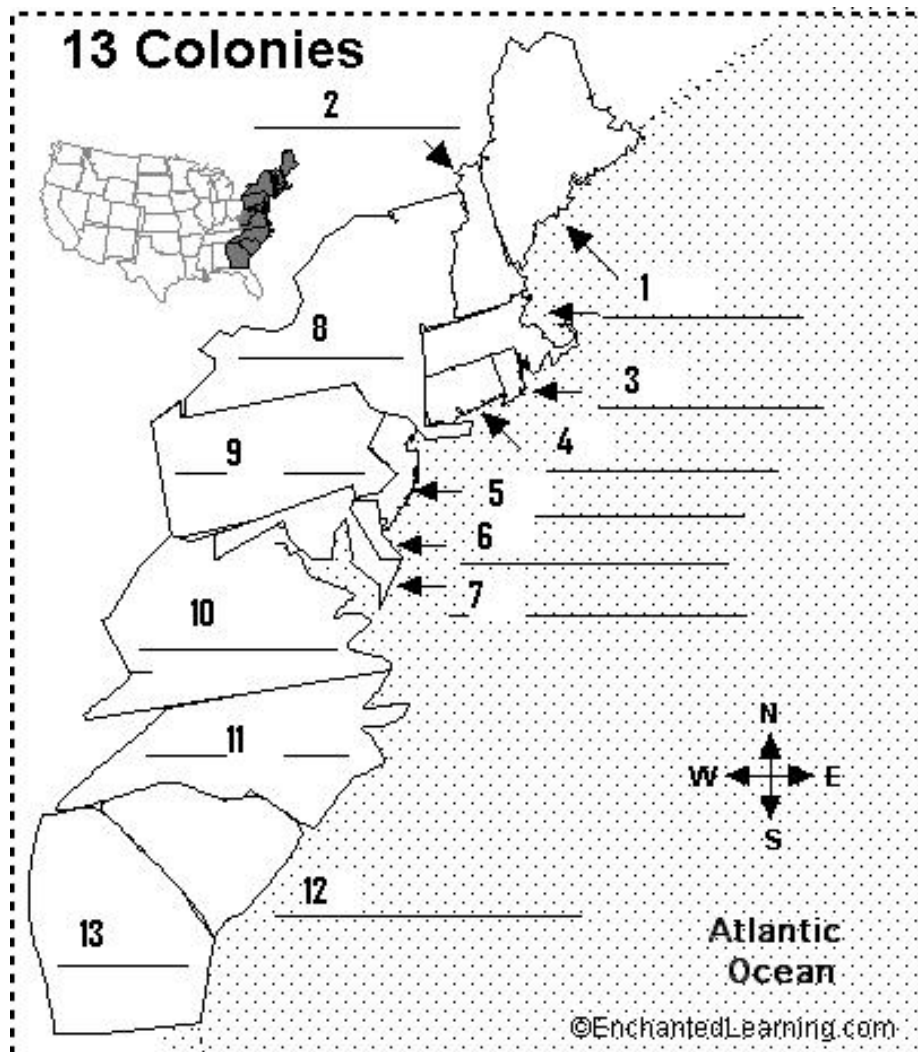
Asignatura: Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II

Profesora: Verene Snopek

13 American Colonies – KEY TO THE ACTIVITIES

Activity 1. Look at the following map. Write the names of the 13 original colonies below, using the numbers to guide you.

Number	Name of the colony
1	Massachussetts
2	New Hampshire
3	Rhode Island
4	Connecticut
5	New Jersey
6	Delaware
7	Maryland
8	New York
9	Pennsylvania
10	Virginia
11	North Carolina
12	South Carolina
13	Georgia



Activity 2. Write the years in which the following colonies were founded:

Name of the colony	Year
Jamestown, Virginia	1607
Plymouth, Massachussets	1620
Rhode Island	1636
Pennsylvania	1681
New York	1664 (it was a Dutch colony in 1626)
North Carolina	1670
South Carolina	1670
Georgia	1773

Activity 3. Divide the colonies into three groups:

Name of the group	Members of the group of colonies
Northern Colonies or New England Colonies	Massachussets, New Hampshire, Rhode Island, Connecticut
Middle Colonies	New York, Pennsylvania, New Jersey, Delaware
Southern Colonies	Maryland, Virginia, North Carolina, South Carolina, Georgia

Activity 4. Fill in the chart with the characteristics of each group of colonies:

Name of the group	Characteristics (weather, way of life, religion, nationalities, etc.)
Northern Colonies or New England Colonies	The weather was colder. Most people were small farmers or crafstmen, working the stony soil and governing themselves in small towns and villages. Others depended on the sea (they fished). Their prosperity depended on trade. Most were English Puritans.
Middle Colonies	Most were farmers, but many were merchants and craftsmen. They were more tolerant of religion,

Southern Colonies

some were Quakers. Many German and Irish came here.

The weather was hotter. Plantations encouraged the use of slaves, which was rare in other colonies.

Actividad Unidad 1: Consignas. Tema: La independencia de los Estados Unidos



Asignatura: Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II

Profesora: Verene Snopek

The Independence of the USA

Exercise 1: Complete the following chart

British Policies	Why did the colonist oppose the British policies?	How did colonists show opposition?
Sugar Act (1764) Currency Act (1764)		
Stamp Act (1765)		
Townshed Acts (1767)		
Tea Act (1773)		
Intolerable /Coercive Acts (1774)		

The Independence of the USA / KEY

British Policies	Why did the colonist oppose the British policies?	How did colonists show opposition?
<p>Sugar Act (1764)</p> <p>Currency Act (1764)</p>	<p>The colonies industry was severely affected by the taxed molasses. The colonists believed the Sugar Act was a restriction of their justice and their trading. With the taxes in place colonial merchants had been required to pay a tax of six pence per gallon on the importation of molasses from countries other than Britain. But because of corruption, they mostly evaded the taxes and undercut the intention of the tax that the English product would be cheaper than that from the foreigners. This hurt the British West Indies market in molasses and sugar and the market for rum, which the colonies had been producing in quantity with the cheaper French molasses.</p> <p>The Currency Act banned the colonies' printing their own paper money. English merchants had insisted for years that payment in colonial currency left them underpaid for their goods. But colonists insisted that without their own paper money they could not maintain vigorous economic activity.</p>	<p>As a result of the Sugar Act of 1764 and the resulting economic downturn the colonists began to, for the first time, openly protest the British Parliament's intervention in colonial affairs. The colonists were adamant about the idea that Parliament had absolutely no right to levy taxes upon them. This is actually the first time in American history that the phrase "no taxation without representation" is seen. In response to the Sugar Act colonists formed an organized boycott of luxury goods imported from Great Britain. 50 merchants from throughout the colonies agreed to boycott specific items and began a philosophy of self-sufficiency where they produce those products themselves, especially fabric based products.</p> <p>The Currency Act created so much resentment in the colonies, that when the First Continental Congress met ten years later in September of 1774, they mentioned the Currency Act specifically as one of their grievances against the Crown. The Continental Congress produced a document called "Declaration and Resolves," in which the representatives outlined their rights as British citizens, their grievances against the Crown and the actions they intended to take. Apart from this there isn't any specifically protest because of the Currency Act.</p>
<p>Stamp Act (1765)</p>	<p>The colonists felt that the British government had no right to tax them because there were not any representatives of the colonies in the British Parliament. The colonies had no say in how much the taxes should be or what they should pay for. They didn't think this was fair. They called this "taxation without representation".</p>	<p>The colonies reacted in protest. They refused to pay the tax. The tax collectors were threatened or made to quit their jobs. They even burned the stamped paper in the streets. The colonies also boycotted British products and merchants.</p>

		<p>The Stamp Act Congress (1765), was a meeting held in New York, New York, consisting of representatives from some of the British colonies in North America. It was the first gathering of elected representatives from several of the American colonies to devise a unified protest against new British taxation. The Stamp Act Congress consisted of delegates from nine colonies.</p>
Townshend Acts (1767)	<p>The American colonies were not allowed any representatives in the British Parliament. They felt that it was unconstitutional for the Parliament to place taxes and laws on them without representation. It was not about the cost of the taxes, but more about the principle.</p>	<p>The acts caused continued unrest in the colonies. Many of the merchants in the colonies organized boycotts against British goods. They also began to smuggle in goods to avoid the taxes. Finally, protests in Boston turned violent when British soldiers panicked and killed several people in what would become known as the Boston Massacre.</p>
Tea Act (1773)	<p>Many colonists opposed the Act, not so much because it rescued the East India Company, but more because it seemed to validate the Townshend Tax on tea. Merchants who had been acting as the middlemen in legally importing tea stood to lose their business, as did those whose illegal Dutch trade would be undercut by the Company's lowered prices. These interests combined forces, citing the taxes and the Company's monopoly status as reasons to oppose the Act.</p>	<p>In New York and Philadelphia, opposition to the Act resulted in the return of tea delivered there back to Britain. In Charleston, the colonists left the tea on the docks to rot. Governor Hutchinson in Boston was determined to leave the ships in port, even though vigilant colonists refused to allow the tea to be landed. Matters reached a crisis when the time period for landing the tea and paying the Townshend taxes was set to expire, and on December 16, 1773, colonists disguised as Indians swarmed aboard three tea-laden ships and dumped their cargo into the harbor in what is now known as the Boston Tea Party. Similar "Destruction of the Tea" (as it was called at the time) occurred in New York and other ports shortly thereafter, though Boston took the brunt of Imperial retaliation, because it was the first "culprit".</p>
Intolerable	<p>There were 5 acts: Boston Port Act, Massachusetts Government Act, Administration of Justice Act, Quartering Act, and Quebec Act.</p> <p>Many colonists saw the Coercive Acts (Intolerable Acts) as a violation of their constitutional rights, their natural</p>	<p>Great Britain hoped that the Intolerable Acts would isolate radicals in Massachusetts and cause American colonists to concede the authority of Parliament over their elected assemblies. It was a calculated risk which backfired, due to the harshness of some of the acts having made it difficult for moderates in the colonies to speak in favor of Parliament. The acts promoted</p>

<p>/Coercive Acts (1774)</p>	<p>rights, and their colonial charters. They, therefore, viewed the acts as a threat to the liberties of all of British America, not just Massachusetts. Richard Henry Lee of Virginia, for example, described the acts as "a most wicked System for destroying the liberty of America. The citizens of Boston not only viewed this as an act of unnecessary and cruel punishment, but the Coercive Acts drew hatred toward Britain even further. As a result of the Intolerable Acts, even more colonists turned against British rule.</p>	<p>sympathy for Massachusetts and encouraged colonists from the otherwise diverse colonies to form committees of correspondence which sent delegates to the First Continental Congress (1774). The Continental Congress created the Continental Association, an agreement to boycott British goods. Additionally, it was decided that if the Coercive Acts were not reversed after a year, goods were to stop being exported to Great Britain as well. The Congress also pledged to support Massachusetts in case of attack, which meant that all of the colonies would become involved when the American Revolutionary War began at Lexington and Concord. The Second Continental Congress met for the first time in May 1775, right after the battle at Lexington and Concord. Because of this, the Congress assumed management of the war. For the next two years, they became a makeshift government for the new United States.</p>
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World War I

1. Define whether the following statements are true or false. Justify the false ones.

- a. Germany, Austria- Hungary and Italy were the Entente Powers.
- b. Hostility between Britain and Germany before the WWI was due to Morocco.
- c. Archduke Franz Ferdinand was the heir the throne to the Austria-Hungarian Empire.
- d. The development of the tank during the WWI made the trench warfare out of date.
- e. According to the Treaty of Versailles, Germany had to accept total blame for the war but was allowed to keep its colonies.

1. Why did the USA join the WWI in 1917?

2. Name the causes leading to the WWI (general and immediate causes).

3. Provide a name or term for the following definitions

- a. Germany's plan to fight against France and Russia in the WWI _____
- b. The battleship that Britain launched some years before the WWI _____
- c. Secret society formed in Serbia to throw the Austrians out of the Balkans _____

Actividad Unidad 3: Resolución.
Tema: La Primera Guerra Mundial.

World War I

1. Define whether the following statements are true or false. Justify the false ones.

- a. Germany, Austria- Hungary and Italy were the Entente Powers. **False. They were the Central Powers.**
- b. Hostility between Britain and Germany before the WWI was due to Morocco. **False. It was because of their military rivalry. Hostility between France and Germany was due to the Morocco crises.**
- c. Archduke Franz Ferdinand was the heir the throne to the Austria-Hungarian Empire. **True. He was the heir presumptive.**
- d. The development of the tank during the WWI made the trench warfare out of date. **False. Both were used.**
- e. According to the Treaty of Versailles, Germany had to accept total blame for the war but was allowed to keep its colonies. **False. Germany had to get rid of its colonies.**

1. Why did the USA join the WWI in 1917?

- they disapproved of Belgium's invasion on the part of Germany
- they had strong economic ties to Britain
- they didn't like the fact that Germany was blocking their way to Britain (U Boat campaign, designed to impede trade)
- the sinking of the Lusitania
- Zimmerman's telegram

2. Name the causes leading to the WWI (general and immediate causes).

Militarism

Alliances

Nationalism

Imperialism

Assassination of Franz Ferdinand

3. Provide a name or term for the following definitions

- a. Germany's plan to fight against France and Russia in the WWI The Schlieffen Plan
- b. The battleship that Britain launched some years before the WWI The Dreadnought
- c. Secret society formed in Serbia to throw the Austrians out of the Balkans The Black Hand

Anexo 4: Instancias Evaluativas, Trabajos Prácticos, respuestas modelo y producciones de estudiantes.

Instancia Evaluativa 1

Apellido/s, Nombre/s:

Activity 1. Choose the correct option for each statement. Only one option is the correct one. (5x3=15 points)

1. The first permanent settlement by the British in America was:

- a) In 1603, under king James I
- b) In 1555, under queen Elizabeth I
- c) In 1407, under king Henry VII.
- d) In 1607, under king James I

2. The first colony to be founded by the British in America was:

- a) Massachusetts
- b) Virginia
- c) Rhode Island
- d) Georgia

3. The peak of the British Empire occurred in the following century/ies:

- a) 16th and 17th
- b) 18th and 19th
- c) 17th and 18th.
- d) A and B are correct.

4. The population under British rule in 1922 was _____ of the global population:

- a) 25%
- b) 17%
- c) 56%
- d) 15%

5. The end of the British Empire occurred in the year:

- a) 1922.
- b) 1992
- c) 1978.
- d) None of the options is correct.

Activity 2. Complete the table of Native American tribes with their characteristics, such as where they lived, way of living, what was their character, among others. **(4x3=12 points)**

Native American Tribes	Characteristics
Pueblos	
Apaches	
Iroquois	
Dakota/Sioux	

Activity 3. Say if the following statements are true or false. Justify the false ones. **(10x3=30 points)**

1. The order in which the most important American colonies were founded is what follows: New York, Massachusetts, Rhode Island, Virginia, Pennsylvania, North Carolina, South Carolina and Georgia.
2. The Colonies could be divided into three groups: the Northern or New England Colonies, the Middle Colonies and the Southern Colonies.
3. The Northern Colonies were most tolerant with different religions.
4. The weather in the Southern Colonies encouraged the use of slavery.
5. The Middle Colonies depended solely on trade.
6. New York had previously belonged to the French.
7. The last colony to be founded was South Dakota.
8. Christopher Columbus was not the first European explorer to arrive in America.
9. The Northern Colonies consisted of Massachusetts, New York, Rhode Island and Connecticut.
10. The colonies had elected representatives from the very beginning.

Activity 4. Complete the chart with the important dates or names of the events from the Independence War. Do not include any other information about any event. (16x1=16 points)

Year(s)	Name of the event
	French and Indian War (also called the Seven Years' War)
	The Royal Proclamation
1764	Two acts: 1. 2.
1765	An act and its consequence: 1. 2.
	The Boston Massacre
1773	
1774	
	The First Continental Congress
	1. Beginning of the Independence War 2. The Second Continental Congress
1776	
	1. End of the Independence War 2. The Articles of the Confederation
	Treaty of Paris
1789	
	Bill of Rights

Activity 5. Complete the following texts with the correct information. It can be a word or a longer phrase. (27x1= 27 points)

The colonists accepted British rule until the _____s, because the British government did not interfere in colonial affairs and also because, with the presence of the French nearby, the colonists felt that _____.

The _____ War was fought between Britain and _____, and after that Britain was granted some new land and wanted to _____, but the colonists were used to self-governing.

The Royal Proclamation established that the colonists could not _____. Then, Britain imposed some taxes on the colonies, like the _____ Act, the _____ Act and the Stamp Act.

The Stamp Act established that special stamps had to be bought and pasted on to _____. The demand of the Americans became “_____”. After this, the _____ Congress was held. It included representatives from _____ colonies. The Americans refused to _____.

Two things happened in Boston, Massachusetts. First, the _____, in which some people who were demonstrating against the British government were repressed and killed by British soldiers. A few years later, the Boston Tea Party occurred. In this event, colonists did one thing: they _____. To punish Massachusetts, Britain passed the _____ Acts, but this only made the colonies angrier and they decided to stick together.

The First Continental Congress took place in the city of _____ and it included delegates of _____ colonies. They claimed to be loyal to the British king but called Americans to refuse to _____.

The first shots of the Independence War were fired in the city of _____, in a quarrel between American colonists and British soldiers who were going to seize weapons

The Second Continental Congress was held in Philadelphia and it started acting as _____. It set up an army under George Washington’s command and it sent representatives to _____. One year after, this Continental Congress cut off ties with Britain and issued the _____. It set up the basis for a new form of government.

The war ended in the year _____, when the colonists and their French allies surrounded Cornwallis in Virginia. Then, the Treaty of Paris was signed. It recognized the United States of America as a free country and it gave the US more land.

The Articles of Confederation were guidelines for the new states of the US, but there was no real unity, so the US issued a _____ in the year 1787, which went into effect two years later and established that Washington would be the new President. However, this document

didn't say anything about individual rights, so they signed the Bill of Rights, which granted individuals the right to _____ and _____, among others.



Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II

Instancia Evaluativa 2

For Assessment 2, you have to get in pairs and prepare a timeline. All the information that you write needs to be of your own production, which means that you cannot copy and paste the information directly from the texts or the class presentations.

As regards topics, you should include the most important dates and a summary of all the relevant events between 1783 and 1914, which means:

- Expansionism (the dates when the biggest territories were included in the US)
- The Civil War (causes, dates, events, consequences, important historical figures)
- Years of Growth (focus on chapters 16, 17 and 18)
- Progressivism (name the three Progressive presidents and a minimum of two measures taken by each one).

You can use any resource you want, but the format should be a timeline. You are required to include pictures and/or additional resources such as videos.

Here are some resources, some are software programs and others can be used online:

- PowerPoint
- GoogleSlides
- Prezi
- Coggle
- Mindomo
- Canva
- Time Toast
- TikiToki
- Genially
- Padlet
- Time.Graphic
- Creately
- OfficeTimeline

Instancia Evaluativa 3

Apellido/s, Nombre/s:

Activity 1. Complete the sentences with the correct word/s (21x1=21 points)

- a. The war started in the year _____ and ended in _____.
- b. After the peace conference in the city of _____, the Treaty of _____ was signed in the year _____.
- c. The two sides involved were the _____ (winning side), made up of three countries: _____, _____ and _____, and the losing side, called the _____ and composed by three countries: _____, _____ and _____.
- d. Germany's plan to invade France was called the _____.
- e. The war was fought mainly in _____, which are holes on the ground.
- f. Some of the technological advancements during the war were _____, _____ and _____.
- g. Some important historical figures were _____, _____ and _____.

Activity 2. Explain in a paragraph (15-18 lines) at least three general causes and the immediate cause of WWI. (5x5 = 25 points)

Activity 3. Explain in a paragraph (10-12 lines) at least four consequences of WWI. (4x4 = 16 points)

Activity 4. Woodrow Wilson proposed 14 points that he thought had to be observed in the upcoming peace treaty. Complete the chart with five of them (of your choice). (5x3 = 15 points)

1.	3.	5.
2.	4.	

Activity 5. List some of the reasons for the involvement of the US in WWI (5x1 = 5 points)

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 6. Did any of the Big Three get what they wanted out of the Paris Conference? Complete the chart (12x1 = 12 points)

Country	Leader	Desires	Did he succeed?

Activity 7. Which were some the measures established after the Paris Conference –in the Treaty of Versailles? Name six, focusing on the measures that Germany had to comply with (**6x1 = 6 points**)

1.	3.
2.	4.
5.	6.

Instancia Evaluativa 4

For assessment IV, you have to choose one of the available topics. There are SIX topics.

Then, you have to prepare this topic by reading the resources suggested in the document. The resources include all the material uploaded to the PDF (the texts, the videos, and the class materials) but you have the freedom to choose what information to include. In that sense, it is also possible for you to do research on your own and include the information you deem necessary. It is also possible for you to contact me if you need any more resources, and I will send you links to more videos and/or articles.

Please record yourself speaking during 7-9 minutes about the topic you have chosen. You can decide whether to upload a video or simply an audio recording to the Virtual Classroom. Any video or audio format is accepted.

Topic 1: The League of Nations

Mention the years in which the LoN was active. Which were the aims of the League of Nations? Why did the US never join the League? Which were the reasons for the failure of the LoN?

Resources:

- Chapter 8: The League of Nations, by Ben Walsh
- The League of Nations Class Material
- Any other sources of your choice, including but not limited to <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-league-of-nations/#:~:text=There%20were%20a%20variety%20of,United%20States%20refusal%20to%20join.>

Topic 2: The Roaring 20s

Refer to the period known as “The Roaring Twenties”. Why was it called like this? Which were its main characteristics? Refer to the economic panorama (prosperity), the political panorama (who the President was and what he thought), the social panorama (Prohibition, First Red Scare, women’s right to vote).

Resources:

- Chapter 22: The Roaring Twenties, by O’Callaghan
- The Interwar Period in the US Class Material
- The Roaring Twenties, by Crash Course in US History <https://www.youtube.com/watch?v=VFOR1XCMf7A>
- Any other sources of your choice, including but not limited to <https://www.history.com/topics/roaring-twenties/roaring-twenties-history> and https://en.wikipedia.org/wiki/Nineteenth_Amendment_to_the_United_States_Constitution

Topic 3: The Wall Street Crash and the Great Depression

What is the stock market and how does it work? What were some of the causes of its crash in 1929? (banking system, loans, speculation). When did the Great Depression begin and what were its consequences (unemployment, homelessness, Hoovervilles, protests).

Resources:

- Chapter 23: Crash and Depression, by O'Callaghan
- The Interwar Period in the US Class Material
- The 1929 Stock Market Crash, by Extra Credits <https://www.youtube.com/watch?v=D2iuUzkKu9k>
- The Great Depression, by Crash Course in US History <https://www.youtube.com/watch?v=GCQfMWAikyU>
- Any other sources of your choice, including but not limited to <https://www.economicshelp.org/blog/76/economics/wall-street-crash-1929/#:~:text=The%201929%20stock%20market%20crash,the%20sustainability%20of%20economic%20growth./>
<https://www.history.com/news/what-caused-the-stock-market-crash-of-1929> and
<https://www.history.com/topics/great-depression/1929-stock-market-crash>

Topic 4: The New Deal

Who was Franklin D. Roosevelt and what did he believe in? When did he become President? Which measures did he introduce (The New Deal)? Were these measures effective?

Resources:

- Chapter 24: Roosevelt's New Deal, by O'Callaghan
- The Interwar Period in the US Class Material
- The New Deal, by Crash Course in US History <https://www.youtube.com/watch?v=6bMq9Ek6jnA>
- Any other resources of your choice, including but not limited to <https://www.history.com/topics/great-depression/new-deal>

Topic 5: Disappointment and Depression in the UK

Refer to the economic panorama of GB after WWI: Which party was in power? Which measures were introduced to tackle war reparations? What happened in GB after the Wall Street Crash and how did the government tackle this problem?

- Chapter 22: Britain at war, by McDowall (section: Disappointment and Depression, pages 164 and 165)
- The Interwar Period in the UK Class Material
- Post World War Recovery, by Crash Course in World History, <https://www.youtube.com/watch?v=xzWL2XPBHMk>
- The Depression of the 1930s, by the BBC <https://www.bbc.co.uk/bitesize/guides/z34mwxs/revision/1>
- Any other resources of your choice, including but not limited to <https://voxeu.org/article/walking-wounded-british-economy-aftermath-world-war-i>

Topic 6: The Labour Party in the UK

Refer briefly to the history and the aims of the Labour Party.

- Chapter 22: Britain at war, by McDowall (section: The Labour Party, pages 161 and 162)
- The Interwar Period in the UK Class Material
- Any other resources of your choice, included but not limited to <https://www.britannica.com/topic/Labour-Party-political-party>



Instancia Evaluativa 5

1 Answer the following questions briefly (**3x5=15 points**)

A. Between which years did the war take place?

B. Which were the two sides involved?

C. Who won the war?

2 Which were the causes of WWII? Describe four **general causes** and one **immediate cause** in a short paragraph of 15-17 lines. (**3x6=30 points**)

3 Explain the reason/s for the involvement of the US in the war. Write a short paragraph of 10-12 lines. (**3x6=18 points**)

4 Choose one event (the Blitz, the bombing of Germany, Dunkirk, Battle of Britain, Battle of Midway, Battle of the Atlantic or Battle of Stalingrad, the Atomic Bomb, D-Day) and complete the chart below (**7x3=21 points**):

Name of the event	Where did it happen?	When did it happen? (months or years, period of time)	Opposing sides	Who won?	Why did they win?	Technologies or tactics employed
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5 Which were the consequences of WWII? Name all the consequences you can but don't explain them. You can write them down in a list (**8x2=16 points**)

Evaluación de Resultados – Instructions

1) Choose between the following topics:

- a) The US after WWII (O’Callaghan’s material)
- b) The UK after WWII (McDowall’s material)

2) Decide on the focus of your presentation. It can be:

- a) A general overview of the period, focused on social, political and economic aspects
- b) An in-depth assessment of ONE aspects (social, political, or economic).

3) Develop your topic using a technological resource. You can use any of the following, or any other resource you prefer:

- a) PowerPoint, Google Slides
- b) Prezi
- c) Padlet
- d) Genially
- e) Mindomo
- f) Coggle
- g) PowToon
- h) Canva
- i) MakeBeliefsComix.com
- j) and many others!

4) Submit your work through the Virtual Classroom. You have until **Friday, 13th of November at 23.55.**



Trabajo Práctico 1

For the first “Trabajo Práctico”, you need to get in groups and choose one poem that belongs to Romanticism. The poems available are:

- a) I Wandered as Lonely as a Cloud (The Daffodils) – William Wordsworth
- b) The Shepherd – William Blake
- c) Youth and Age – Samuel Taylor Coleridge
- d) Because I could not Stop for Death – Emily Dickison
- e) Annabel Lee – Edgar Allan Poe

The presentation must include the following aspects:

1. A brief biography of the poet
2. A mention to the poet’s most important works
3. The poet’s literary style
4. Analysis of the poem: Romantic traits and literary devices

You may choose to organize your presentation in any way. There are no particular instructions regarding the length of the presentation, but please try to be brief and concise. Including pictures is highly encouraged. You may use any resource of your choice, such as PowerPoint, Google Slides, Prezi, among others. Both the content and the language will be evaluated.

Consignas y respuestas al Trabajo Práctico 2, llevado a cabo a través del recurso "Quiz" en el Aula Virtual Moodle.

Área personal » Mis cursos » Profesorado de Inglés »

2° AÑO »

Estudios Socioculturales y Literarios de Pueblos de Habla Inglesa II

»

Unit 2 » 05/07 Quiz on Realism/Naturalism (mandatory)

Pregunta 1

Correcta

Se puntúa 1,00 sobre 1,00

Realism was partly a reaction against Romanticism, and Realism and Naturalism coexisted.

Seleccione una:

- Verdadero ✓
- Falso

La respuesta correcta es 'Verdadero'

Pregunta 2

Correcta

Se puntúa 1,00 sobre 1,00

Choose the correct option. Realism emerged in the _____ century, partly as a reaction against _____

Selecione una:

- a. 20th century - Romanticism
- b. 19th century - Romanticism ✓
- c. 20th century - Neoclassicism
- d. 19th century - Naturalism

Respuesta correcta

La respuesta correcta es: 19th century - Romanticism

Pregunta 3

Correcta

Se puntúa 1,00 sobre 1,00

Tick all that apply to Realism

Seleccione una o más de una:

- a. The focus is life as it is and not as it might be ✓
- b. It had its origins in America
- c. It dealt with the subjective and personal passions
- d. It was pessimistic
- e. The narrator is usually 3rd person omniscient, there are usually many details and sometimes there is regionalism/local color in Realist literature ✓
- f. It talked about the mechanical nature of men
- g. It included ordinary characters and settings ✓
- h. It had a desire to return to the past
- i. It was concerned with the tangible world ✓

Respuesta correcta

Las respuestas correctas son: The focus is life as it is and not as it might be, It was concerned with the tangible world, It included ordinary characters and settings, The narrator is usually 3rd person omniscient, there are usually many details and sometimes there is regionalism/local color in Realist literature

Pregunta 4

Correcta

Se puntúa 1,00 sobre 1,00

The order in which the literary movements appeared is as follows: Naturalism, Romanticism and Realism

Seleccione una:

- Verdadero
- Falso ✓

La respuesta correcta es 'Falso'

Pregunta 5

Correcta

Se puntúa 1,00 sobre 1,00

Tick all that apply to Naturalism

Seleccione una o más de una:

- a. It deals with the psychological issues of characters and the inner workings of the mind
- b. It uses first person narrator
- c. The characters are often of the lower classes, and sometimes they don't even have names ✓
- d. It imposes a rigid scientific view, inspired by Darwin and Marx ✓
- e. It focuses on life as it should be and it pursues the ideal
- f. It rejects free will: human behavior is always determined by instinct or social context, among others ✓
- g. It dealt with ordinary characters and settings
- h. It had a somber vision of the state of men ✓

Respuesta correcta

Las respuestas correctas son: It had a somber vision of the state of men, The characters are often of the lower classes, and sometimes they don't even have names, It rejects free will: human behavior is always determined by instinct or social context, among others, It imposes a rigid scientific view, inspired by Darwin and Marx

Pregunta 6

Correcta

Se puntúa 1,00 sobre 1,00

An Occurrence at Owl Bridge Creek was written by Ambrose Bierce in the year 1905

Seleccione una:

- Verdadero
- Falso ✓

La respuesta correcta es 'Falso'

Pregunta 7

Correcta

Se puntúa 1,00 sobre 1,00

Jack London wrote To Build a Fire in the year 1908.

Seleccione una:

- Verdadero ✓
- Falso

La respuesta correcta es 'Verdadero'

Pregunta 8

Correcta

Se puntúa 1,00 sobre 1,00

Tick all that apply to An Occurrence at Owl Creek Bridge

Selecione una o más de una:

- a. It has a neutral vision on life ✓
- b. There is determinism
- c. In the story, dialogue is more important than description
- d. The character is ordinary, the setting is ordinary and the character's personality is important ✓
- e. We learn a lot about the psychology of the character
- f. There is accurate and detailed description ✓
- g. It uses 3rd person narrator for objectivity ✓
- h. The story takes place in the state of Ohio

Respuesta correcta

Las respuestas correctas son: It uses 3rd person narrator for objectivity, There is accurate and detailed description, The character is ordinary, the setting is ordinary and the character's personality is important, It has a neutral vision on life

Pregunta 9

Correcta

Se puntúa 1,00 sobre 1,00

Tick all that apply to To Build A Fire

Seleccione una o más de una:

- a. It proposes an optimistic vision of man
- b. There is a desire to escape reality
- c. It rejects free will ✓
- d. The description of the personality of the character is important ✗
- e. Nature is represented in an idealized way (pantheism)
- f. The man does not have a name because it is a universal character ✓
- g. The description is detailed and it includes scientific facts ✓
- h. A third person narrator is used for objectivity ✓

Respuesta correcta

Las respuestas correctas son: A third person narrator is used for objectivity, The man does not have a name because it is a universal character, The description is detailed and it includes scientific facts, It rejects free will

Pregunta **10**

Correcta

Se puntúa 1,00 sobre 1,00

Choose all the answers which are correct as regarding themes and symbols:

Seleccione una o más de una:

- a. The themes in To Build A Fire are death and the passing of time
- b. The symbols in To Build a Fire are the snow and the dog
- c. The themes in An Occurrence at Owl Bridge Creek are the nature of time and the difference between illusion and reality ✓
- d. The symbols in To Build a Fire are the trail and fire ✓
- e. The themes in An Occurrence at Owl Bridge Creek are life vs death, the psychology of the characters and the Civil War
- f. The symbols in An Occurrence at Owl Creek Bridge are the driftwood and the bridge ✓
- g. The themes in To Build A Fire are instinctual vs scientific knowledge, the struggle for survival vs the acceptance of death and nature's indifference ✓
- h. The symbols in An Occurrence at Owl Creek Bridge are the plantation and the water

Respuesta correcta

Las respuestas correctas son: The themes in An Occurrence at Owl Bridge Creek are the nature of time and the difference between illusion and reality, The themes in To Build A Fire are instinctual vs scientific knowledge, the struggle for survival vs the acceptance of death and nature's indifference, The symbols in An Occurrence at Owl Creek Bridge are the driftwood and the bridge, The symbols in To Build a Fire are the trail and fire

Pregunta **1**

Correcta

Se puntúa 1,00 sobre 1,00

Postmodernism in Literature emerged after 1945, that is to say, in the second half of the 20th century and after WWII

Seleccione una:

- Verdadero ✓
- Falso

La respuesta correcta es 'Verdadero'

Pregunta 2

Correcta

Se puntúa 1,00 sobre 1,00

The following traits belong to MODERNISM

- Technical experimentation
- Intertextuality
- Historiographic metafiction
- Non-linear plots
- Use of paradox, ambiguity and irony

Seleccione una:

- Verdadero
- Falso ✓

La respuesta correcta es 'Falso'

Pregunta 3

Correcta

Se puntúa 1,00 sobre 1,00

Choose all of the themes that might be found in MODERNISM

Seleccione una o más de una:

- a. Gender bias
- b. Historiographic metafiction
- c. Impossibility of language to convey meaning ✓
- d. Expression of disillusionment and disgust ✓
- e. Intertext with the Bible
- f. Postcolonial issues
- g. Criticism of the futility and sterility of society ✓
- h. Isolation/ Despair/ Decadence and loneliness of human beings ✓

Respuesta correcta

Las respuestas correctas son: Criticism of the futility and sterility of society, Impossibility of language to convey meaning, Isolation/ Despair/ Decadence and loneliness of human beings., Expression of disillusionment and disgust

Pregunta 4

Correcta

Se puntúa 1,00 sobre 1,00

Choose all the characteristics that apply to POSTMODERNISM IN LITERATURE

Selecione una o más de una:

- a. It celebrates diversity, eclecticism and parody in all forms of art ✓
- b. It was concerned with the inner workings of the mind
- c. There was a tendency towards abstraction (line and color are everything)
- d. • It advocates for the marginalized, the disenfranchised, the disempowered and other excluded voices ✓
- e. It was composed by different movements, especially in poetry, that were influenced by painting
- f. The individual loses his center and is left decentered ✓
- g. It celebrates the idea of fragmentation, provisionality, incoherence, deconstruction and reconstruction ✓

Respuesta correcta

Las respuestas correctas son: It celebrates diversity, eclecticism and parody in all forms of art., The individual loses his center and is left decentered., It celebrates the idea of fragmentation, provisionality, incoherence, deconstruction and reconstruction., • It advocates for the marginalized, the disenfranchised, the disempowered and other excluded voices

Pregunta 5

Correcta

Se puntúa 1,00 sobre 1,00

The following traits belong to POSTMODERNIST LITERATURE

- Chinese box structures
- Historiographic metafiction and metafiction
- Intertextuality
- Parody
- Pastiche

Seleccione una:

- Verdadero ✓
- Falso

La respuesta correcta es 'Verdadero'

Pregunta 6

Correcta

Se puntúa 1,00 sobre 1,00

Do the following characteristics refer to MODERNISM, POSTMODERNISM or BOTH MOVEMENTS?

- Experimentation
- Use of irony
- Intertextuality

Seleccione una:

- a. Modernism
- b. Both ✓
- c. Postmodernism

Respuesta correcta

La respuesta correcta es: Both

Pregunta 7

Correcta

Se puntúa 1,00 sobre 1,00

Do the following characteristics refer to MODERNISM, POSTMODERNISM or BOTH MOVEMENTS?

- Metafiction
- Chinese box structures
- Inclusion of marginalized voices

Seleccione una:

- a. Postmodernism ✓
- b. Both
- c. Modernism

Respuesta correcta

La respuesta correcta es: Postmodernism

Pregunta 8

Correcta

Se puntúa 1,00 sobre 1,00

Modernism is a period that encompasses from 1900 to 1945

Seleccione una:

- Verdadero
- Falso ✓

La respuesta correcta es 'Falso'

Pregunta 9

Correcta

Se puntúa 1,00 sobre 1,00

Do the following characteristics refer to MODERNISM, POSTMODERNISM or BOTH MOVEMENTS?

- Elitist/ ironic detachment of the artist
- Obscurity in the expression of ideas: no concessions made to the reader
- A tendency towards abstraction

Seleccione una:

- a. Modernism ✓
- b. Postmodernism
- c. Both

Respuesta correcta

La respuesta correcta es: Modernism

Pregunta **10**

Correcta

Se puntúa 1,00 sobre 1,00

Postmodernism existed only in the realm of Literature

Seleccione una:

- Verdadero
- Falso ✓

La respuesta correcta es 'Falso'

Pregunta 11

Correcta

Se puntúa 1,00 sobre 1,00

Choose all the characteristics that apply to MODERNISM IN LITERATURE

Selecione una o más de una:

- a. Use of intertextuality and metafiction
- b. Feverish pursuit of meaning and values ✓
- c. Emphasis on the self-sufficiency, autonomy or independence of a work of art ✓
- d. Need to adjust human consciousness to a rapidly changing, disconcerting, disturbing world ✓
- e. Love of parody and humor
- f. Innovation/break from tradition/rupture/ novelty ✓
- g. Inclusion of marginalized voices

Respuesta correcta

Las respuestas correctas son: Feverish pursuit of meaning and values, Need to adjust human consciousness to a rapidly changing, disconcerting, disturbing world, Emphasis on the self-sufficiency, autonomy or independence of a work of art, Innovation/break from tradition/rupture/ novelty

Producción de los/as estudiantes. Producción de una línea de tiempo, correspondiente a la Instancia Evaluativa 2.



TIMELINE! :)



EXPANSIONISM

Former 13 colonies. Their independence was recognized by Great Britain in the **Treaty of Paris.**

1783

The first great expansion of the country came with the **Louisiana Purchase.**

1803

The annexation of the Republic of **Texas.**

1845

Mexican Cession. Purchase from Mexico following American-Mexican War; \$15 million plus 3.25 million in assumed claims.

1848

The country's expansion beyond North America with the passage of the **Guano Islands Act**

1856

Baker Island, Howland Island and Navassa Island were unincorporated territory claimed under Guano Act of 1856.

1857

Jarvis Island and Johnston Atoll were unincorporated territory annexed under Guano Act.

1858

Alaska, the last major acquisition in North America, was purchased from Russia.

1867

Midway Islands were unincorporated territory claimed under Guano Act

1867

The Pacific expansion culminated in the annexation of Hawaii, after the overthrow of its government five years previously.

1898

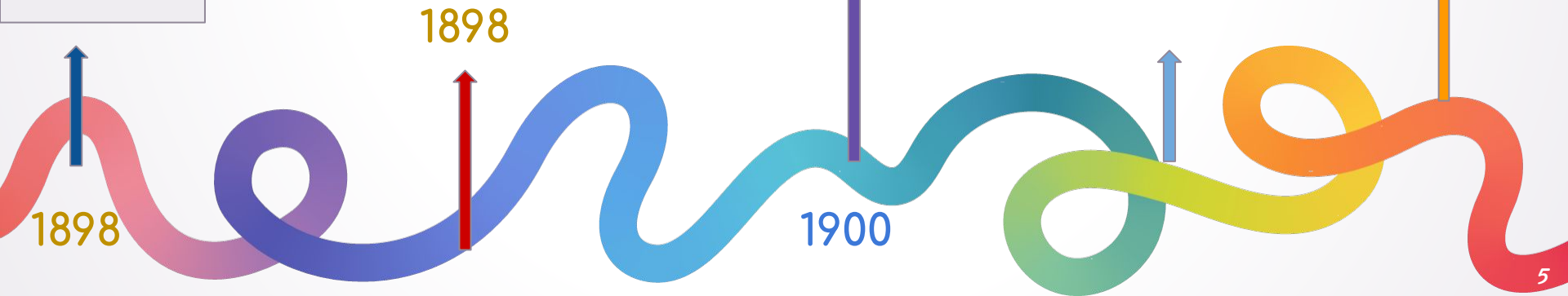
Palmyra Atoll.
Acquired with Hawaii; under the jurisdiction of the U.S. Fish and Wildlife Service.

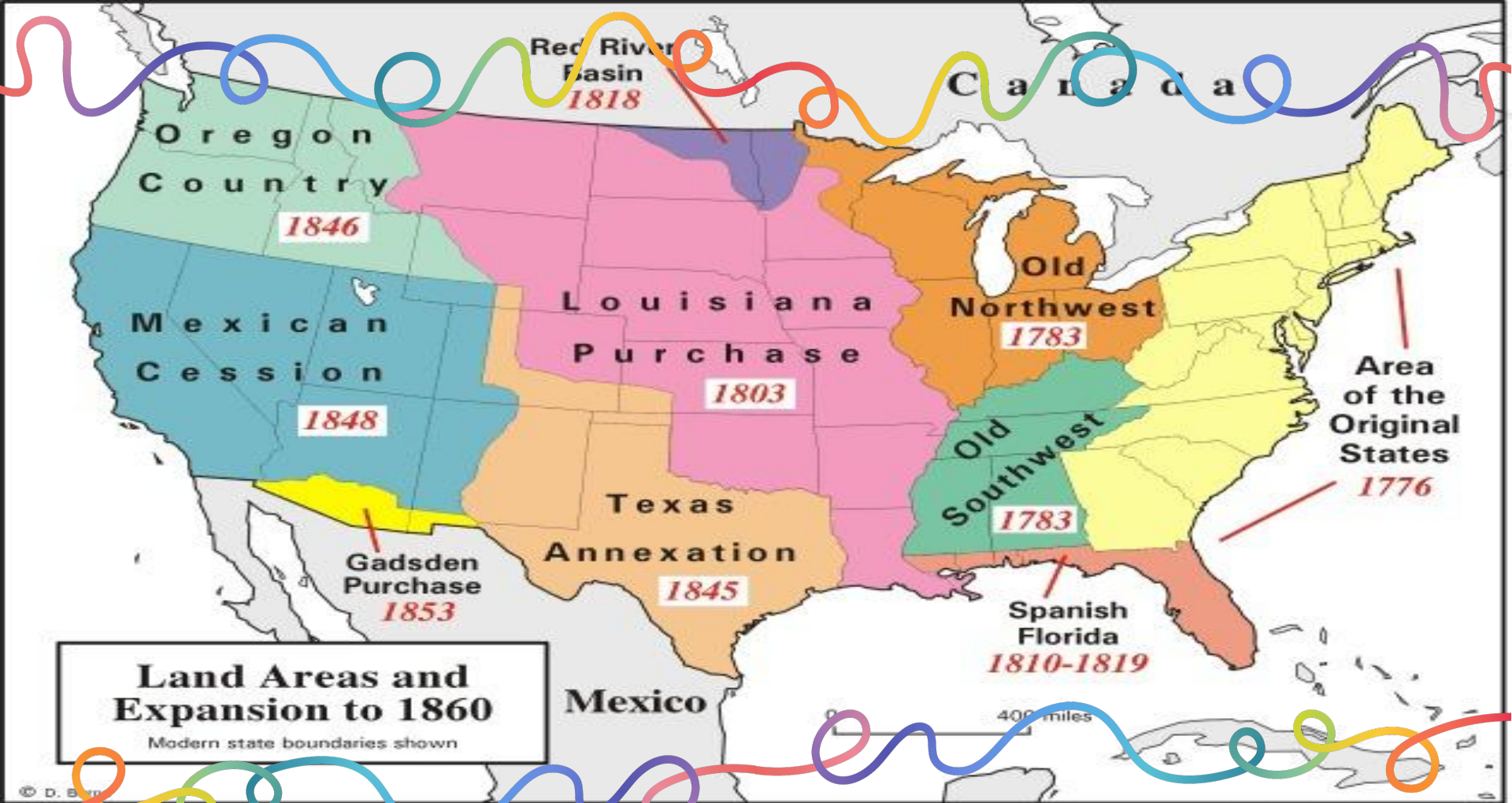
Support for the Independence of Cuba from the Spanish Empire, and the sinking of USS Maine, led to the Spanish-American War, in which the United States gained **Guam, Puerto Rico, and the Philippines** and occupied Cuba for several years.

American Samoa was acquired by the United States after the end of the Second Samoan Civil War.

The United States purchased the **U.S. Virgin Islands** from Denmark

Kingman Reef was formally annexed.





Land Areas and Expansion to 1860
 Modern state boundaries shown



*THE CIVIL
WAR
1861-1865*

ECONOMY

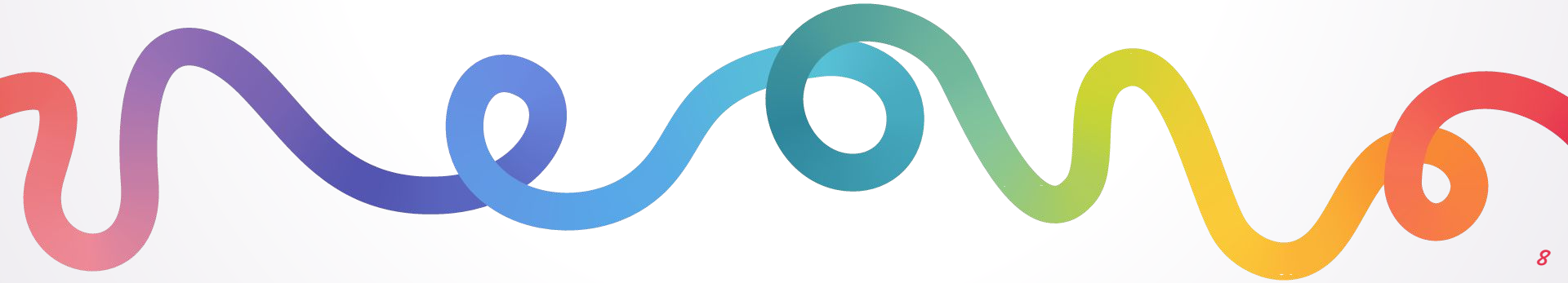


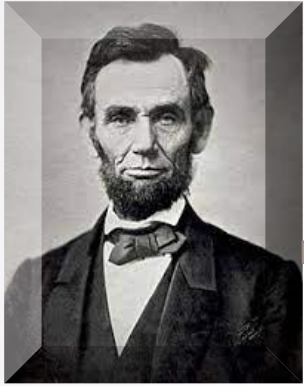
ELECTION OF
ABRAHAM
LINCOLN

SLAVERY



STATES' RIGHTS VS
FEDERAL RIGHTS

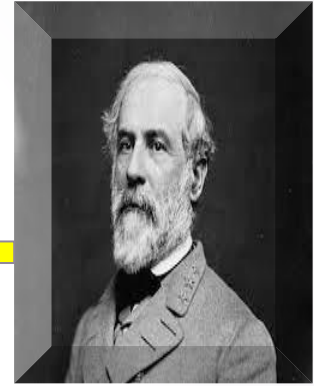




Important historical figures.

Abraham Lincoln.
President of
United States
(1861)

Robert E.Lee.
A Confederate
general

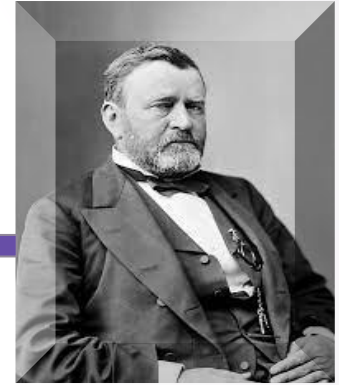


Thomas J.
(Stonewall)
Jackson.
A Confederate
general.

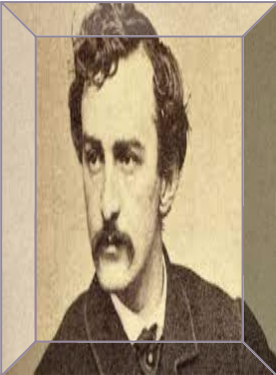
Important historical figures.



Jefferson Davis.
President of the
Confederate
States.



General Ulysses S.
Grant

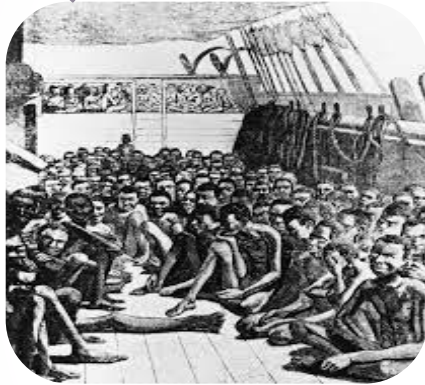


John Wilkes
Booth.
Murderer of
Abraham Lincoln



General William T.
Sherman

The first ship with slaves arrived to America.



Congress banned slave ships coming from Africa.

The Missouri Compromise. It was decided that slavery would be permitted in Missouri and Arkansas but banned in lands to the west and north of Missouri.

Congress decided that California was admitted to the US as a free state and people in Utah and New Mexico could decide whether to own slaves or not.

1684

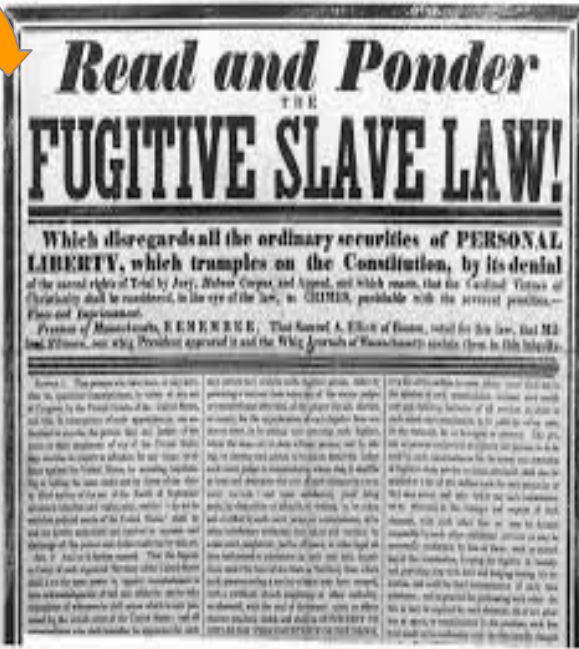
1808

1820

1850

FUGITIVE SLAVE ACT.

This act required that slaves be returned to their owners, even if they were in a free state. The act also made the federal government responsible for finding, returning, and trying escaped slaves.



Congress ended the **Missouri Compromise** and let Kansas decide whether to own slaves or not. A race for the control of Kansas began: there was so much killing and violence that the state started to be called "bleeding Kansas". Neither side won the struggle.

1854

1850

Abraham Lincoln is elected sixteenth president of the United States, the first Republican president in the nation who represents a party that opposes the spread of slavery in the territories of the United States

The first Secession Convention meets in Columbia, South Carolina. South Carolina secedes from the Union.

The southern states that seceded create a government at Montgomery, Alabama, and the Confederate States of America are formed. Jefferson Davis is appointed the first President of the Confederate States of America at Montgomery, Alabama

On March 4, Abraham Lincoln is inaugurated as the sixteenth president of the United States in Washington, DC.

1860

1860

1861

1861

Confederacy: Alabama, Georgia, Florida, South Carolina, North Carolina, Mississippi, Virginia, Texas, Tennessee, Oklahoma, along with the provisional governments of Maryland, Kentucky, and Missouri.

SECESSION.

Eleven southern states announced that they were now an independent nation: **The Confederate States of America.**

Southern forces fire upon Fort Sumter, **South Carolina.** **The Civil War has formally begun.**

President Lincoln will introduce the **Emancipation Proclamation**, an executive order that freed every slave in the Confederate States.

The **Emancipation Proclamation** goes into effect. It changed the purpose of the war.



The **Union armies** were closing in on an important confederate stronghold on the Mississippi called Vicksburg.

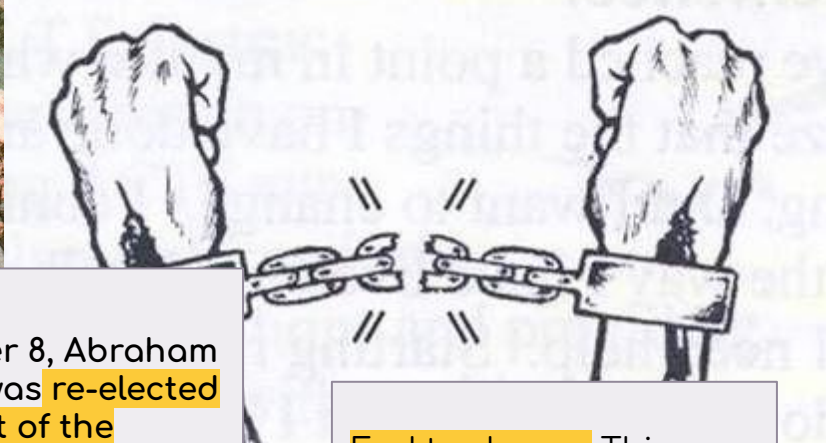
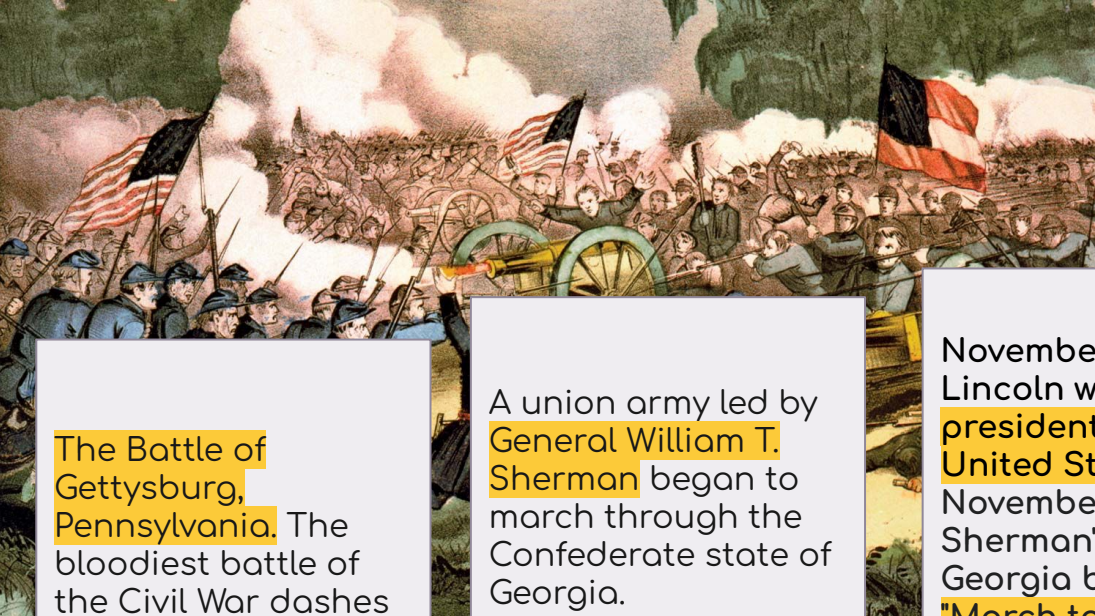
1861

1861

1862

1863

1863



The Battle of Gettysburg, Pennsylvania. The bloodiest battle of the Civil War dashes Robert E. Lee's hopes for a successful invasion of the North

A union army led by General William T. Sherman began to march through the Confederate state of Georgia.

November 8, Abraham Lincoln was re-elected president of the United States . November 16, General Sherman's Army of Georgia begins the "March to the Sea"

End to slavery. This was abolished everywhere in the United States by the 13th Amendment to the Constitution. And finally the United States was one nation, whose parts could not be separated.

1863

1864

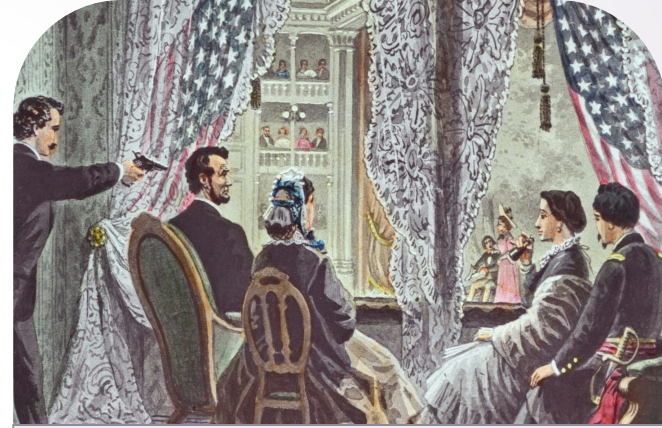
1864

1865

The siege of Petersburg: the longest military event of the Civil War.

April 1, **The Battle of Five Forks, Virginia.** The Confederate defeat at Five Forks initiates General Lee's decision to abandon the Petersburg-Richmond siege lines.

April 9, **Battle of Appomattox Court House and Surrender, Appomattox Court House, Virginia.** After an early morning attempt to break through Union forces blocking the route west to Danville, Virginia, Lee seeks an audience with General Grant to discuss terms. That afternoon in the parlor of Wilmer McLean, Lee signs the document of surrender. On April 12, **the Army of Northern Virginia formally surrenders and is disbanded.**



President Abraham Lincoln is assassinated by actor John Wilkes Booth at Ford's Theater in Washington, DC. On the same day, Fort Sumter, South Carolina is re-occupied by Union troops.

1865

1865

1865

- General Joseph Johnston signs the surrender document for the Confederate Army of the Tennessee and miscellaneous southern troops attached to his command at Bennett's Place near Durham, North Carolina.
- General Richard Taylor surrenders Confederate forces in the Department of Alabama, Mississippi and East Louisiana.
- Confederate President Jefferson Davis is captured near Irwinville, Georgia.

- May 12, The final battle of the Civil War takes place at Palmito Ranch, Texas. It is a Confederate victory.
- May 23, The Grand Review of the Army of the Potomac in Washington, DC
- May 24, The Grand Review of General Sherman's Army in Washington, DC

- May 26, General Simon Bolivar Buckner enters into terms for surrender of the Army of the Trans-Mississippi, which are agreed to on June 2, 1865. The Civil War officially ends.



1865

1865

1865



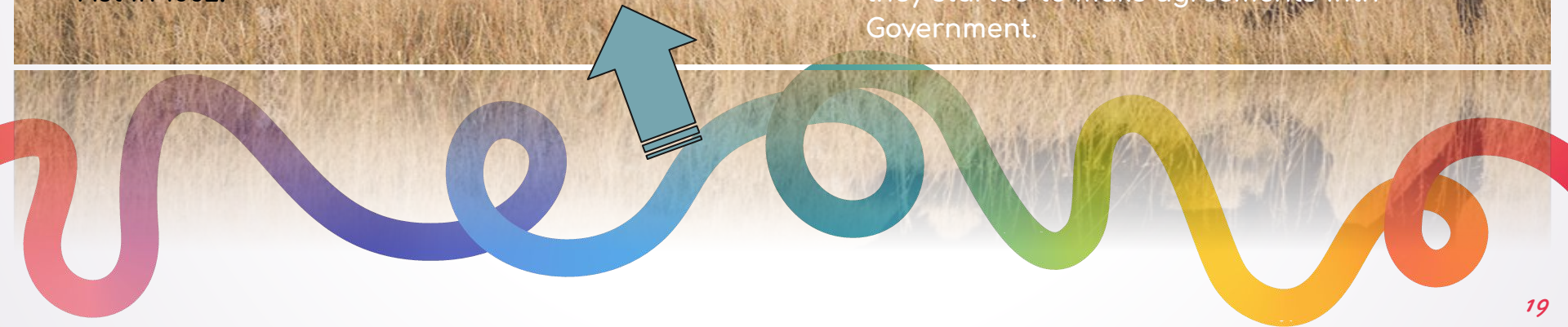
YEARS OF

GROWTH

1868 - 1924

The gold discovery of 1848 in California, attracted people from all over the world and fortune-seekers to other parts of the west. The first minings started and some grew later into permanent communities. Thousand of miles separate these mining settlements for United States so, travellers had to pass through a “sea of grass”, called The Great Plains. This area were the home of Amerindian hunters such as the Sioux, whose depended upon the vast herds of buffalo. Also, it was the home for future american citizen under the The Homestead Act in 1862.

Each homestead consisted of 160 acres of land and any head of a family who was at least twenty-one years of age and an American citizen could claim one. But it was not easy at all to live there and did the farming work. Lack of water, plagues of insects were some problems they had to dialed with. Meanwhile, Amerindians had been moving around the hole area and tried to live as they could. The couldn't hunt anymore because hunting areas were invaded by with the arrival of cowboys and homesteads so, they started to make agreements with Government.



The Fort Laramie treaty. It was one of several agreements between amerindians and the government for the property of pieces of land.

Battle of the Little Bighorn or Custer's Last Stand. Amerindians fought against american soldiers and defeated them. General George Armstrong Custer died and the government got angry because it felt humiliated.

American soldiers found gold in the Black Hills of South Dakota. Government broke the Fort Laramie treaty to get the gold from the Black Hills.

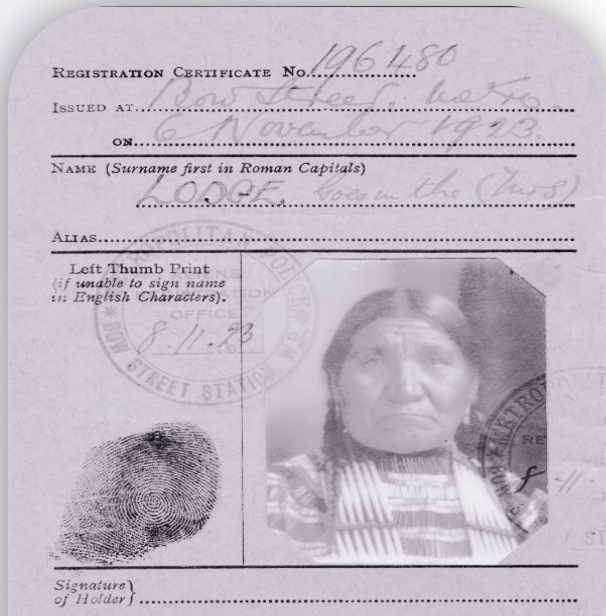
Amerindians were marched to the reservations (dry and rocky areas) by soldiers and most of American West was occupied by cattle ranchers, farmers, or miners.

1868

1874

1876

1890



Indian Citizenship Act.
Amerindians were recognized as full citizens of United States and they had the right to vote.



Trail of Broken Treaties. A protest march in Washington led by American Indian Movement. They wanted to improve their position.

1924

1972

Centennial Exposition. It was a special exhibition organized by president Ulysses S. Grant to celebrate the United States's hundredth birthday as an independent nation. There were some of American achievements but Machinery Hall was the main attraction.

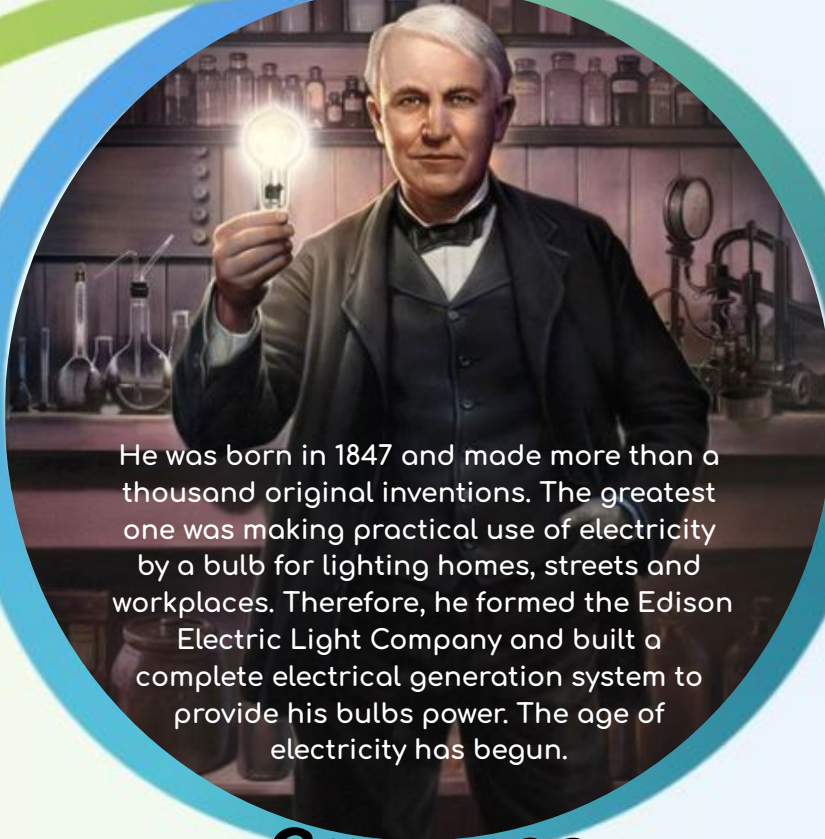
Americans discovered vast new deposits of coal and iron. These minerals were closer to the surface so, it was very cheap, easy to mine and free of chemical impurities. This helped to industries grow very fast. Also, **railroads** were very important because they made it possible to carry products and cattle from one city to another.



1876

1880/
1890

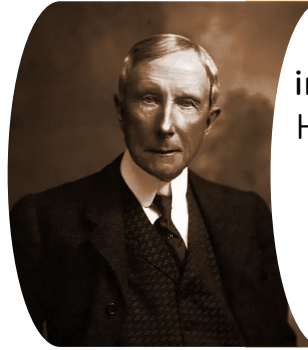
Thomas Alva Edison



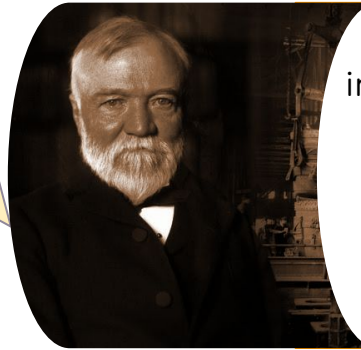
He was born in 1847 and made more than a thousand original inventions. The greatest one was making practical use of electricity by a bulb for lighting homes, streets and workplaces. Therefore, he formed the Edison Electric Light Company and built a complete electrical generation system to provide his bulbs power. The age of electricity has begun.

1847-1931

More than one third of the whole world's industrial production was pouring from the mines and factories of the United States. This huge industry development was organized and controlled by businessmen who invest and pay money to do it. They were known as "Captains of industry".



John D. Rockefeller, the "king" of the growing oil industry and founder of the Standard Oil Company. He entered the then-fledgling oil business in 1863 by investing in a Cleveland, Ohio refinery. In 1870, he established Standard Oil, which by the early 1880s controlled some 90 percent of U.S. refineries and pipelines.



Andrew Carnegie concentrated his investments in the iron and steel business. By the 1860s he controlled companies making bridges, rails and locomotives for the railroads. Forty years later, he was owner of half the shares in the giant Carnegie Steel Corporation.

Let's know some of them

1913

Eli Whitney

was the inventor of cotton gin but he didn't earn too much money from it. Thus, he began to make guns and changed the way to produce them by incorporating machines that made individual parts of guns in separate operations. It meant that guns could now be made by men without enough skill to make a complete one. Whitney had worked on the main ideas of a way of manufacturing that would later become known as the "American system."

Men who has contributed to the industry development. Did you know them?

Henry Ford

was famous for making automobiles especially, on how he made them. He took Whitney's working way and applied it to his industry with Model T (a type of automobile) adding the ideas of standardization and a moving assembly line. While the car was moving along on a moving belt, called conveyor, each workman was tightening certain nuts or fixing certain parts of the car. Finally, when it got to the end of the line, it was complete. This new technique, known as mass production, improved on quantity and saved a lot of time in production.

1765-1825

1863-1947

American population was made of a lots of immigrants. Since the founding of Jamestown in 1607 more than fifty million people from other countries have made homes in America.

Between 1840 and 1860 more immigrants than ever before arrived. Most of them came from: Germany, Ireland, Italy, Greek, Poland, Russia, Hungary, and Czech Republic.



In the late 1800s, many Jewish people entered to United States escaping for the bloody massacres called "pogroms" and there were many more immigrants who wanted to live in America, too.



By 1892, Government found difficult to keep check on them so, to control the situation it opened a special place of entry in New York harbor. In there immigrants were examined therefore they were allowed to come in to the country. The place was called Ellis Island.



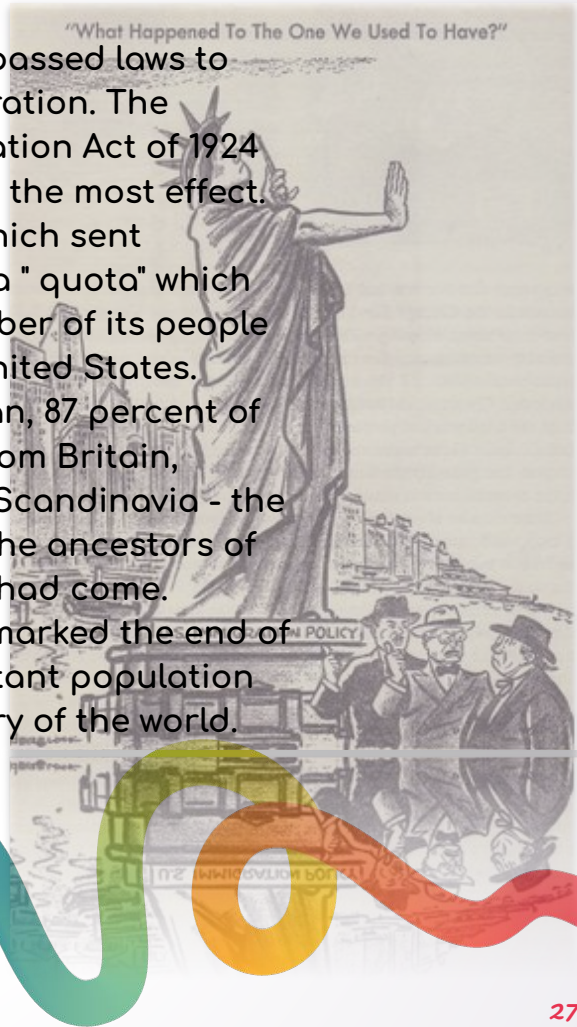
Immigrants found work in busy cities like New York, Chicago, Pittsburgh. They worked hard because they wanted to be success of their new life. But it wasn't easy. They were outsiders in a strange land and could not speak its language. Only the hardest and lowest paid jobs were open to them. Also, Americans accused them of taken jobs away from american born-workers. Of lowering standards of health and education and of threatening the country's traditions and way of life by bringing in "Un- American" political ideas like anarchy and communism.



1900

1924

In the 1920s Congress passed laws to limit all kinds of immigration. The Reed-Johnson Immigration Act of 1924 was the one which had the most effect. It said each country which sent immigrants was given a "quota" which was based on the number of its people already living in the United States. When this system began, 87 percent of the immigrants were from Britain, Ireland, Germany and Scandinavia - the countries from which the ancestors of most 1920s Americans had come. Also, Immigration Act marked the end of one of the most important population movement in the history of the world.





PROGRESSIVISM



1901 → Theodore Roosevelt became President of the United States. He was President from 1901 to 1909.

<https://www.britannica.com/video/73151/Teddy-Roosevelt-intervention-strike-coalminers-labour-movement-1902>

The Big Stick Policy. It was based on the theory that the United States could use force to maintain stability in Latin America. Roosevelt used the phrase "Speak softly and carry a big stick; you will go far" to describe his foreign policy.

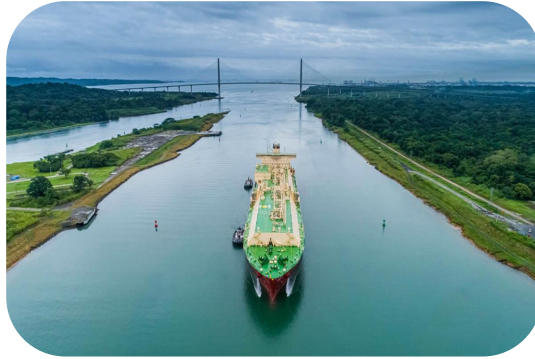


Cool Mine Strike. Miners went on strike for higher wages, shorter workdays, and the recognition of their union: United Mine Workers of America. The owners refused to negotiate with them. As a result, President Roosevelt decided to intervene. The president proposed reforms that acknowledged each side's position. Finally, the owners agreed to a 10% wage increase and reduced work days from ten to nine hours.

1901

1902

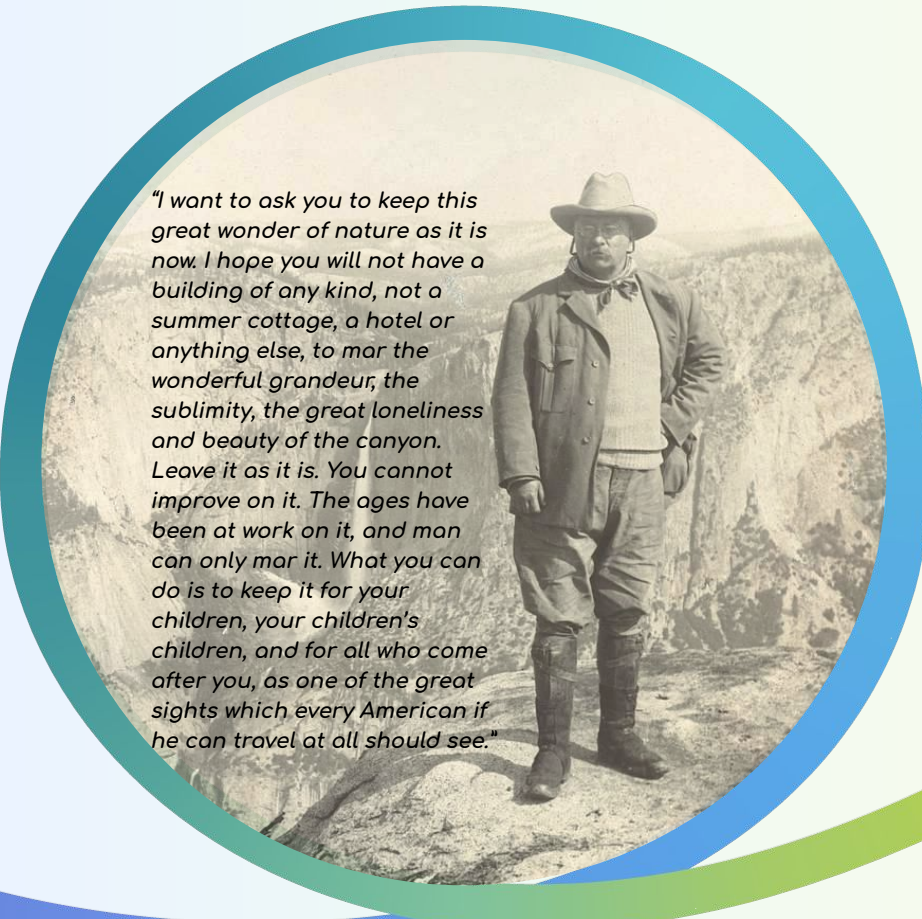
Conservation Laws. Roosevelt persuaded Congress to pass a number of conservation laws. He is also known as the “conservationist president”. He used his authority to establish 150 national forests, 51 federal bird reserves, four national game preserves, five national parks and 18 national monuments on public land, and he helped pass conservation laws such as the **Newlands Reclamation Act** (1902) which included irrigation projects that would carry water to nearly twenty states in the United States that have a dry climate.



Theodore Roosevelt tried to negotiate an agreement between the United States and Panama to build a canal across the Isthmus of Panama in exchange for financial repayment and guarantees of protection. However, Colombia government, which then controlled Panama, rejected the offer. President Roosevelt responded by sending U.S. warships to Panama City in support of Panamanian independence. Panama declared independence in 1903, and the newly declared Republic of Panama accepted the US's offer. As a result, the **Panama Canal** was built.

1902

1903



"I want to ask you to keep this great wonder of nature as it is now. I hope you will not have a building of any kind, not a summer cottage, a hotel or anything else, to mar the wonderful grandeur, the sublimity, the great loneliness and beauty of the canyon. Leave it as it is. The ages have been at work on it, and man can only mar it. What you can do is to keep it for your children, your children's children, and for all who come after you, as one of the great sights which every American if he can travel at all should see."

Speech by Theodore Roosevelt at the
Grand Canyon May 6, 1903

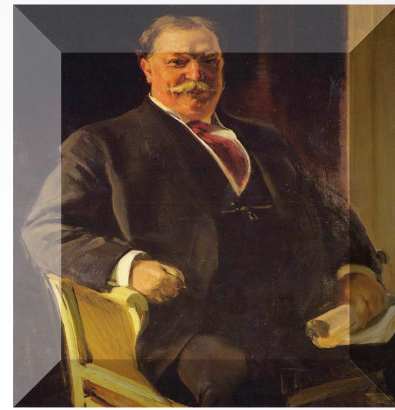


Pure Food and Drug Act. President Roosevelt pressed Congress to pass the Pure Food and Drug and Meat Inspection acts, which created agencies to assure protection to consumers: the Food and Drug Administration (FDA). It prohibited the sale of misbranded or adulterated food and drugs.

<https://www.britannica.com/video/221433/Just-the-facts-Monroe-Doctrine>



The Roosevelt Corollary. It stated that the United States would intervene as a last resort to ensure that other nations in Latin America fulfilled their obligations to international creditors, and did not violate the rights of the United States. The United States had the responsibility to preserve order and protect life and property in those countries.

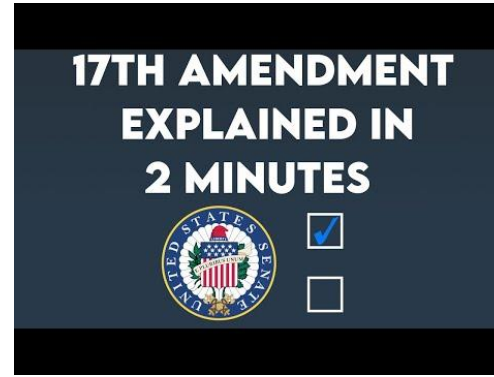


Howard Taft became president of the United States. He was president from 1909 to 1912.



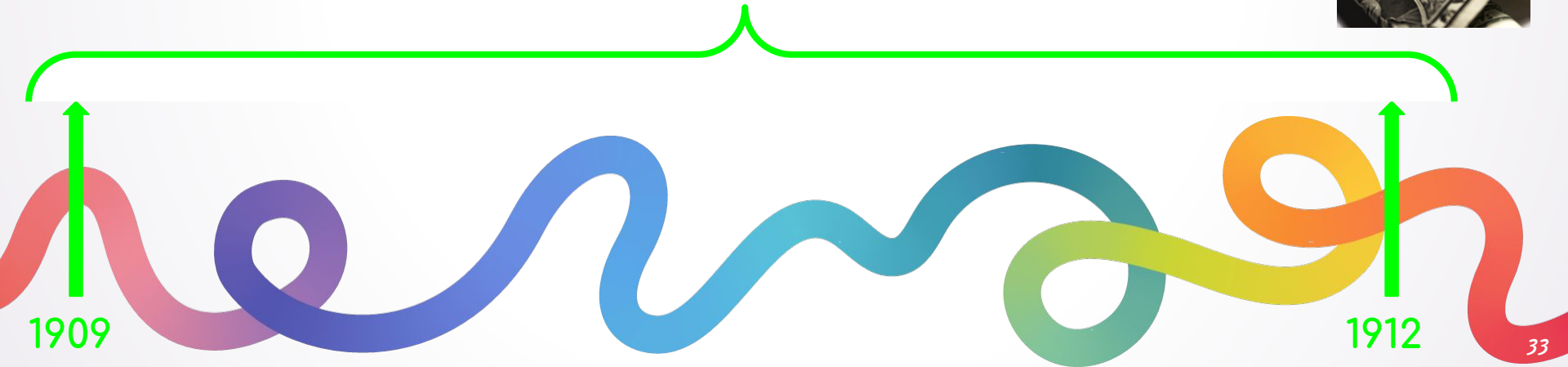
The 16th Amendment states that Congress has the power to tax incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

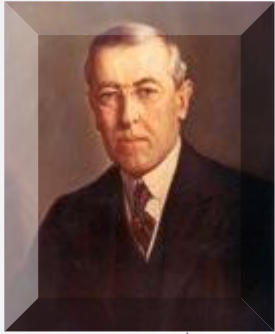
The 17th Amendment gave people the right to vote for their senators.



"Dollar Democracy" ensured the financial stability of a region while it protected and extended U.S. commercial and financial interests there.

Howard Taft supported passage of the Sixteenth amendment and the Seventeenth Amendment. In foreign affairs, he pursued what he termed "dollar diplomacy".





Woodrow Wilson became President of the United States. He was president from 1913 to 1921.

It was meant to impose tax rates on only the highest incomes.



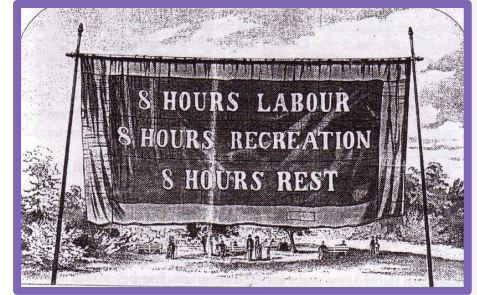
President Woodrow Wilson pushed for the Revenue Act of 1913, which lowered average tariff rates from 40 percent to 26 percent. It also established a one percent tax on income above \$3,000 per year; the tax affected approximately three percent of the population.

When American railroad unions threatened to strike in 1916, Wilson supported and signed into law a bill securing an eight-hour workday for railroad employees: the Adamson Act.



For example

Woodrow guaranteed more rights to labor unions.



-Railroad employees demanding 8 hour work day

1913

1916

1913

The Keating-Owen Act of 1916 → This act banned the sale of products from any factory that employed children under the age of 14, and from any mine that employed children under the age of 16. Also, child workers under 16 years old could only work from 6am to 7pm and not for more than eight hours a day and not more than six days a week.

For example ↑



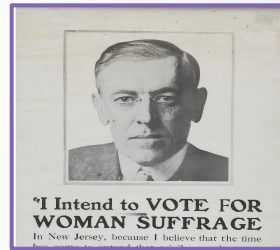
Wilson's administration passed the first child labor laws.

1916



Woodrow and women's rights → It was not until his speech before Congress in 1918, that Wilson finally publicly supported women's right to vote.

President Wilson asked Congress, "We have made partners of the women in this war (First World War)... Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?"



1918



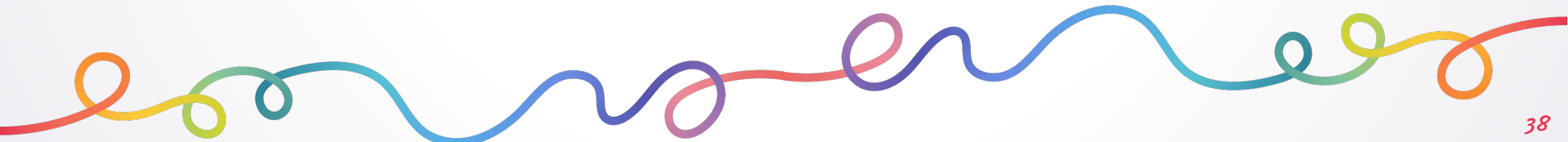
THE END

Thanks!





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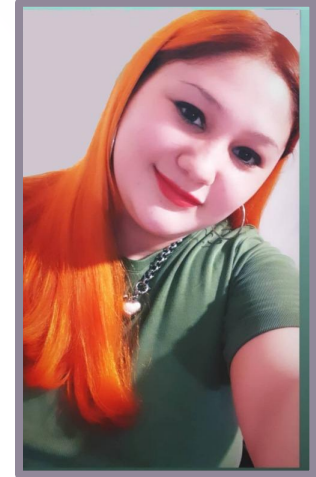
Team Members:



*Venica, Carla
Stefani*



*Bentolotti, Patricio
Gonzalo*



*Monje, Melina
Desinee*



1. Between which years did the war take place? Which were the two sides involved? Who won the war? Write your answer in a short paragraph.

The end of World War I left devastating consequences around all the world, but it is clear that Europe had had one of the worst and most devastating impacts either economically and socially. This tense and hard environment was the trigger of so much more global conflicts, including World War II, which took place between 1939 and 1945. Two big alliances were the main characters of this historical moment: Germany, Japan, and Italy conformed "The Axis Powers" and on the other hand, we had France, Great Britain, The United States, and The Soviet Union being part of "The Allies Powers", which won this war. This historical period concluded with the invasion of Germany by The Allies, the capture of Berlin by The Soviet Troops, and the suicide of Adolf Hitler among other important events.

2. Which were the causes of WWII? Describe at least five causes in a short paragraph.

There were several causes behind the beginning of World War II. First of all, we can mention the Treaty of Versailles which was seen as severe because it damaged Germany economically, so it was the perfect excuse for Hitler to justify his anger and to use it as fuel for his speeches and policies. Secondly, The Wall Street crash, which marked the beginning of a global depression that encouraged dictators to come to the power, leaving other countries too weak to stand against them. Subsequently, The Nazi-Soviet Pact was a surprising agreement between Hitler and Stalin; It opened the way for Hitler to invade Poland without fear of a Soviet attack. Another reason was the failure of The League of Nations, which was created on the idea of collective security and to keep the world peace, but it failed to stop Mussolini's attack on Abyssinia, an event that made it most seriousness. Japan's militarism was another strong cause of this war because Japan turned to the army to find a solution for their economical problems after the depression; They needed natural resources to produce more goods, so they decided to ignore The League of Nations invading several countries.

3. Explain the reason/s for the involvement of the US in the war. Write a short paragraph.

If we talk about the United States of America's role in World War II, they started being part on December 7, 1941, when Japan attacked the American naval fleet at Pearl Harbor. Four days after this event, and taking into account the United States declaration of war against Japan, Nazi Germany declared war on America in response to what was claimed to be provocations such as "still" being officially neutral during the WW2, even though President Franklin was working hard to prepare the Americans for what he regarded to be inevitable conflict, without mention that he was trying to help European Allies without being formally involved in the war. The decision of Germany to declare war was called the "most puzzling" decision of this historical period, and it was taken by Adolf Hitler almost without consultation.

4. Choose one event (the Blitz, the bombing of Germany, Dunkirk, Battle of Britain, Battle of Midway, Battle of the Atlantic or Battle of Stalingrad, the Atomic Bomb, D-Day) and describe it in a paragraph, stating the year/s in which it took place, the sides involved, the place of its development and the tactics and/or technologies involved.

Battle of Midway

One of Japan's main goals during World War II was to remove the United States as a Pacific power to gain territory in east Asia and the southwest Pacific islands. This fact was one of the causes why Midway took place six months after the Japanese attack on Pearl Harbor, on June 4, 1942, and it was between American and Japanese fleets on the Pacific Ocean. This battle was fought almost entirely with aircraft and the U.S destroyed Japan's first-line carrier strength and most of its best trained naval pilots. American military and intelligence forces worked together to defeat the Japanese army, which had no lost a naval battle in more than 50 years. The Battle of Midway ends as the United States naval intelligence decoded Japanese messages and anticipated a surprise assault. This historical moment ended the threat of further Japanese invasion in the Pacific and it became one of the most important American naval victories of the entire World War II

5. Which were the consequences of WWII? Name all the consequences you can and explain two of them in a paragraph.

There were several effects or consequences that the devastating and destructive World War II left in world history. In my opinion, the most important was the incredible and massive loss of human lives; About 12 million soldiers and 25 million civilians were killed because of diseases and hunger, without mention that 24 million people became injured and handicapped in battle. On the other hand, the atomic bombs in Hiroshima and Nagasaki that the U.S had dropped, destroyed the whole city and left 160.000 victims. Secondly, I would like to mention another important consequence, the division of the world into two blocks (capitalist and communist). The capitalist block was lead by the USA and the communist one, by Russia. They started judging each other and we had the Cold War as a result of it, a period where nuclear weapons were made, running big risks of causing heavy destruction in a very short time. Some other consequences of this historical fact were: The loss of properties, the end of colonialism and imperialism, the end of dictatorship in Germany and Italy, the division of Germany, Truman's declaration of faith, The Marshall Plan, The Molotov Plan (COMECON), the establishment of the United Nations Organization (UNO), the strengthening of nationalism movement in Africa and Asia and the emergence of the third world countries, among others.

Evaluación de resultados. Producción de una alumna.
Tema: EEUU en la Posguerra

The US after WWII

Ricca, Maria Mercedes



TOPICS

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POLITICS

03

ECONOMY

02

CONFLICTS

04

SOCIETY

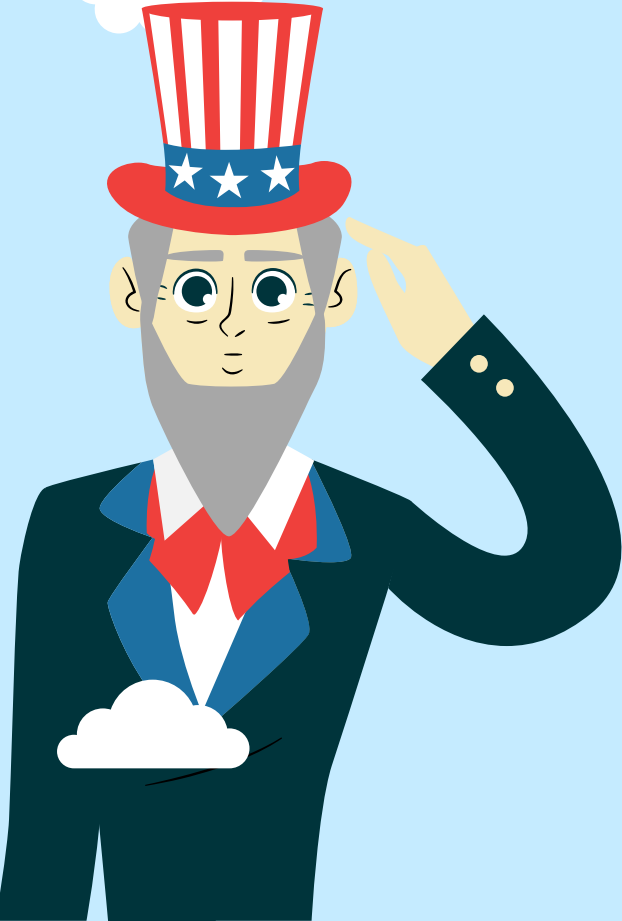
01

POLITICS



The US Politic panorama after ww2

POST WAR PERIOD



1945 End of WW2

1953- 1961 Dwight Eisenhower

1961-1963 John F Kennedy

1963-1969 Lyndon B Johnson

1969- 1974 Richard Nixon

-After WW2, the US emerged as one of the two dominant superpowers, along with the Soviet Union.
-The Senate approved US participation in the United Nations (UN) which marked a huge difference from the isolationism of the US and helped with international involvement.

1960 Election : Senator **John F. Kennedy** beat Vice president Nixon . Both candidates were pro-civil rights , but Kennedy won support from the Black community when he intervened in Martin Luther King's' arrest.

1963 : JFK was assassinated on November, leading to **Lyndon B. Johnson** to assume as the 36th President of the United States.

- Johnson implemented some of the changes conceived by JFK : Civil Rights Act (1964), Medicare and Medicaid (healthcare for elders and poor people) , promised “ a war on poverty” , and increased federal aids to education.

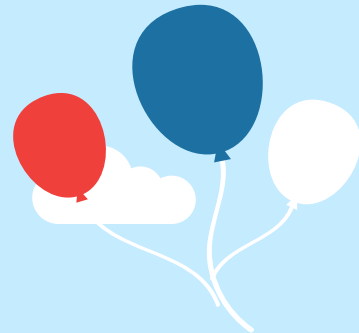
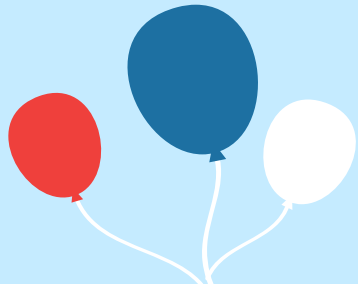


- Johnson got US involved in the Vietnam War (1955-1975), he lost popularity and didn't try to get re-elected in the next elections, **Nixon won and became the 37th president of the United States in 1969.**
- **Nixon** ended American involvement in the Vietnam War in 1973, ending the military draft too.
- His visit to China in 1972 led to diplomatic relations between the two nations.
- He initiated détente and the Anti-Ballistic Missile Treaty with the Soviet Union.
- Then, he imposed wage and price controls, enforced desegregation of Southern Schools, and began the War on Cancer. Last, he presided over the Apollo 11 moon landing, which meant the end of the moon race.



02

CONFLICTS



Cold War (1947- 1989)

The end of WW2 left many unfinished business between Soviet Union and the Us. It was called like this because there were not large-scale fighting directly between the Soviet Union and the US.

The conflict spinned around ideological and geo-political differences influenced by their alliance and victory against Nazi Germany in 1945.

- The struggle for dominance was expressed via indirect means such as psychological warfare, propaganda campaigns, espionage and technological competitions such as Space Race.
- On december 1989, Gorbachev and Bush declared the Cold War over.



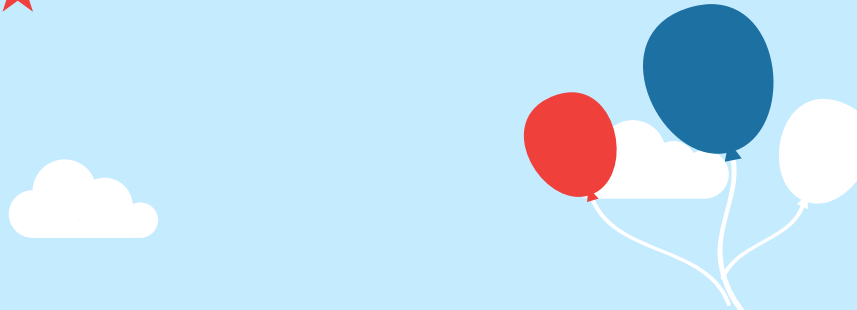
The Vietnam War (1955-1975)

A conflict that involved communist government of North Vietnam and South Vietnam with their principal ally The United States. It was also called “ The american War” in Vietnam and it was also part of a larger regional conflict and a manifestation of the Cold War.

Why did Johnson got US involved ? He decided his new administration’s top priority was victory in the military conflicts. More aggressive propaganda was made, as well as sabotage against North Vietnam. Also because North Vietnam had attacked the US Madoxx in 1964, and then killed US soldiers.

03

ECONOMY



Economic issues in the post war period

After ww2 , America was better than ever. The US became a global influence in economic, political, military, cultural and technological affairs.

Between 1947 and 1971 the value of their wages doubled. Americans bought houses, cars, televisions, consumer goods of every kind.



75% of families owned cars



The automobile industry was one of the most important growth sources in this time

PROBLEMS IN ECONOMY

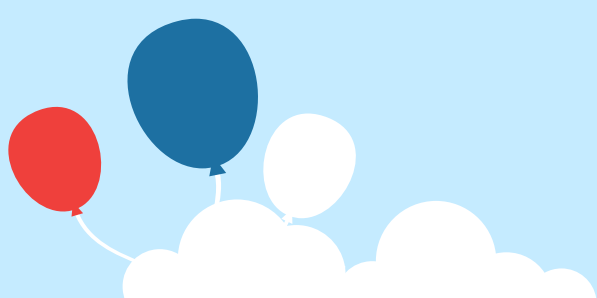
The post ww2 prosperity did not reached everyone. Many americans continued living in poverty but also African Americans.

-After the war 12 million veterans were in need of work and many of them could not find it. In addition , labor strikes were happening very often and in some cases they were aggravated by racial tensions due to African americans having taken jobs during the war and now being faced with veterans wanting them back.

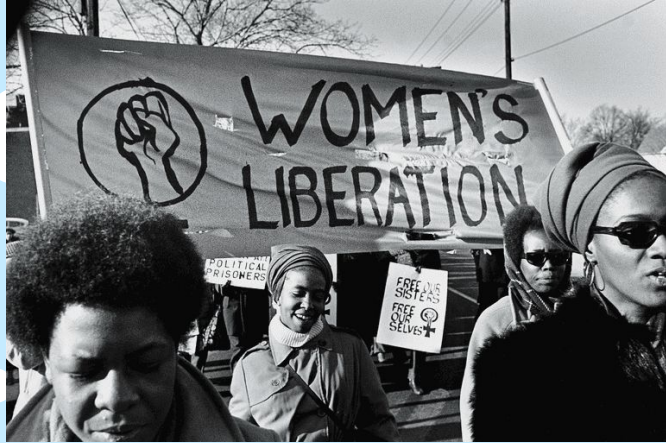
-Racial differences were shocking. In 1947 60% of black families lived in poverty compared to 23% of white families.

04

SOCIETY



Following the WW2, the United States's society changed but not smoothly. From civil rights, to discrimination, women rights and roles in society , to strikes , baby boom and the divison of the country because of segregation.



NORTH

SOUTH

CIVIL RIGHTS MOVEMENT

The United States in the 1950's and 60's witnessed the development of the Civil Rights Movement along with its goals through acts of disobedience, legal battles, and promoting Black Power.

-It main objective was to end institutionalized racial discrimination, and racial segregation in the US.



CIVIL RIGHTS MOVEMENT

-Segregation consisted in keeping black and white people separated : “Separated but equals” .

-Black people would live better in the north , as the south was completely segregated, All black people were humiliated and discriminated.

-In 1954 the Supreme court declared segregation illegal and ordered black children could attend any school they wanted.

-Rosa Parks and Martin Luther King were leaders of the Civil Rights Movement.

-Black people started boycotting several places they could not attend before, buses, bars etc. and organizing sit-ins.

- In 1963, 200.000 people, black and white, took part in a mass demonstration to demand full racial equality. Martin Luther King gave a speech and became a leader in the civil rights movement.

CIVIL RIGHTS MOVEMENT

- In 1960s most African americans were stil worse housed, worse educated, worse paid that white americans.
- In 1969 Martin Luther King was murdered. The Black Power taught that the way for black people to get justice was to fight for it.
- In 1970s and 1980s they turned to voting instead.
- Fight against segregation ended when MLK was murdered but today, people still fight for African american rights and equal treat.



Key dates

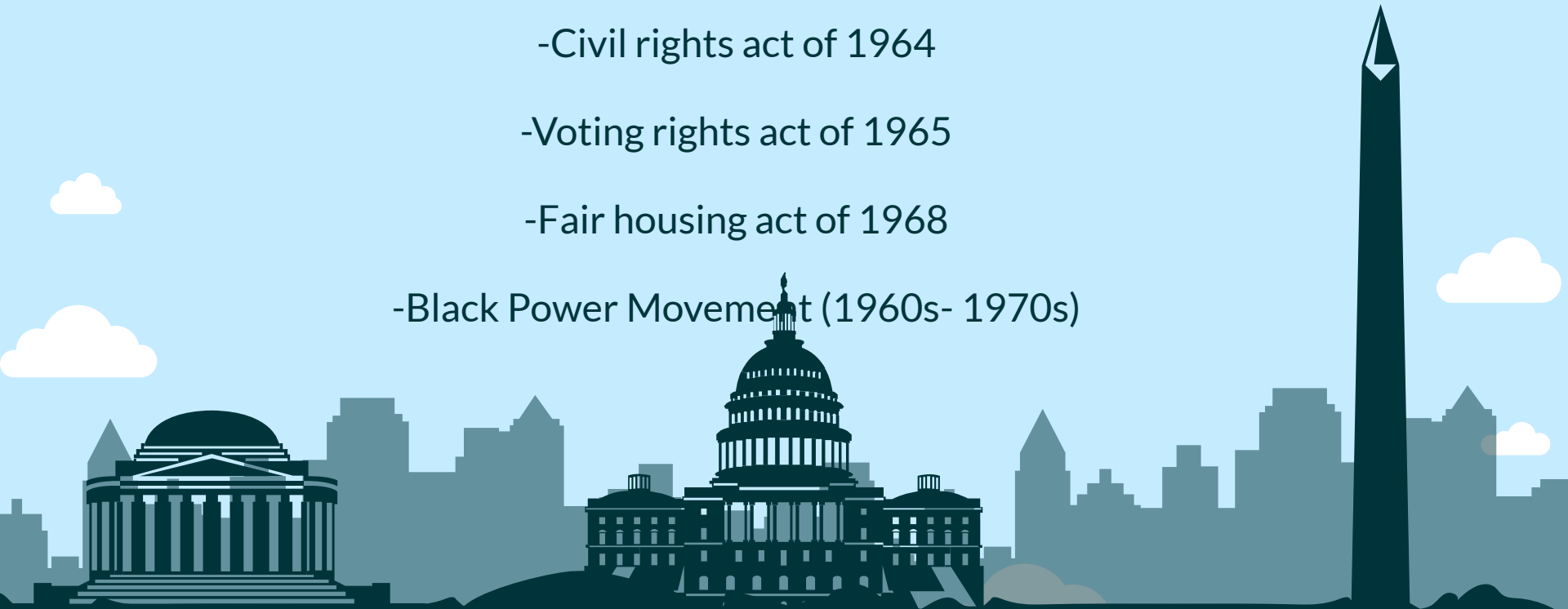
-Civil Rights Act of 1957

-Civil rights act of 1964

-Voting rights act of 1965

-Fair housing act of 1968

-Black Power Movement (1960s- 1970s)



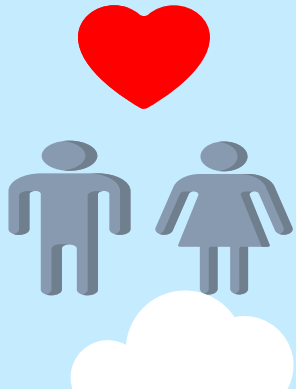
Role of Women in the society

- The role of women changed dramatically as popular culture ignored the fact that all women did not fit the mold that tradition had prescribed for them.
- One of the mayor events was the introduction of Enovid (the first birth control pill in 1960).
- In 1963 the President's commission on the Status of Women issued a report entitled American Women, which recommended that women be granted equality in employment and educational opportunities, as well as wages. The repor also included politics in the activities women could participate equally too.



Baby Boom

- In 1946 the number of births doubled the number, about 32 million of babies were born.
- Many factors contributed to the baby boom :
 - The mood was optimistic and couples felt they could afford a family.
 - Economy was expanding as well as employment





This was my presentation about US after the WW2 , I hope you enjoyed it!

Let me know if you have further questions or feedback.

Thanks !

Producción de los/as estudiantes: Producción de una presentación de PowerPoint, correspondiente al Trabajo Práctico 1

**“Because
I Could
Not Stop
for Death”**

Emily Dickinson

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“Because I Could Not Stop for Death”

By Emily Dickinson

Because I could not stop for Death,
He kindly stopped for me;
The carriage held but just ourselves
And Immortality.

We slowly drove, he knew no haste,
And I had put away
My labor, and my leisure too,
For his civility.

We passed the school, where children strove
At recess, in the ring;
We passed the fields of gazing grain,
We passed the setting sun.

Or rather, he passed us;
The dews grew quivering and chill,
For only gossamer my gown,
My tippet only tulle.

We paused before a house that seemed
A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries, and yet each
Feels shorter than the day
I first surmised the horses' heads
Were toward eternity.



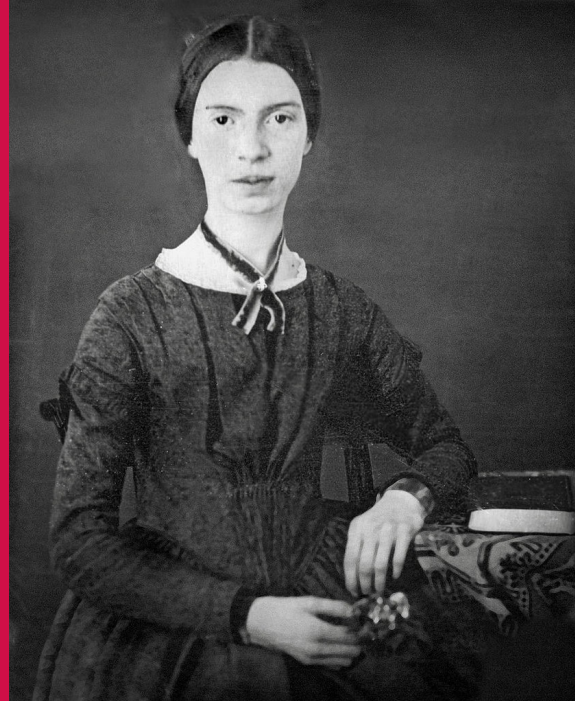
Section

Emily Dickinson's life
and most important
works

Emily Dickinson (1830 - 1866)

Emily Dickinson is one of America's greatest and most original poets of all time. She took definition as her province and challenged the existing definitions of poetry and the poet's work. Her poems are often forceful, fragmented, and dense, with words that seem to be missing.

Emily left school as a teenager, eventually living a reclusive life on the family homestead. There, she secretly created bundles of poetry and wrote hundreds of letters. Due to a discovery by sister Lavinia, Dickinson's remarkable work was published after her death on May 15, 1886, in Amherst



Most Famous Works

It was not Death, for I
stood up (1862)

I'm nobody! Who are you?
(1861)

I felt a Funeral, in my
Brain (1861)



Section

The poet's literary
style

- ✓ Emily Dickinson's writing style is most certainly unique. She used extensive dashes, dots, and unconventional capitalization, in addition to vivid imagery and idiosyncratic vocabulary. Sometimes she used humor and irony.
- ✓ Her poems are lyrics, generally defined as short poems with a single speaker (not necessarily the poet) who expresses thought and feeling. As in most lyric poetry, the speaker in Dickinson's poems is often identified in the first person, "I."
- ✓ The main themes of her poems are: nature, the identity of the self, death and immortality, love.
- ✓ The rhythm of her poems are usually determined not just by the number of syllables in a line but by how syllables are accented.
- ✓ Her verse is often associated with common meter and her employment of rhyme is experimental and often not exact.



Section

Analysis of the poem

The poem "Because I Could Not Stop for Death" is about death and immortality. In the first stanza, Emily reveals that she welcomes death when she says, "he kindly stopped for me", this suggests she felt comfortable with death, even she agreed to go with "him", who is male and drives a carriage. She looked back on her whole life, mainly when she was a child. She is given a few moments to remember her childhood. She then drives past the "gazing grain" allowing her to think back upon the prime of her life. Then she passes the setting sun. This symbolizes her death. After that, she found herself in an uncomfortable place and she realised that such place was eternity and that death wasn't as nice as she believed. Finally, she tell us that this all happened hundreds of years ago but that, in this supernatural atmosphere, it hardly seems more than a day.

Romantic Traits

**Exaltation of
emotion over the
intellectual**

**A yearning for the
past**

**Awakening of
feelings and
imagination**

**Unrestrained
imagination**


S
H
C
A
S
R
M
I
E

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Dark Romanticism

The genre of "**Dark Romanticism**" is thought to have emerged from the Transcendental Movement in 19th century America. Whereas Transcendentalists felt perfection and their own divinity as innate qualities of mankind, Dark Romantics believed humans gravitate to evil and self-destruction. Stories in this genre share many characteristics of Realism. Dark Romantics focus on human fallibility, self-destruction, judgement, punishment, as well as the psychological effects of guilt and sin.

Death as a character is a pretty creepy symbol that Emily Dickinson used. And her theme talks about death, essentially saying that death isn't bad and must be accepted.

A decorative border at the bottom of the page consists of various letters in a bold, red, sans-serif font, scattered across the bottom edge. The letters include H, H, K, M, K, H, S, B, H, C, M, and I.

Figures of speech

Because I could not stop for
Death,
He kindly stopped for me;
The carriage held but just
ourselves
And Immortality.

We slowly drove, he knew no
haste,
And I had put away
My labor, and my leisure too,
For his civility.

PERSONIFICATION

G
B
M
S
H
M
F
B

We passed the school, where children
strove

At recess, in the ring;

We passed the fields of gazing grain,
We passed the setting sun.

Or rather, he passed us;

The dews grew quivering and chill,
For only gossamer my gown,
My tippet only tulle.

PERSONIFICATION

ALLITERATION

IMAGERY

G
B
M
S
H
M
T
F
B

We paused before a house that seemed

A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries, and yet each
Feels shorter than the day
I first surmised the horses' heads
Were toward eternity.

PERSONIFICATION

HYPERBOLE

METAPHOR

G
B
M
S
H
M
F
B

Thanks!

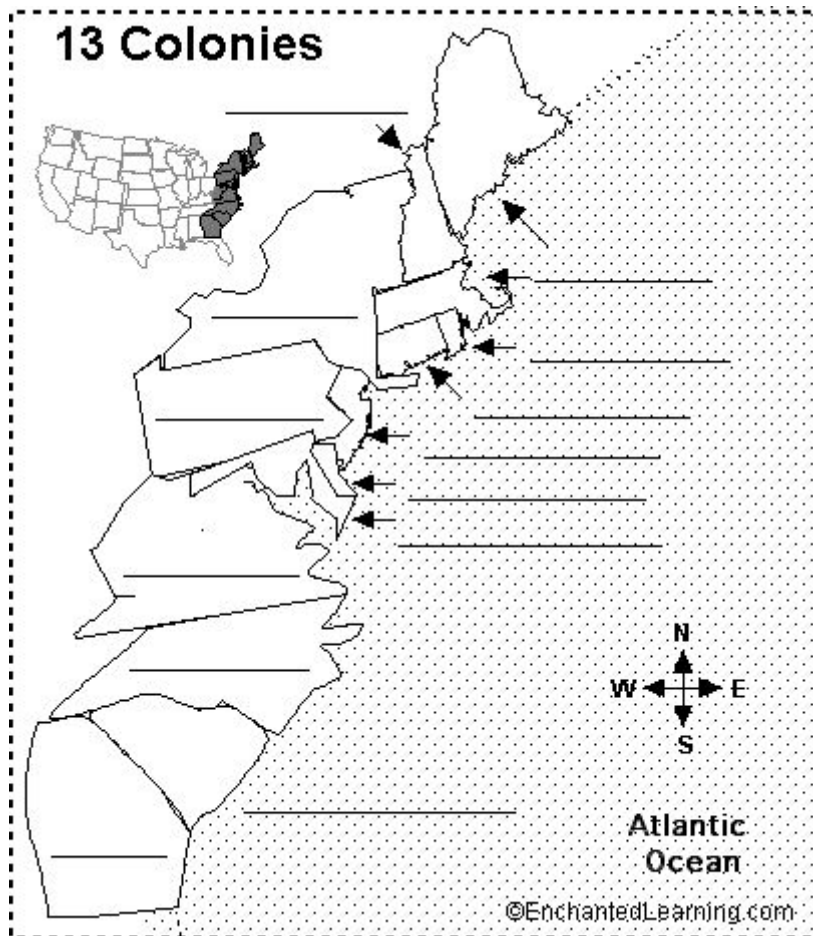
Fernanda Arias
Gretta Dening
Lucía Massimino
Noelia Murúa

Anexo 5: Guía de estudio y respuestas modelo brindadas en clase.

Sociocultural Studies II - Study Guide

Units 1 and 2

1. Which were the original thirteen colonies? Name them and divide them into three groups. Color them in the map. Which were the main activities of each group of colonies?



2. The Independence War. Refer to:

- The dates of the beginning and the end of the war.
- Refer to the Sugar Act (1764), the Stamp Act (1765) and the Tea Act (1773) passed by the British government. Why and how did the colonies show opposition?
- The Declaration of the United States, the year it was signed and the first president.

3. Expansionism. In which years were the following lands included into the US? Color them in a map.

- The thirteen colonies
- Lands granted in the Treaty of Paris
- Louisiana
- Texas
- The Mexican cession
- Florida
- Oregon



4. The Civil War:

- When and why did the civil war start in the US? Which were the parties involved? Who were the presidents of each party?
- Which was the situation of the African American people in the US during the civil war and what happened after the war ended? Refer to slavery, the Fugitive Slave Act, the Underground Railroad, the 13th Amendment to the Constitution and the “Black Codes”.

5. Which was the situation of the Amerindians until the XIX century? Refer to the farming of the great plains, the Indian Citizenship Act (1924) and the Indian Reorganization Act (1934).

6. What was happening with immigration during the XIX and the XX centuries? Where did people come from? Refer also to the Immigration Act (1924) and its consequence.

7. Refer to the progressive reforms introduced by presidents Roosevelt (The Square Deal) and Wilson (The New Freedom). What was the Monroe Doctrine (1823)? What did the Dollar Diplomacy state (1900s, Taft)? What was the main idea behind Roosevelt's Corollary (1904)?

Unit 3

1. In which year did WWI take place and which were the opposing sides? Who won the war?

2. Which were the causes of World War I?

3. What was the Schlieffen plan and who devised it?

4. Refer to one battle: when and where did it take place, who participated and who won it?

5. Which were the new technologies and strategies employed during the war?

6. Which were Wilson's fourteen points? When did he refer to them?

7. Why did the US get involved?

8. Refer to the Treaty of Versailles.

- In which year was it signed?
- What did it say regarding Germany?
- Who were the Big Three? What did each of them want? Did anyone succeed?

9. Which were the consequences of WWI?

Unit 4

1. Mention the years in which the LoN was active. Which were the aims of the League of Nations? Why did the US never join the League? Which were the reasons for the failure of the LoN? Name six.

2. Refer to the period known as "The Roaring Twenties". Why was it called like this? Which were its main characteristics? Refer to the economic panorama (prosperity), the political panorama (who the President was and what he thought), the social panorama (Prohibition, First Red Scare, women's right to vote).

3. What is the stock market and how does it work? What were some of the causes of its crash in 1929? (banking system, loans, speculation). When did the Great Depression begin and what were its consequences (unemployment, homelessness, Hoovervilles, protests).

4. Who was Franklin D. Roosevelt and what did he believe in? When did he become President? Which measures did he introduce (The New Deal)? Were these measures effective?

5. Refer to the economic panorama of GB after WWI: Which party was in power? Which measures were introduced to tackle war reparations? What happened in GB after the Wall Street Crash and how did the government tackle this problem?

6. Refer briefly to the history and the aims of the Labour Party.

Unit 5

1. WWII. Between which years did the war take place? Which were the two sides involved?

2. Which were the causes of WWII?

3. Explain the reason/s for the involvement of the US in the war.

4. Choose one event (the Blitz, the bombing of Germany, Dunkirk, Battle of Britain, Battle of Midway, Battle of the Atlantic or Battle of Stalingrad, the Atomic Bomb, D-Day) and describe it, stating the year/s in which it took place, the sides involved, the place of its development and the tactics and/or technologies involved.

5. Which were the consequences of WWII?

6. The UNO: when was it created? Refer to its structure, its main objectives. Where was it successful and where did it fail?

7. The Cold War: what was it? Which were its causes? Which were its consequences? Refer to the Korean War and the Vietnam War: years, causes, who won, consequences.

8. US after the war: refer to the political, economic, and social panorama of the US in the 50s, 60s and 70s.

9. UK after the war: refer to the political, economic and social panorama of the US in the 50s, 60s and 70s.

Modelo de examen presentado en clases. Tema: La Segunda Guerra Mundial



Seminario: Estudios Socioculturales y Literarios de los Pueblos de Habla Inglesa II

Profesorado de Inglés

Profesora: Verene Snopek

Model answers: Paragraphs on WWII

World War II was a global conflict that began in 1939 with the invasion of Poland by Germany and ended in 1945 with the Allied Powers winning the war. Almost every country in the world participated of the war but the two major powers involved were the Axis Powers formed by Germany, Italy and Japan and the Allied Powers which was made up of United Kingdom, France, United States and the Soviet Union.

There were seven main events that led to the World War II. To start with, the immediate cause of the war was the invasion of Poland by a German army on September 1 in 1939. This event began the conflict. Secondly, there were several general causes, for instance the Treaty of Versailles, which made Germany guilty and paid reparations for World War I and the failure of Appeasement, which was policy followed by Britain to agree to the demands of Germany in order to avoid conflict. This policy came to an end when Germany occupied the rest of Czechoslovakia and invaded Poland, so Britain declared war. Another cause was the worldwide economic depression in the late 1920s, which caused reduction of economy and trade, closure of business, banks' failure and rise of unemployment. Finally, the last important cause was the rise of Germany and Japan's militarism. Hitler began rearmament in secret at first but then, and in 1936 German troops entered the Rhineland, Austria and Czechoslovakia and he made alliances with Italy and Japan. After the economic depression, Japan turned to the army to find a solution to its economic problems because it needed natural resources for its factories, so the Japanese army invaded China and other areas of South East Asia in order to find the needed resources.

The US got involved in the war because of the rivalry it had with Japan. US was worried about Japan's trading activity in the Far East so USA limited Japan's control over China, reduced the size of the Japanese navy and placed tariffs on Japanese goods. On 7 December 1941, Japan attacked Pearl Harbor, Hawaii, because it felt that its expansions could be threatened by the United States. By this year, there had already been a shift in the opinions of American politicians and military leaders about the involvement of US in the war which finally got in after the Japanese bombed the American fleet in Pearl Harbor, Hawaii.

There were many consequences after World War II. To begin with, around 50 million people died, more civilians than soldiers; the old pre-war leaders were set aside; by the end of the 1960s many colonies of the British Empire had gained independence; the economy

was crippled, and the world was terrified by the threat of atomic war because of the dropping of the atomic bomb on Hiroshima and Nagasaki. Another major consequence was that the UNO was established to act as an international peacekeeping body to prevent such wars in the future, after The League of Nations had been disbanded. The last most important consequence was that Great Britain, France, and Japan declined as major world powers and The United States and the Soviet Union emerged as competing superpowers and engaged in the Cold War.