

UNIT OF WORK

TOPIC 1

WAR

Economic, Political and Ideological Reasons for the Conflicts



INDEX

1.WHAT DOES WAR MEAN?
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3.THE FIRST WORLD WAR
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28.BLACK STORIES
29.NEIGHBOURS IN WAR
30.WORLD WAR I IN PHOTOS
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33.ANIMALS AND WAR
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2.TABOO
3.CROSSWORD PUZZLE
SELF-ASSESSMENT
TEAM



DIDACTIC

NAME OF UNIT	
OBJETIVES	To learn what does war mean. Looking through the World war I and world war II. To learn how is war affects humans and animals. How and why are the world wars started.
LANGUAGE	English, Spanish, Italian, Turkish
LANGUAGE LEVELS	From A2 Till B2
NUMBER OF LESSONS	20-25
TOPICS	World War I, World War II, Meeting of Hendaye, The Blue Division, Musollini
TASKS	This must be seen in the didactic sheets for each of the activities.
VOCABULARY	Vocabulary in both mother tongue and in English as working language
LANGUAGE SKILLS	Using a foreign language and own language in doing the tasks.Reading, understanding, writing and building a vocabulary.
CLASS ORGANIZATION	Work in pairs, work in groups, individual works
LOCAL CONTENTS	Turkey, Norway, Spain, Italy, Czech Republic
MAIN COMPETENCES	Communicating in a mother tongue, Communicating in a foreign language, Cultural awareness and expression
EVALUATION	SELF ASSESSMENT and Open space



ACT 1.

NAME OF THE ACTIVITY	WHAT DOES WAR MEAN?
OBJECTIVES	THROUGH A PERSONAL EXPERIENCE, REFLECT ON THE SUFFERING, DESTRUCTION AND THE LOSS OF LIFE BROUGHT ABOUT BY WAR
LANGUAGE ENGLISH/SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	20´
TOPICS	´REFLECTION ON WAR AND ITS CONSEQUENCES
TASKS	WATCHING A VIDEO /MATCHING SENTENCES, PAIR DISCUSSION/ COLLECTING STUDENTS OPINIONS
VOCABULARY	CONNECTED WITH STUDENTS´ KNOWLEDGE
LANGUAGE SKILLS	LISTENING/SPEAKING/WRITING
CLASS ORGANIZATION	INDIVIDUAL/PAIR/WHOLE CLASS
LOCAL CONTENTS	SIDI IFNI WAR PARTICIPANT
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC COMPE-TENCES/DIGITAL COMPETENCES
CRITERIA OF SUCCESS	PROVIDING INFORMATION AND PERSONAL OPINION ON THE TOPIC

What does war mean?

Task 1. individual .

Watch the video and individually match the sentences you have below:

https://www.youtube.com/watch?



1.Any other means is better than wars	a) but also for the civil population.
2.The sad thing is that the ones who cause wars	b)but this does not compensate for the suffering.
3.Wars involve enormous suffering not only for the contestants	c)never suffer the consequences.
4.It also involves the destruction of tangible heritage.	d) to solve a critical situation.
5.It is said that wars promote scientific and technological development	e) not only dead and injured people.

1.-

2.-

3.-

4.-

5.-

Work in pairs discuss your choice with your classmates. Write down your opinions.

Couples´ opinions	
1-	
2-	
3-	
4-	
5-	



ACT 2.

NAME OF THE ACTIVITY	WHAT IS THE COLOUR OF WAR?
OBJECTIVES	USE PICTURES AND COLOURS TO TRANSMIT FEELINGS ON WAR CONSEQUENCES
LANGUAGE ENGLISH/SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	CONNECTING FEELINGS WITH PICTURES AND COLOURS
TASKS	WATCHING PICTURES/ ASSIGNING COLOURS TO FEELINGS AND FINDING INFORMATION ON THE NET ABOUT THEM
VOCABULARY	COLOURS AND THEIR MEANINGS. CONNECTED WITH STUDENTS´ KNOWLEDGE
LANGUAGE SKILLS	READING/ SPEAKING AND WRITING
CLASS ORGANIZATION	INDIVIDUAL AND PAIR WORK
LOCAL CONTENTS	EUROPEAN
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/SOCIAL AND CIVIC COMPETENCES/ DIGITAL COMPETENCE
CRITERIA OF SUCCESS	ACTIVITIES COMPLETION

Task 2. What is the colour of war?

Have a look at the white and black pictures .Colour them as you feel

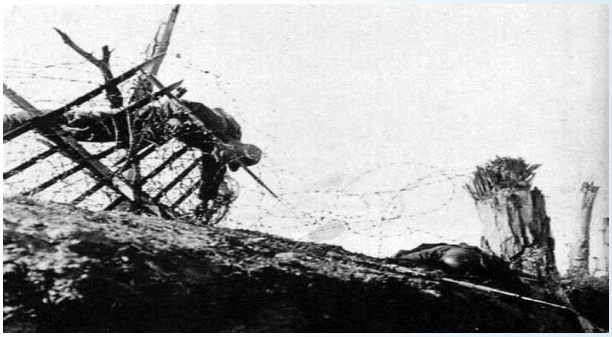
















1. Which is the colour most widely used by students? .

2. Any conclusion?.

3. What do colours mean? Have a look.First individually and then in pairs

http://blog.teamtreehouse.com/how-colour-communicates-meaning

ACT 3.

NAME OF THE ACTIVITY	THE FIRST WORLD WAR
OBJECTIVES	USING A VIDEO MADE BY STUDENTS TO SUMMARIZE THE MAIN CAUSES OF THE FIRST WORLD WAR
	ENGLISH**LANGUAGE English/Spanish**
LANGUAGE LEVELS	B1(STUDENT´S OWN RECORDING)
TIME REQUIRED	30´
TOPICS	FIRST WORLD WAR CAUSES ,CONSEQUENCES AND FACTS
TASKS	1-READING FOR FACTS ABOUT THE MAIN CAUSES 2-WATCHING A VIDEO AND CHECKING UNDERSTANDING THROUGH QUESTIONS AND MAP LOCATION
VOCABULARY	CONNECTED WITH STUDENTS´ KNOWLEDGE-REVISING THE ACTIVITIES IN BOLD
LANGUAGE SKILLS	READING/LISTENING/SPEAKING (AGREEING ON SPECIFIC BITS OF INFORMATION)
CLASS ORGANIZATION	PAIR /GROUP WORK
LOCAL CONTENTS	EUROPEAN
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	ACTIVITIES COMPLETION

TASK 3. The First World War

World War I was the first big war of the 20th **century**. It started with an **assassination** and **involved** more countries than any war before it. Many European countries made **agreements** with each other and fought for four years. 9 million **soldiers** and 6 million **civilians** lost their lives in the war.

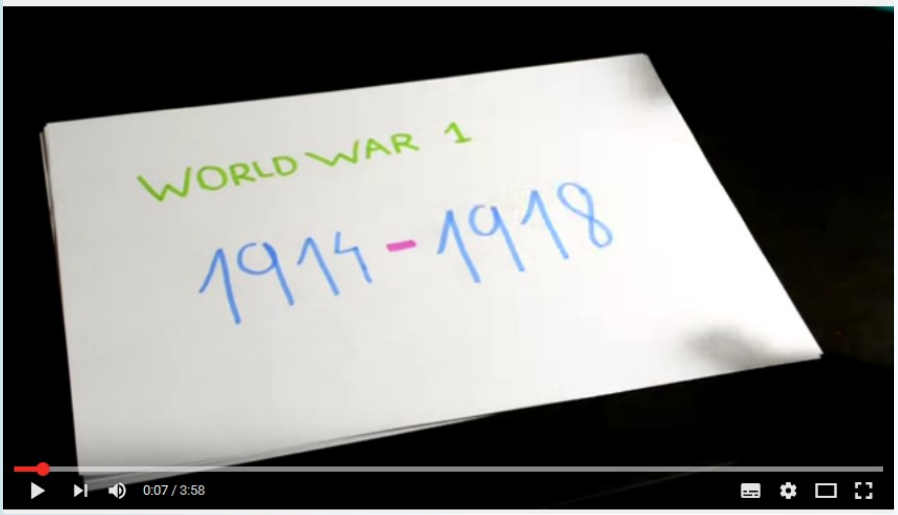
On June 28, 1914 the Austrian **Archduke** Franz Ferdinand was **murdered** in Sarajevo, at that time the **capital** of Bosnia- Herzegovina, one of Austria-Hungary's provinces. The Austrian **government** thought that Serbia was behind the killing and **declared** war.

Although the murder of the Austrian archduke started the war it had deeper **roots**. Germany had become a powerful nation in Europe. Its army became bigger and **mightier**. It always had **close ties** to Austria Hungary. Later on, other countries **joined** these so-called Central Powers. On the other side, Russia, France and Great Britain **supported** Serbia. These nations became the Entente.

The United States **entered** the war in 1917. It **supported** the Allies and brought soldiers and war material that they needed to win the war. In the **fall** of 1918 the Central Powers **surrendered**.

World War I was justified as the "war to end wars," but war never brings peace. It may bring a temporary truce, a desire for revenge, and a new arms race until the next war.

First World War. Video



https://youtu.be/8m11nttRYul

War is, at first, the hope that one will be better off; next the expectation that the other fellow will be worse off; then the satisfaction that he isn't any better off; and, finally, the surprise at everyone's being worse off." Karl Kraus (Writer)



It is students´ approach to what happened. Let´s revise how the world was divided and how they protected each other .

1. Watch the video and choose the flags for each entente









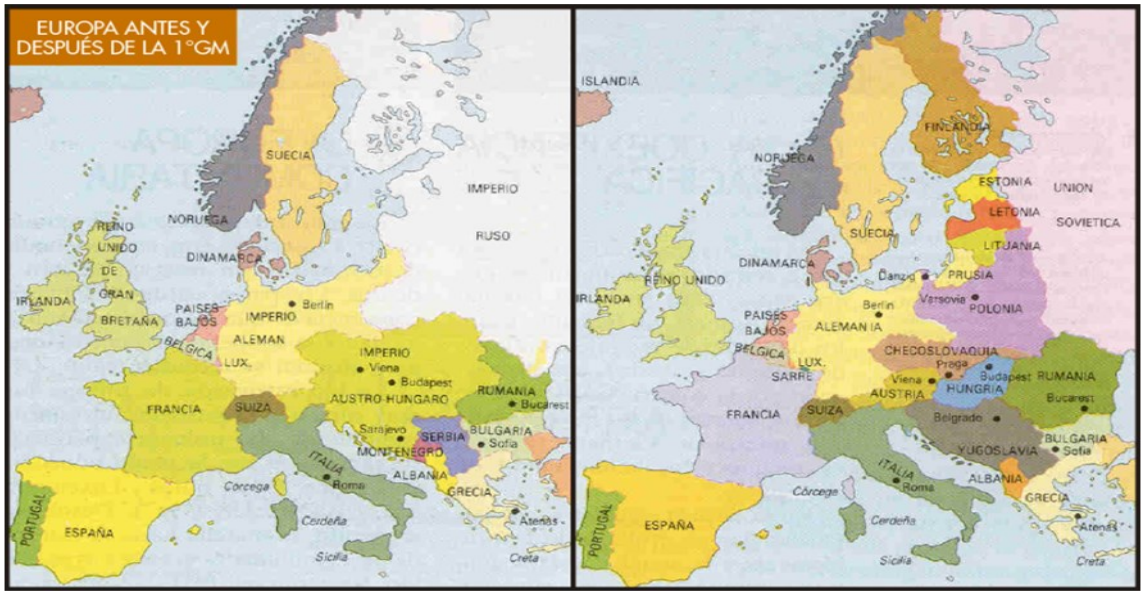


2-Then on the map locate the countries involved in the conflict.

3-Compare this map with the new resulting organization after the war.

- Any new countries?
- Did the European map change?
- Which new distribution encourage the second world war?




EUROPA ANTES Y DESPUÉS DE LA 1°GM
SUECIA
NORUEGA
REINO UNIDO
DINAMARCA
IRLANDA
PAISES BAJOS
BELGICA
LUX.
ALEMAN
IMPERIO
IMPERIO RUSO
Berlin
Viena
Budapest
AUSTRO-HUNGARO
RUMANIA
Bucarest
FRANCIA
SUIZA
Sarajevo
SERBIA
MONTENEGRO
BULGARIA
Sofia
ITALIA
Roma
ALBANIA
GRECIA
Atenas
Córcega
Cerdeña
Sicilia
Creta
PORTUGAL
ESPAÑA
ISLANDIA
FINLANDIA
ESTONIA
UNION SOVIETICA
LETONIA
LITUANIA
PRUSIA
Varsovia
POLONIA
ALEMANIA
CHECOSLOVAQUIA
Praga
AUSTRIA
HUNGRIA
SARRE
YUGOSLAVIA


DINAMARCA
LETONIA
LITUANIA
Memel
Kovno
Vilna
Kiel
Danzig
PRUSIA ORIENTAL
Stettin
Berlin
POMERANIA
Varsovia
HOLANDA
BÉLGICA
Eupen
Malmedy
ALEMANIA
POLONIA
RUSIA
Praga
GALITZIA
CHECOESLOVAQUIA
FRANCIA
LORENA
ALSACIA
Viena
Budapest
SUIZA
AUSTRIA-HUNGRIA
Cluj
TRANSILVANIA
BESARABIA
Kishinev
TRENTINO
ESLOVENIA
Trieste
CROACIA
RUMANIA
Bucarest
ITALIA
Belgrado
BOSNIA
HERZEGOVINA
SERVIA
BULGARIA
1
2
3



ACT 4.

NAME OF THE ACTIVITY	REMEMBRANCE DAY
OBJECTIVES	GET TO KNOW AN INTERNATIONAL EVENT TO HELP PEOPLE REMEMBER THE LOSS OF SO MANY LIVES
LANGUAGE ENGLISH/ SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	1-ANALYZING HUMAN RELATIONSHIPS. 2-HOLDING NATIONAL AND INTERNATIONAL EVENTS TO REFLECT ON THE STRUGGLES OF WAR
TASKS	1-FINDING INFORMATION ABOUT AN EVENT 2-ANALYSING LYRICS FOR A SONG
VOCABULARY	LYRICS-. CONNECTED WITH STUDENTS´ KNOWLEDGE
LANGUAGE SKILLS	READING FOR GIST/LISTENING AND SUPPLYING MISSING INFORMATION IN SONGS
CLASS ORGANIZATION	INDIVIDUAL AND GROUP WORK
LOCAL CONTENTS	ENGLAND
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITES

Task 4. Remembrance Day.



1. What is it?

2. What does the poppy stand for?

Listen this song!:



Remembrance Day (Bryan Adams)



Remembrance Day"

For our king and our country and the promise of glory
We came from Kingston and Brighton to fight on the front line

Just lads from the farms and boys from the cities
Not meant to be soldiers we lay in the trenches

We'd face the fighting with a smile - or so we said
If only we had known what danger lay ahead

The sky turned to grey as we went into battle
On the fields of Europe young men were fallin'

I'll be back for you someday - it won't be long
If I can just hold on 'til this bloody war is over

The guns will be silent on Remembrance Day
There'll be no more fighting on Remembrance Day

By October of 18 Cambrai had fallen
Soon the war would be over and we'd be returnin'

Don't forget me while I'm gone far away
Well it won't be long 'till I'm back there in your arms again

One day soon - I don't know when
You know we'll all be free and the bells of peace will ring again

The time will come for you and me
We'll be goin' home when this bloody war is ended

The guns will be silent on Remembrance Day
We'll all say a prayer on Remembrance Day

Task 4 **Group work**

However ,there was also time to join together and praise for peace.That was included in the First World War video.

"They recognized that on both ends of the rifle, they were the same."

https://www.youtube.com/watch?



Work in pairs Discus the video with your classmate.

- What does the video mean.?



ACT 5.

NAME OF THE ACTIVITY	ILLNESSES DURING THE WORLD WARS
OBJECTIVES	EXPLAIN THE NICKNAME OF THE SPANISH FLU AND THE IMPACT OF THIS ILLNESS AT THE TIME
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	INFORMATION ABOUT ONE OF THE MOST DEVASTATING ILLNESS AT THE TIME
TASKS	READING AND ANSWERING QUESTIONS
VOCABULARY	ILLNESS VOCABULARY. CONNECTED WITH STUDENTS´EXPERIENCES. REVISION OF THE WORDS ILLNESS,PANDEMIC,SPANISH FLU
LANGUAGE SKILLS	READING FOR GIST
CLASS ORGANIZATION	INDIVIDUAL AND PAIR WORK
LOCAL CONTENTS	CONNECTED TO NEUTRAL SPAIN
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETION OF THE ACTIVITIES



Illnesses in the World Wars



- ILLNESS
- PANDEMIC
- SPANISH FLU

The **Second World War was one of the most devastating events of the 20th century**, causing the death of three per cent of the world's population.

In Europe alone, **39 million people died**, half of whom were civilians.

People were more likely to report health problems and lower wealth in their older ages if they were from families in the middle or lower economic classes during the war, with the association strongest among those

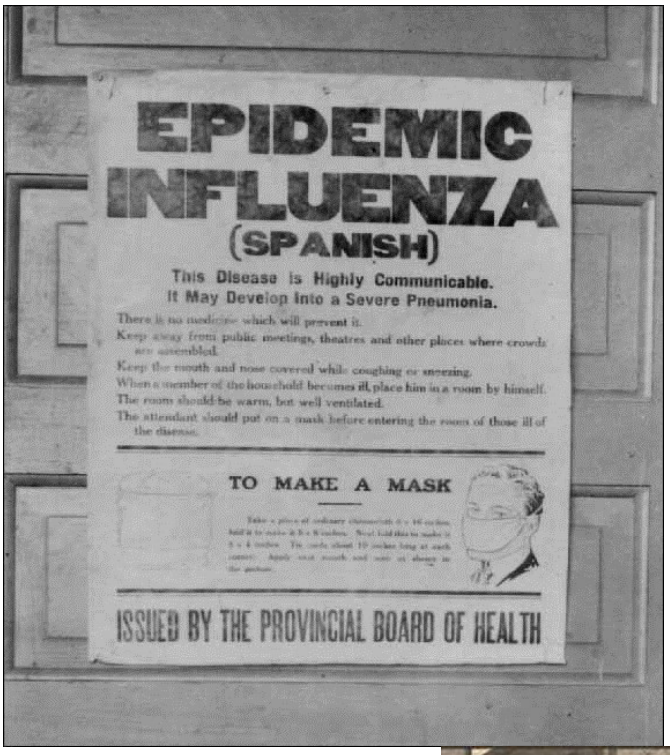
The Spanish Flu

The **1918 flu pandemic**, during January 1918 to December 1920 was an unusually deadly influenza pandemic.

It infected **500 million people across the world**, including remote Pacific islands and the Arctic, and resulted in the deaths of 50 to 100 million (three to five percent of the world's population) making it one of the deadliest natural disasters in human history.

Modern research, using virus taken from the bodies of frozen victims, has concluded that the virus kills through a cytokine storm (overreaction of the body's immune system).

To maintain morale, wartime **censors minimized early reports of illness and mortality in Germany, Britain, France, and the United States**; but papers were free to report the epidemic's effects in neutral Spain (such as the grave illness of King Alfonso XIII), creating a false impression of Spain as especially hard hit - thus the pandemic's nickname **Spanish flu**.



In Spain, a different nickname was adopted, the Naples Soldier (Soldado de Nápoles), which came from a musical operetta (zarzuela) titled **La canción del olvido** (**The Song of Forgetting),** which premiered in Madrid during the first epidemic wave. Federico Romero, one of the librettists, quipped that the play's most popular musical number, Naples Soldier, was as catchy as the flu.

The Spanish Flu infected 500 million people across the world





Task 1. Individual.

Explain why this illness was known with this nickname.

Are this sentences true or false?.

People that were infected were rich.

The Flu Epidemic infected approximately 5 billion people across the world.

Wartime minimized mortality in Germany, France, Spain, United States and Britain.

The epidemic had its own nickname in Spanish.

ACT 6.

NAME OF THE ACTIVITY	SPAIN´S INVOLMENT IN THE SECOND WORLD WAR
OBJECTIVES	STUDY THE WEAKNESSES IN SPAIN´S SOCIETY AND ECONOMY IN THIS PERIOD OF WAR AND THE NEED TO ESTABLISH LINKS WITH RIGHT-WING NATIONALIST POLITICIANS
LANGUAGE ENGLISH/SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	GETTING TO KNOW ABOUT HITLER ,MUSSOLINI AND FRANCO´S PERSONAL RELATIONSHIPS AND AMBITIONS
TASKS	1-READING FOR INFORMATION 2-MATCHING PICTURES WITH PROTAGONISTS
VOCABULARY	WAR VOCABULARY. CONNECTED WITH STUDENTS´ EXPERIENCES
LANGUAGE SKILLS	´READING FOR INFORMATION
CLASS ORGANIZATION	INDIVIDUAL
LOCAL CONTENTS	POST SPANISH CIVIL WAR SOCIETY , GOVERNMENT AND NEEDS
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ /DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITES

Spain's involvement in the Second World War.

Francisco Franco byname El Caudillo **("The Leader")**(born December 4, 1892,Ferrol, Spain— died November 20, 1975,),**general and leader of the Nationalist forces** that overthrew the Spanish democratic republic in the **Spanish Civil War (1936–39);** thereafter he was the head of the government of Spain until 1973 and head of state until his death in 1975.

During World War II **Spain was governed by a military dictatorship leaded by Francisco Franco.** The Spanish position during the Second World War has traditionally been defined as a position of **neutrality**. Spain did not enter the war and, consequently, Spain maintained neutrality



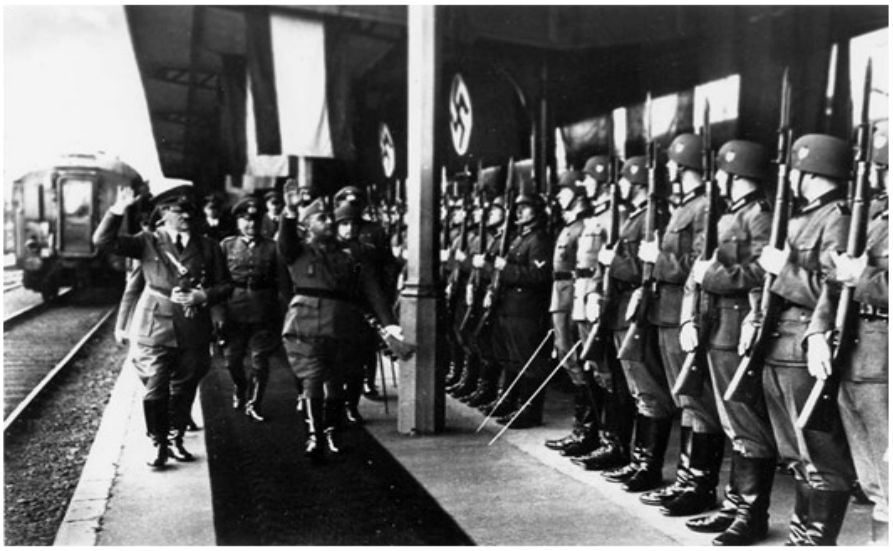
HITLER Y MUSSOLINI

Hitler and Mussolini (Italy's Fascist leader) both sent thousands of troops and weapons to Spain to aid the Nationalist forces. They both had similar aims and a common desire to see Spain fall to the right-wing Nationalists. As Fascist allies, it was in both Germany's and Italy's interest to fight the spread of **Communism**. They did not want Spain, a near neighbour to both nations, to become a Soviet-backed stronghold. Indeed, the opposite was true. If Spain came under right-wing control it could be an important ally to the two countries in any future conflict.

ACT 7.

NAME OF THE ACTIVITY	THE MEETING OF HENDAYE (FRANCO´S LETTER TO HITLER)
OBJECTIVES	ANALYZE SPANISH WEAKNESSES AND THE RELATIONSHIPS FRANCO WANTED TO ESTABLISH WITH RIGHT-WING NATIONALIST POLITICIANS AT THE TIME
LANGUAGE ENGLISH/SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	SPANISH DEMANDS IN THE SECOND WORLD WAR
TASKS	READING AND ORGANIZING THE CONTENTS OF A LETTER
VOCABULARY	WAR VOCABULARY. CONNECTED WITH STUDENTS´ EXPERIENCES
LANGUAGE SKILLS	READING/WRITING/SPEAKING
CLASS ORGANIZATION	INDIVIDUAL/PAIR WORK
LOCAL CONTENTS	SPANISH CONNECTION WITH THE AXIS
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ /DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITIES

THE MEETING OF HENDAYE.
Characters



The **Meeting of Hendaye**, or **interview of Hendaye** took place between Francisco Franco and Adolf Hitler (at the time, Caudillo of Spain and Führer of Germany respectively).

It occurred on **October 23, 1940 at the Hendaye railway station in Hendaye, France**, near the Spanish-French border, attended by the Foreign Affairs ministers, Ramón Serrano Súñer of Spain and Joachim von Ribbentrop of Nazi Germany.

The object of the meeting was to attempt to resolve disagreements over the conditions for Spain to join the Axis powers in their war against Britain.

TASK 1. CHARACTERS

Look at the pictures below and match each one.

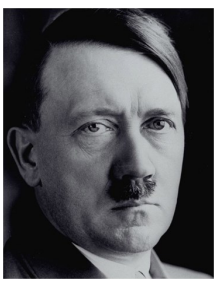
- Adolf Hitler.
- Francisco Franco.
- Serrano Suñer.
- Von Ribbentrop

TASK 2.

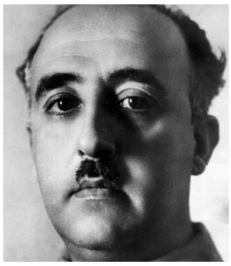
What can you tell about their personalities just by looking at their pictures?



1.



2.



3.



4.



THE MEETING OF HENDAYE
Letter from Franco to Hitler

Task3. Work in pairs.

This text is disorganized. With your classmate:

1. **Put in order.**

2. **What were the Spanish demands?.**

Having in mind our own post-war difficulties, you will recall that I have never fixed too short a period for our entry into the war. Permit me, Fuehrer, to say that the time elapsed until this moment has not been completely lost, since we have been obtaining not certainly great enough quantities of grain to permit us to build stocks, but certainly for some of the bread necessary for daily sustenance of the people who otherwise would have perished of starvation in considerable numbers. **EL PARDO, 26 February 1941**

DEAR FUHRER:

Your letter of the 6th makes me wish to send you my reply promptly, since I consider it necessary to make certain clarifications and confirmation of my loyalty.

(…)You must have no doubt about my absolute loyalty to this political concept and to the realization of the ***union of our national destinies*** *with those of Germany and Italy. With the same loyalty, I have made clear to you since the beginning of these negotiations* ***the conditions of our economic situation****, the only reasons why it has not been possible up to now to determine the date of Spain's participation*

I consider as you yourself do that the ***destiny of history*** *has united you with myself and with the Duce in an indissoluble way. I have never needed to be convinced of this and as I have told you more than once,* ***our Civil War*** *since its very inception and during its entire course is more than proof. I also share your opinion that the fact that Spain is situated on both shores of the Strait forces her to the utmost enmity toward England, who aspires to maintain control of it.*

ORGANIZED TEXT (SOLUTION)

DEAR FUHRER:

*Your letter of the **6th** makes me wish to send you my reply promptly, since I consider it necessary to make certain clarifications and confirmation of my loyalty.*

*I consider as you yourself do that the **destiny of history** has united you with myself and with the Duce in an indissoluble way. I have never needed to be convinced of this and as I have told you more than once, **our Civil War** since its very inception and during its entire course is more than proof. I also share your opinion that the fact that Spain is situated on both shores of the Strait forces her to the utmost enmity toward England, who aspires to maintain control of it.*

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EL PARDO, 26 February 1941



ACT 8.

NAME OF THE ACTIVITY	THE MEETING OF HENDAYE-THE SPANISH DEMANDS
OBJECTIVES	ANALYSE THE DEMANDS THAT FRANCO GAVE TO HITLER TO SUPPORT HIM IN THIN THIS WAR
LANGUAGE ENGLISH/SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	15
TOPICS	DEMANDS TO AGREE ON GETTING SPANISH SUPPORT GERMANY TO FIGHT COMMUNISM
TASKS	READING AND ORGANIZING INFORMATION
VOCABULARY	REVISION OF THE WORDS DE-MANDS,HANDING,ATTACHMENT,COMMIT,GUARANTEES AND CESSION
LANGUAGE SKILLS	READING/SPEAKING
CLASS ORGANIZATION	INDIVIDUAL/PAIR AND GROUP WORK
LOCAL CONTENTS	SPANISH NEEDS
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ /DIGITAL COMPETENCE
CRITERIA OF SUCCESS	ACTIVITIES COMPLETION

THE MEETING OF HENDAYE

The Spanish demands



Key language.

- Demands.
- Handing.
- Attachment.
- Commit.
- Garantees.
- Cession.

After seven hours of talks, the **Spanish demands** still appeared extortionate to Hitler:

1. The handing over of **Gibraltar** once Britain was defeated.

2. The **cession of French Morocco and part of French Algeria.**

3. The attachment of **French Cameroon** to the Spanish colony of **Guinea**.

4. German supplies of **food, petrol and arms** to relieve the critical economic and military situation faced by Spain.

The only concrete result was that Franco was committed to enter the war at a date of his own choosing, while Hitler gave only vague guarantees that Spain would receive "territories in Africa".

After the meeting in Hendaye between Hitler and Franco Spain signed the **Protocol of Hendaye**. In the third point of the Protocol, Spain joined the **Steel Pact**-the political-military pact that Germany and Italy signed in March **1939.**



ACT 9.

NAME OF THE ACTIVITY	THE MEETING OF HENDAYE-THE CENSORSHIP
OBJECTIVES	STUDY THE MEANING OF CENSORSHIP AND HOW IT INFLUENCES PUBLIC OPINION
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	30´
TOPICS	LEARNING ABOUT CENSORSHIP BY FOCUSING ON THE SPANISH REGIME
TASKS	ANALYSING PICTURES TO EXPLORE POLITICAL PROPAGANDA AND THE RETOUCHING OF IMAGES, AND ITS EFFECT ON PUBLIC OPINION
VOCABULARY	WAR VOCABULARY. CONNECTED WITH STUDENTS´ EXPERIENCES
LANGUAGE SKILLS	READING AND WRITING
CLASS ORGANIZATION	INDIVIDUAL AND PAIR WORK
LOCAL CONTENTS	SPANISH POST WAR HISTORY
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ CULTURAL AWARENESS AND EXPRESSION/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITIES



THE MEETING OF HENDAYE

THE CENSORSHIP.

A totalitarian regime is a government which **controls every aspect of the life of the people**. The government usually consists of a facist dictator who used many different strategys to manipulate the people.

All facist dictators like Franco in Spain used things like propaganda to put a twist on things and make them more desirable to the people, they used propaganda to make the people think what the they wanted them to think.

As in others totalitarian regimes, under the rigorous censorship that prevailed during the Franco regime, only news favorable to the government could appear in the press, and there was little concern for the veracity of such reports.

With no reliable coverage of political events, reportage diminished to a few items pertaining to society news, sports, or business.

Task 1. Individual

You can see in the pictures below some examples of censorship.

The images of this meeting were retouched to make Franco look taller and thinner.

These photos were edited because Franco´s government worried so much of appearance for propaganda.



Task 2

Why do you think these images were re-touched?

Task 3

Read the text below about what the meeting of Hendaye was and fill in the gap with the words in the

German forces, civil war, Fascist dictator, turned, involvement, shattered state, debate, pin down, meeting, practical support, allegiances

The Spanish dictator Franco owed much to Adolf Hitler,_____ had been of particular value to him during the Spanish _____. Yet he was in no rush to automatically line up with another _____ . Whether he demanded too much from Hitler, wanted to play a waiting game to see which way the war _____, or really wished to avoid _____ in the war, given the_____of Spain following the civil war is subject to much_____. He was a difficult man to _____. Famously Hitler is alleged to have said that he would "rather have three or four teeth pulled" than go through another with him. During the early part of the war Spain offered some_____to Germany but as the tide turned Franco shifted his



ACT 10.

NAME OF THE ACTIVITY	WHEN ADOLF MET FRANCO
OBJECTIVES	BRINGING CHARACTERS TO LIFE AND ROLE-PLAY
LANGUAGE English/Spanish	SPANISH
LANGUAGE LEVELS	B2
TIME REQUIRED	45´
TOPICS	COMIC APPROACH TO HITLER AND FRANCO´S MEETING
TASKS	1-WATCHING THE VIDEO 2-ANSWER THE QUESTIONS ON THE GIVEN CONTENT 3-PROVIDING MATERIAL TO FILM SCENES
VOCABULARY	WAR VOCABULARY.
LANGUAGE SKILLS	LISTENING/SPEAKING AND WRITING
CLASS ORGANIZATION	PAIR /GROUP/ WHOLE CLASS WORK
LOCAL CONTENTS	DESCRIBING PUBLIC PERSONALITIES
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ CULTURAL AWARENESS AND EXPRESSION/ DIGITAL COMPETENCE
CRITERIA OF SUCCESS	TO WRITE DOWN SCRIPTS FOR THE SCENES

WHEN ADOLF MET FRANCO



When Adolf met Paco is the title of **spanish comedy** that shows in a Swiftian sense, the interview in Hendaya between both leaders.

Watch the video and answer the questions

https://www.youtube.com/watch?v=82JnG_GCI3c

Task 1.

In pairs answer the questions below

a) What was the relationship between Franco y Serrano Súñer?.

b) What were the Spanish demands?.

c) According to the comedy, What was the real aim of Franco?.

d) Explain in your own words what happened at the end of this film.



ACT 11.

NAME OF THE ACTIVITY	THE BLUE DIVISION_OPERATION BARBAROSSA
OBJECTIVES	UNDERSTAND WHAT OPERATION BARBAROSSA STANDS FOR AND WHAT IT MEANT AT THE TIME
LANGUAGE ENGLISH/ SPANISH	ENGLISH
LANGUAGE LEVELS	B2 BASIC
TIME REQUIRED	60´
TOPICS	KNOWLEDGE OF THE DEVELOPMENT OF THE ORGANIZATION
TASKS	1-READING AND ORGANIZING PARAGRAPHS FROM A READING 2-LINK UP GIVEN INFORMATION ACCORDING TO THE CONTENT OF THE TEXT
VOCABULARY	WAR VOCABULARY.CONNECTED WITH STUDENTS´KNOWLEDGE
LANGUAGE SKILLS	READING/SPEAKING AND WRITING
CLASS ORGANIZATION	INDIVIDUAL/PAIR /GROUP WORK
LOCAL CONTENTS	SPANISH HISTORY
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ CULTURAL AWARENESS AND EXPRESSION/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITIES



The Blue Division

General Francisco **Franco kept Spain neutral during World War II**, despite substantial pressure from Hitler.

hile Franco was sympathetic to some of Hitler's goals, such as the *defeat of the Soviet Union*, there was no realistic way that Franco could have participated meaningfully in the war in the first years after the Spanish Civil War.

As a concession to his Falangist supporters, however, he authorized the formation of a unit of Spanish volunteers to serve with the German Army on the Eastern Front. **The Blue Division** offered the fiercest anti-communists in Spain an opportunity to continue the fight against the Soviets, allowing Spain to show support to its former patrons without being dragged into a ruinous war.

Franco was certainly indebted to Hitler and Mussolini for their aid during the Civil War. Without their help, it was unlikely that the Nationalists could have prevailed in the face of Soviet aid to the Republican side. That same war had devastated Spain, and it was still rebuilding during World War II. Moreover, it is easy to overestimate the importance of ideology.

The Nationalists in general, and Franco in particular, are often labeled as fascists, especially by historians with a leftist bias. This is untrue.

The Nationalist side *was a coalition of forces united only by their opposition to the leftist Popular Front.* One of those forces was a fascist movement known as the **Falange**, but other forces included *monarchists, the Catholic Church*, and disaffected army officers. Franco had been the leader of this last group.

The most that one might say of the ideological component was that Franco's Spain would have found a Europe dominated by Nazi Germany as a friendlier place than a Europe dominated by the Soviet Union, or even by Britain.

Spain had a more powerful incentive to remain neutral. In its efforts to rebuild, it was highly dependent on goods from abroad, and Britain's blockade would have shut out substantial resources bound for Spain if Franco had declared war on Germany's side.



Key language.

- Neutrality.
- Nacionalist.
- Falange/ falangist.
- The Blue Division.

Task 1 **Individual and pair**

1. **Scan the text above individually and underline the reasons why Spain remained neutral in the Second World War.**

2. Get in pairs and agree on the reasons. Write them below.

-

-

3. Now read the text again and say if the statements below are true or false. Supply the right answer when you do not agree with the statements.

1. The Nationalists, in general, and Franco in particular, are often labeled as fascists.

2. The Nationalist side was a fascist movement known as the Falange.

3. Franco was the leader of the catholic group

4. The ideological component was that Franco's Spain would have found a Europe dominated by Nazi Germany as a friendlier place than a Europe dominated by the Soviet Union, or even by Britain.



4. What does Axis refer to in the text? Here you have information.

https://www.ushmm.org/wlc/es/article.php?ModuleId=10005177

http://www.primaryhomeworkhelp.co.uk/war/sides.htm

5. Which vocabulary difficulties did you have while Reading the text?. How did you overcome them?

a)Inference from context? /b)Dictionary?

6-Note the new words down.

ACT 12.

NAME OF THE ACTIVITY	THE BLUE DIVISION- ORIGIN
OBJECTIVES	UNDERSTAND HOW "THE BLUE DIVISION ORGANIZATION" WAS CREATED
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B2 BASIC
TIME REQUIRED	60´
TOPICS	GIVING STUDENTS AN AWARENESS OF THE ORIGINS OF THE BLUE DIVISION ORGANIZATION
TASKS	1-READING FOR GIST 2-AGREE ON CONCLUSIONS 3-READ AND DISCUSS GIVEN STATEMENTS
VOCABULARY	KEY WORDS:NEUTRALITY,NATIONALIST,FALANGE/FALANGIST
LANGUAGE SKILLS	READING/SPEAKING AND WRITING
CLASS ORGANIZATION	INDIVIDUAL/PAIR AND GROUP WORK
LOCAL CONTENTS	SPANISH GOVERNMENT AGAINST COMMUNISM
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ CULTURAL AWARENESS AND EXPRESSION/ DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITIES

THE BLUE DIVISION. ORIGIN



Although Spanish dictator Francisco Franco did not bring Spain into World War II on the side of Nazi Germany, he permitted **volunteers** to join the German Army (**Wehrmacht**) on the clear and guaranteed condition they would fight **against Bolshevism** (Soviet Communism) on the **Eastern Front**, and not against the Western Allies or any Western European occupied populations.

In this manner, he could keep Spain at peace with the Western Allies, while repaying German support during the Spanish Civil War and providing an outlet for the strong anti-Communist sentiments of many SpSpanish foreign minister Ramón Serrano Súñer suggested raising a volunteer corps, and at the commencement of **Operation Barbarossa**, Franco sent an official offer of help to Berlin.

Operation Barbarossa.

It was the code name for Nazi Germany**'s invasion of the** Soviet Union during World War II, which began on 22 June 1941. The operation was driven by Adolf Hitler's ideological desire to con-

Throughout World War II, Germany counted on official allies and volunteers from nations and individuals that sympathized with its goals. The difference between them was that while Allies fought independently under their own flag on the Axis side, Foreign volunteers joined the Wehrmacht and fought under the German flag.

The formation of this division began on **June 26, 1941**. On July 13, the first recruits were sent to Germany, where they received basic training. These **Spaniards were trained and outfitted like regular German troops**; combined with the high level of motivation that these volunteers brought with them and never forgot during the course of an arduous campaign, these factors resulted in an impressive service history.



The formation of this unit was a popular decision. News of the opening of **Operation Barbarossa** was met with widespread celebration in Spain, where the only common ground among those forces who won the Civil War was their **rejection of Communism**. Many felt that Spain had a duty to help defeat Stalin. To the members of the Falange, it offered an additional prospect. If Germany won the war, however, Spain would be compelled to behave more like a fascist state, and the Falange would gain real power. The Blue Division became a way for the Falangists to try to reclaim their place in Franco's Spain.



Task 1. Individual and pair work

1. **Individually number the texts above as you think should be organised and share your opinion with your peers.**

2. Join the half sentences to make them true according to the information in the text.

1. The formation of this division	A) like regular German troops
2. They were organized	B) agitated for war against the Allies
3. These Spaniards were trained and outfitted	C)duty to help defeat Stalin
4. News of the opening of Operation Barbarossa	D) as a German army division,
5. the only common ground among those forces who won the Civil War	E) it had been shut out of all real power
6. Many felt that Spain had a	f) began on on June 26, 1941
7. The leader of the Falange, Ramon Serrano Suner,	g) was their rejection of Communism
8. Suner was not only Spain's Foreign Minister,	h) was met with widespread celebration in Spain
9. Although it was the only political party that was permitted by law	i) the Falange would gain real power in Franco´s Spain
10. If Germany won the war	J) but also Franco's brother-in-law;

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

3. Why was it called the blue division?



ACT 13.

NAME OF THE ACTIVITY	THE END OF THE BLUE DIVISION: STORIES OF TWO KNOWN VOLUNTEERS
OBJECTIVES	EXPLORE THE REASONS WHY PEOPLE JOINED THIS ORGANIZATION AND WENT TO FIGHT ON THE THE LENINGRADE FRONT. THE END OF THE ORGANIZATION.
LANGUAGE English/ Spanish	ENGLISH
LANGUAGE LEVELS	B2 BASIC
TIME REQUIRED	60 ´
TOPICS	DISCOVER PERSONAL REASONS WHY PEOPLE JOINED THE ORGANISATION AND WENT TO FIGHT COMMUNISM
TASKS	1-READING FOR GIST-PROVIDE INFORMATION FOR DATES GIVEN 2-READING AND LOCATING A ROUTE IN A MAP. 3-READING AND FINDING OUT REASONS FOR JOINING THIS GROUP TO FIGHT ON THE WESTERN FRONT AND PARTICIPATE IN THE LENINGRAD SIEGE
VOCABULARY	WAR VOCABULARY.CONNECETED WITH STUDENT´EXPERIENCES
LANGUAGE SKILLS	READING /SPEAKING
CLASS ORGANIZATION	INDIVIDUAL AND PAIR WORK
LOCAL CONTENTS	¨SPANISH VOLUNTEERS AGAINST COMMUNISM
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ CULTURAL AWARENESS AND EXPRESSION/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	COMPLETE ACTIVITIES

THE END OF THE BLUE DIVISION

The Blue Division (named for the blue color of the Falangist uniform) **was de-ployed on August 20.** It was originally intended for Army Group Center with Moscow as its ultimate. It reached its position on October 12, in time to participate in closing the ring around Leningrad. The division remained in the Leningrad area until October, 1943.



The end of the Blue Division came about for political **reasons**, rather than military ones and in September Franco agreed to recall the volunteers. Even then, some chose to carry on the fight, disregarding the call to return to Spain in order to participate in the last phases of the war, including the defense of Berlin in 1945.





Task 1. Individual/Pair /Group work

Read the text above and give information

August 20 1941	
October 12 1941	
October, 1943	
February 1943	
spring of 1944	
Berlin in 1945.	

Oral History.

It was not all about fighting against communism, there were many stories and there some hundreds who went there just to try to get a pardon for people who were unfairly.



In the end, there were 45500 reasons that led to joining the Blue Division one for each young man who decided to enlist

Mention to volunteers´notes who joined the Blue Division and the Leningrade siege.

Berlanga's Blue Division notebooks

They show a fascinating vision of Berlanga the poet, the kid who went to Russia on July 14, 1941 for two reasons: to try to get a pardon for the death sentence imposed on his father, a Republican deputy in Alejandro Lerroux's party; and to impress a girl, Rosario Mendoza. Although Berlanga didn't fire a shot in Russia, his service entailed a certain degree of danger. Every other day he had to climb up a giant water tower near Stalingrad to observe the Russians 500 meters away on the other side of the Volkhov River. For a whole year, nothing significant happened. But on his day off, Soviet cannons knocked down the tower, killing another watchman.

Text. 2

Pantaleón Moreno Villa.

In 2008 I came across the life story and records of a Spanish volunteer in the Division Azul. Pantaleon Moreno Villalba, a student aged 20 and resident in Valencia volunteered to join the Division Azul on the 29th October 1942 to fight against communism.

He starts training a few days later on the 4th November 1942 in Logrono in the La Rioja region of northern Spain. On the 31st January 1943 he starts a long journey to Russia via Germany – his next letter is dated 11th February and the address is Feldpost 15997-D. Reading between the lines he is based somewhere near Leningrad/Novograd and has been promoted to Cabo (corporal).

The next month he sends his parents a copy of 'Hoja De Campana' the battlefront newspaper for the Spanish on the Russian Front. He mentions the newspaper in several letters and proudly points out that his unit is photographed on the front cover.

One month later he was killed in the siege.



Task 1.

Read the following text and decide on the reasons they had to join this organization.

What would you do in the same situation?.

What role did the political beliefs have played in their decisions?.

reasons that led to joining

young man who decided to en-



ACT 14.

The Germans decided to halt further production of heavy water in Norway (ingredient in the production of the nuclear bomb). They prepared to move the facility and stock of heavy water to Germany. At this time, the Norwegian company «Hydro» produced the product. They were to transport this over the lake «Tinnsjø» with a ferry. The heavy water was moved from the facility using carriages on the railway. When the ferry passed done of the lake`s deepest points, the opposition fighters blew the charges they had planted. The ferry and cargo disappeared into the depths, and 14 Norwegian lives were lost.

Press this link --->

https://tv.nrk.no/serie/kampen-om-tungtvannet/KMTE40003613/sesong-1/episode-6

Fast-forward to 22 minutes into the episode. Watch the part when the boat is sunk.

What do you think about sabotage groups conducting operations that resulted in civilian casualties for a larger cause?

ACT 15.

Vidkun Quisling





During the German occupation, from 1940 to 1945, Vidkun Quisling was the prime minister of Norway. This man collaborated with the Nazis, and was held responsible for the persecution of Norwegian Jews.

May 17, 1933, the Norwegian Constitution Day, Quisling and state attorney Johan Bernhard Hjort formen Nasjonal Samling (National Unity), which was the Norwegian national-socialist party. They had an anti-democratic political structure, and Quisling was the party's leaders, muck like Adolf Hitler was for the NSDAP in Germany. The party had modest successes, and gathered 27 859 votes in the election of 1933.



Following, as the party line changed from a religiously rooted one to a more pro-german and anti-Semitic hardline policy from 1935, the support from the church got bigger, which resulted in the 1936 election an amount of 50 000 votes.

Quisling became friends with Alfred Rosenberg, who was a Nazi ideologist. He attended Nazi meetings outside of Norway, including one in Riga Latvia in 1937. On this meeting, it may have been told that he would head Norway in the future. During a visit to Berlin in December 1939, Quisling discussed with Hitler how valuable it would be for Germany to occupy Norway.

The party became increasingly extremist, and party membership sank to 2000 member in total after the German invasion. In 1945, Quisling was found guilty, and executed.

Questions for reflection:

1. What is your personal opinion of Vidkun Quisling?

2. Do you think it was right to execute him?

3. You do not know much of Quislings past, do some research on the internet, and find some more information about him, which may be relevant for the next question.

4. What can we do to prevent people from having/getting nazi-ideologies?

ACT 16.



Press the picture twice to open the file.

Questions:

1. Why was the coastline of Norway important for Germany?

What was the city of Narvik used for?

Who initiated the first battle in Narvik?

What is the “home front”?

Mention two groups that was a part of the “home front”, find more information about these.

Why is it important to have a “home front”?



ACT 17.

The League of Nations

League of Nations (League of Nations) was an international organization created in 1919 to help keep peace in the world. The league had 42 founding members. 24 countries remained until the end. Every country was supposed to be a member of the League, and that if there were disagreements between the countries, they could be resolved by negotiation, rather than force. If this failed, states would stop trading with each other. If this also then failed, then countries would use their military to fight. In theory, the League of Nations was a good idea and had some early successes. But ultimately, it was a failure.

The whole world was struck by the Depression in the late 1920s (The great depression). A depression is when a country's economy collapses. The trade is reduced, companies lose revenue, prices fall and unemployment rises.

In 1942, Japan was struck badly by the depression. People lost faith in the government and turned to the army for a solution. The army invaded Manchuria in China, an area rich in minerals and resources. China appealed to the League of Nations for help. The Japanese government was told to ask the army to leave the area immediately. The army took no notice of the government and continued their conquest of Manchuria.

In October 1935, invaded Italy Abyssinia. Abessiniere had not the strength to resist an attack from Italy and appealed to the League of Nations for help.

The League of Nations condemned the attack and urged members to impose trade restrictions against Italy. These were not carried out because they would have little effect. Italy would be able to trade with non-member countries, particularly America. In addition, so do not want Britain and France conflict. ¨

To stop Italy's aggression, the leaders of Britain and France met and decided that Italy could get two provinces in Abyssinia, assuming that there were no further attacks on the African country. Although Mussolini accepted the plan, the UK population strongly opposed this. Therefore, the agreement was stopped.

The main reasons for the failure of the League of Nations can be summarized in the following points:

Not all countries joined the League

Although the idea of the League of Nations had come from Woodrow Wilson, there was a change of government in the US before signing the agreement. The new Republican government refused to participate. As punishment for starting the First World War, Germany did not participate in the League of Nations. Russia was also excluded because of a growing fear of communism. Other countries decided not to participate, some joined, but eventually left.

The League had no power

The main weapon of the associated member countries was their ability to terminate trading agreements with an aggressive country. This did however not work because countries could still trade with other countries that were not members. When the world was hit by the Depression, countries were not willing to lose valuable trading agreements.

The League had no army

Soldiers were to be provided by member countries. However, countries were reluctant to engage themselves and risk provoking an aggressive country. They were afraid this would provoke war.

A mixture of the Depression, the exclusion of Germany and Russia, and aggression from Italy, plus more, helped to build up tension between countries leading up to the second world war.

Assignment

https://play.kahoot.it/#/k/6235c732-ddff-4ff1-a1dd-f217715311fc

Open this link and complete the Kahoot after reading the essay.

ACT 18.

Here is an overview of some of the most important actions of war in Norway, during WW2. Your assignment is to organize the events below chronologically.

(Teacher needs to remove red dates – the correct answers)

April 8th 1940

The British laid mines on the entrance to the western fjord. The goal is to prevent German transport of iron ore from Narvik.

April 9th 1940

Attack at the fjord of Oslo. "Blucher", a german battleship sunk, and about 1000 Germans lost their lives.

April 9th

Attack on Arendal and Kristiansand. Both shells from ships and bombs from aircraft attacks Kristiansand. 22 Norwegians died. Arendal is also occupied.

April 9th

Stavanger, Bergen and Egersund gets occupied. Eight men loose their lives.

April 9th

The conquest of Narvik
This conquest was very important for the germans, and is being considered as one of the main reasons of the attack of Norway. This conquest ment control over iron ore supplies to German weapon industry.

April 10 th

Oslo is evacuated

Oslo is evacuated after rumors about Germans are attacking the city. The king talks to the government, and tells he will not accept German demands. Quisling is appointed as prime minister of Norway.

April 13th

British airplanes attacks German trading vessel in Bergen The explosion ruins big parts the city.

April 26th 1940

The Germans attack the Brittish near Kvam in Gudbrandsdalen.

April 27th 1940

The Polish supply vessel "Chobry" arrives in Namsos.

April 29th 1940

Kristiandsund and Molde gets bombed. The king and the government leave Molde in the boat "Glasgow", with most of the Norwegian Bank's supply of gold.

May 3rd 1940

English end French forces leave Namsos in order to og home. The same morning the Norwegian forces in Møre and Romsdal sign a capitulation document.

May 6th 1940

A Norwegian company executes a night attack against german positions north and north-east of Læigastind.

May 8th 1940

Bergen is on fire! There are several explotions and fires in Bergen at Marineholmen where six fire men, and fifteen german soldiers die.

June 8th 1940

The struggle is over in Northern Norway.



ACT 19.

NAME OF THE ACTIVITY	Housing (Topic 4)
OBJETIVES	What a house was like at the time of the war
LANGUAGE	English/any
LANGUAGE LEVELS	B1/2
TIME REQUIRED	1 class
TOPICS	War 1
TASKS	Rading and drawing
VOCABULARY	Sew, knit, mend, storing, rationing, evacuated, rubble, shelter
LANGUAGE SKILLS	Comprehension of the main informatio
CLASS ORGANIZATION	Pair work, drawing what they have understood. They can hang them on the walls
LOCAL CONTENTS	Typical houses of the war time
MAIN COMPETENCES	Undrstaning key information
CRITERIA OF SUCCESS	Providing as many picture as posible



These are the descriptions of various rooms of a typical house/flat of the '40s.

Read them carefully and then draw a picture of each room providing as many details as possible

The Living Room

In the Living room we see how families spent their spare time listening to the wireless and gramophone records. The family also used this room to sew and knit, having to 'Make do and Mend', after clothes rationing was introduced in June 1941

The Kitchen

The difference between a modern and wartime kitchen are highlighted here

in particular storing food without a fridge and washing clothes without a washing machine. Food and fuel rationing also affected activity in the kitchen. Bacon, ham,

butter and sugar were the first foods to be rationed in January 1940, with meat going 'on the ration' from March 1940.

Boys' bedroom

In the Boys' bedroom we discover the toys that the boys played with. Toys became more difficult to obtain as the war continued and companies such as Meccano produced weapons instead. We also see books with a wartime theme that the boys read. IWM historian Terry Charman goes on to explain how nearly two million children were evacuated from major cities and towns in September 1939.

Master Bedroom

In the Master Bedroom we see a bedroom which unusually has twin beds instead of a double. Clothes rationing affected men's fashions. In 1942 the Utility Furniture Scheme (UFS) was introduced and here we see a utility bedroom suite. The emphasis was on good quality and economical use of materials. There were many items of essential furniture made in three designs and two qualities.

Morrison Shelter

Multi purpose Morrison Shelter. It was available from 1941 onwards, and provided a solution for families without a garden, who could not build an Anderson Shelter ARP Wardens kept a

list of houses that had an Morrison Shelter, so rescuers knew they should dig to free the family be-



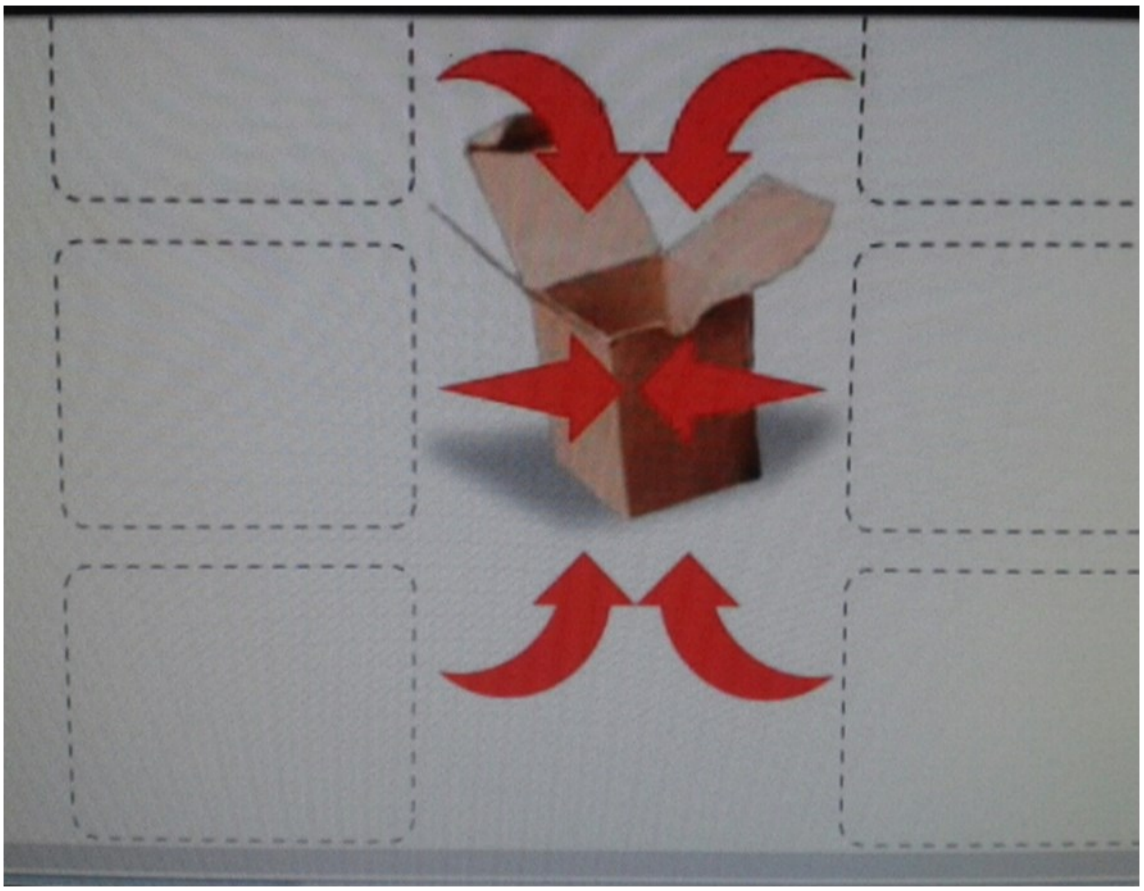
ACT 20.

NAME OF THE ACTIVITY	Home life during the World War II (Topic 1)
OBJETIVES	How couldl you feel during an evacuation?
LANGUAGE	English
LANGUAGE LEVELS	Any
TIME REQUIRED	1 hour
TOPICS	1
TASKS	Thinking as a kid of that time
VOCABULARY	Varied
LANGUAGE SKILLS	
CLASS ORGANIZATION	Pair work, the two students try to guess the explantion given by each other
LOCAL CONTENTS	Common objecats of the time
MAIN COMPETENCES	Drawing, being concise
CRITERIA OF SUCCESS	Drawing all the objeact chosen given the explanation for each of them

Imagine there is only room in your shelter for you to have a small cardboard box for your things, you never know how long the air raid might last

What would you choose to have with you?

Think about:





ACT 21.

NAME OF THE ACTIVITY	Evacuation (Topic 1)
OBJETIVES	Learn and let know what an evacuation was like
LANGUAGE	English
LANGUAGE LEVELS	Any
TIME REQUIRED	1 hour
TOPICS	War
TASKS	Writing a leter to your father
VOCABULARY	Evacuation, shelter, bomb shell, feelings semantic area
LANGUAGE SKILLS	Writing a leetter
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Writing a personal letter
CRITERIA OF SUCCESS	Trasnmitt information and personal feelings



Imagine you are a child of about 10/12 years and you have been evacuated from a large town to a small

village.

You are staying with a family who have two children, only with your mother. They have to share their room with you.

The school is tiny, and there are now 35 kids



ACT 22.

NAME OF THE ACTIVITY	World War II (Topic 1)
OBJETIVES	Children's perception of the war
LANGUAGE	English
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	1 or 2 hours
TOPICS	1
TASKS	To learn about the children at that time
VOCABULARY	Childhood, infancy, mortality rate
LANGUAGE SKILLS	Reading comprehension
CLASS ORGANIZATION	Individual activity
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Ordering facts in chronological order
CRITERIA OF SUCCESS	Finding a lot of information



Make your own timeline of the war. You could choose events that might have been of special interest to children. How do you think children felt about the war in 1939? How would they have known what was going on? Would children in Germany or Japan have felt any differently from children in France or Britain? How would children in Poland have felt in the summer of 1939?

The reading of these extracts can help you, you can also ask your grandparents.

As Russian soldiers closed in on Berlin during the waning days of World War II, Margarete Koehn, a ticket seller at one of Berlin's train stations, left her position. She then set off to walk the roughly ten miles back to her parents' home in the village of Luebars.

As she walked, evidence of the city's collapse surrounded her. Upon arriving home, she told her family that she saw "trucks burning, barricades, people not allowed into cellars, [and] a boy shot by the SS." The boy, she told her adolescent daughter, "couldn't have been more than fourteen." He had been shot for defecting his military post.

The boy Koehn saw was just one of thousands of young boys drafted by the German government during the last year of the war. These children, most of whom had been born just before the Nazis' rise to power, were among the most fervent of Hitler's followers. Indoctrinated in fascist ideology almost at birth, many were ordered to take up arms in 1944 and 1945.

These boys did not simply take up arms---many did so with fierce joy. In fact, in Koehn's daughter's school, when boys who were born in 1929 were called to arms to defend the city in April of 1945, several of the boys had jumped up, shouting "Finally, *Finally!*" Crying "Who needs this silly Latin?" they moc

Why did these young boys and adolescent embrace war?

In explaining why his generation became such willing soldiers, Alfons Heck, a former member of the Hitler Youth who served as a sixteen year old on the western front, has pointed to the power of indoctrination. "We...were," Heck has said, Hitler's "purest creation, unencumbered by the ballast of a non-Nazi past, only beholden to him."

Heck's generation, born in the late 1920s and early 1930s, grew up in a nation in which preparation for military service began in childhood. Like most adolescents, Heck and his peers were eager to demonstrate their maturity by assuming what they viewed as adult responsibilities. But as Hitler's "purest creation," these child soldiers were also eager to prove their loyalty to the Nazi state even if it entailed their own death. ked the weeping teacher who told them that they were to report for duty.



During the 1920s, Germany, like many nations, had a variety of youth organizations. These organizations had varied widely, with some of them being affiliated with political parties while others were associated with religious or secular institutions. Recognizing the importance of youth, the *Nationalsozialistische Deutsche Arbeiterpartei* (Nazi Party) had created a youth organization long before before they assumed power in 1933.

The *Hitlerjugend* (Hitler Youth) was basically a paramilitary youth group. As the fortunes of the Nazi party itself waxed and waned during the 1920s, so, too did the Hitler Youth experience shifts in popularity during this period. In some jurisdictions, the Hitler Youth were outlawed but in others the organization was extremely popular.

Many working-class parents saw the Hitler Youth as providing their children with opportunities to participate in activities which they could not afford while still others saw the organization as reflecting their own political values.

In 1932, just before the Nazis assumed power, German youth organizations became increasingly authoritarian and militarized. That year, the National Advisory Board for Youth Training was created. Led by military officers, this state-sponsored organization began to call upon youth organizations to promote military-style "games" and activities. Many Catholic, Protestant, and even Jewish youth organizations now began to advocate paramilitary training for young boys.

The Hitler Youth had, of course, always advocated this type of training. In fact, military indoctrination began with the very first step of joining the Hitler Youth: any parent who bought his or her Hitler Youth uniform would have been made aware that children were being trained for war.

The experience of Dieter Steiner who went on to serve as a thirteen year old in the defense of Berlin was a case in point. When ten-year old Steiner went with his mother to try on his first uniform at a local store, he was thrilled when an older woman noted approvingly "such a good-looking young soldier here." Looking in the mirror, he gloried in his newfound status, thinking "I am all grown up. I'm a *Pimpf*!"

Acquisition of the uniform was followed by activities which prepared young boys for war. Jost Hermand, who was a Hitler Youth, has said that even simple activities such as the singing of songs glorified death as did flag-raisings which were "often a memorial ceremony for Hitler Youths who had been killed in fighting the Communists in the late twenties." While Hermand has said that the constant drumbeat of militarism led some boys to "become quite dulled to the emotional excess" of these rituals, the endless repetition of these kinds of activities meant that even very young boys became inured to the idea of death on a battlefield.

While Hermand and other former Hitler Youth have pointed to the power of indoctrination in shaping this generation for war, this leaves unanswered the question of just who indoctrinated these children and why a generation of parents agreed to this.

To some extent, it could be argued that parents had little to no choice as "Aryan" children were all required to join the Hitler Youth beginning in 1936. Obviously, the power of Hitler Youth leaders who frequently encouraged children to report their parents' disloyal statements about the Nazi Party or Hitler meant that even children who came from families which opposed the regime may have become loyal members of the Hitler Youth.

But some children *did* become inactive after joining the Hitler Youth---evidence that one *could* successfully resist this indoctrination. Unfortunately, very few did.

Most children became, instead, devoted followers, following Hitler quite literally to his death. As Heck himself noted, "the very day before he committed suicide he decorated Hitler Youth defenders of his bunker, some as young as 11 and 12, in the shelltorn garden of the chancellery. It was a fatal bond."



ACT 23.

NAME OF THE ACTIVITY	Mussolini's life (Topic 1)
OBJETIVES	Leearning essential information about a dictatorship
LANGUAGE	English
LANGUAGE LEVELS	B1/2
TIME REQUIRED	1class
TOPICS	1
TASKS	Summarising the main information about Mussolini's life
VOCABULARY	Varied
LANGUAGE SKILLS	Understand materials in English, be concise
CLASS ORGANIZATION	Group work
LOCAL CONTENTS	Italian History
MAIN COMPETENCES	Using a nw software
CRITERIA OF SUCCESS	Be concise and understandable

Let the students read some information about the Italian dictator Beenito Musolini.

Then ask them to use a software to show what has been found out, avoiding to be boring and too long.

The one used here is I-movie



ACT 24.

NAME OF THE ACTIVITY	Mussolini's speech
OBJETIVES	Analysing a Mussolini's speech
LANGUAGE	English
LANGUAGE LEVELS	Advanced
TIME REQUIRED	1 hour
TOPICS	War
TASKS	Detecting the tecniques used bt a good speaker
VOCABULARY	Varied
LANGUAGE SKILLS	Skimming and skanning, reading comprehension
CLASS ORGANIZATION	Individual activity
LOCAL CONTENTS	Italian History
MAIN COMPETENCES	Detect some featurs of a Fascist speech
CRITERIA OF SUCCESS	Answering correctly to all the questions



The following is an extract from one of he numerous speeches by th dictator Benito Mussolini

Do the following activities:

Read it and underline the main information

What kind of register does he use?

Underline phrases which enphasise the rethoric of the war

Which special day would he have liked to celebrate?

Which events does he refer to?

There are a lot of figures, what do they refer to?

There are references to his personal life, which ones?

Speech to The Chamber of Fasci And Corporations – December 2, 1942

"You all know well, my comrades, how reluctant I am to speak, even in times that are commonly referred to as normal or peace times. This springs from one of my convictions, namely, that in every hundred cases, one repents seventy-five of having spoken and only twenty-five of having remained silent. In the second place, it is my conviction that in time of war, when the cannon speaks with its powerful voice, the less we speak the better. In any case, one should speak of past accounts, and rarely of future expectations.

This conviction of mine has been strengthened by this war, which has now assumed proportions that could be called cosmic, so universal are they-a war which goes beyond the power of words to describe, a war that having spread enormously in space, has, as a natural consequence, also been prolonged in time proportionately. I am pleased that the Italian people have not too often urged me to the tribune, because the Italian people, who are certainly one of the most intelligent in the world, if not the most intelligent, do not need too much propagandistic juggling, especially when that propaganda is not extraordinarily intelligent.

Nevertheless, after eighteen months of silence, now that we have entered the thirtieth month of the war, I have the vague impression that a large part of the Italian people wish to hear my voice again. Mine, then, will not be a speech today, but rather a political and military report, more military than political. It will consequently be a speech of data, of figures, of facts: In other words it will be the balance-sheet of the first thirty months of war.

It is not the speech that I had planned to make on the Twentieth Anniversary. On the other hand the Twentieth Anniversary was celebrated in the best possible way, recalling to all-even to the forgetful or absent-minded-what the regime has accomplished in twenty years of work, a gigantic work which is destined to leave indelible traces upon all the centuries of history.

We celebrated the Twentieth Anniversary with a glorious amnesty which opened the prison-gates to some 50,000 people, and which also freed from confinement the so-called political prisoners-a proof of the strength of the regime.

Finally, there was the whole structure of social legislation, which in other times would have created a wave of great enthusiasm, for in this field we are actually in the vanguard of all nations without exception.

The principal events of these eighteen months, that run from June 10, 1941, to the present day, are the following: The war against Russia; the entrance of Japan into the war; the landing of the Anglo-Americans in North Africa.

The military power of Russia was no surprise to me except, in a limited sense, from the point of view that I would call qualitative. In 1933 or 1934, the Italian General Staff received from the Russian General Staff an invitation to send a delegation to witness the maneuvers of the Russian Army which took place in the vicinity of Moscow. I took the opportunity to send a delegation which was headed by General Francesco Saverio Grazioli, a man of undisputed professional training and endowed with a keen power of observation.



When he returned, he gave me a very thorough report which I read with the greatest attention, and which convinced me that there was something new to the East, and that the Russian Army was now far different from that haphazard collection of troops who, under the walls of Warsaw in 1920, let themselves be beaten by the no less haphazard collection of Polish and French troops. Some years later, a moving picture of a Bolshevik parade (held) in the Kremlin Square, in Moscow, which I had shown for me in slow motion to examine it better, convinced me that to the East a powerful State, strictly militaristic, had now been created, and which had given up the idea of international revolution achieved through individual national revolutions, aiming instead at extending the revolution on the continent, and in the world, through the power of its bayonets.

It was therefore, in my opinion, necessary for the Axis to secure its rear; and it is my profound conviction that the time was chosen with clear discernment. If we had delayed further, events might have taken quite a different course.

We are objective enough to recognize that the Russian soldier has fought well; but the German soldier fought even better and defeated the Russian soldier. It must be recognized that only an army like the German Army and only the Italian expeditionary force, which has now become the ARMIR, would have been able to survive the trial of a winter that had had no equal for 140 years.

Today Russia has lost its most fertile lands, the richest in prime raw materials, has lost from 80,000,000 to 90,000,000 of inhabitants. Those lands permit us to view the future, from the standpoint of raw materials and from the standpoint of food, with greater confidence. I can state that, so far, Anglo-American assistance has been very meagre.

It is symptomatic that the Russians have never been willing to have an American or an English soldier tread upon their soil. I do not think that here we need go into the mysteries of the so-called Russian or, if you will, Slavic-Oriental psychology. There is not the slightest doubt, in my opinion, that in this gigantic game-which is to create the new Europe and establish the boundaries between Europe and Asia-the decisive and definitive victory could not fail to be won by the Axis arms.



If there is one man in the world who had a diabolic desire for war, that man is the President of the United States of America The provocations which he heaped upon us, the measures he took against us, the activity of his propaganda-all this shows that this man, who had just made a sacred promise to the American mothers that their sons would never be sent to die beyond the boundaries of the United States, this man deliberately wanted war.

Naturally, Japan could not wait for the United States to be the first to shoot. This a chivalry of olden days, if it ever existed at all. And so Japan did very well not to wait until the last moment, and inflicted upon the overbearing Americans that tremendous defeat which today imposes upon those same Americans a day of mourning and of silence.

Now the intervention of Japan in the war of the Tripartite Powers is an absolute guarantee of victory, for Japan cannot be reached and cannot be defeated. All the English positions in the Far East have been demolished like castles of cards. So has come to pass an event unique in the history of the world: That Japan, which was a country as poor as we, has become, within a few months, if not the first in wealth among the nations of the world certainly one of the first. Well, it must be recognized that this is just; that it is the reward of her (Japan's) virtue. It is with raw materials that Japan has enriched herself. They are the prime raw materials of which our enemies are being impoverished. And not a day passes but that American pride is stricken and shattered.

Where are those American prophets who were going to liquidate Japan in three weeks, or in three months at the most? They obviously knew nothing of the military power of Japan, and above all they knew nothing of her innermost moral structure by which, in that country, the Emperor has, I won't say the authority, but the dignity of God; and soldiers who die in war are giants. It is truly difficult to beat a people which has in itself moral resources of this nature.

Third event: The landing of the Anglo-Americans in North Africa, or better, the tragic comedy of waiting. In life, really, it is not always a privilege to be able to see over the hill. But even this could easily be foreseen. Information was not lacking. The consorting of American officers in civilian clothes with French officers in uniform was apparent. Everyone in France was waiting; that is, everyone was-and for all we know, they still are, maybe even more than before-at the window. The landing was nothing glorious because it took place with the complicity of the invaded.



I have never given importance to the words of honor-to the too many words of honor-that have been exchanged. When at last things reached their epilogue with the landing of November 8, I let Berlin know that the measures to be taken-the immediate, necessary and indispensable step to take-was the occupation of the whole of France, Corsica included. The Fuehrer and I wanted to believe once again in one more word of honor, that of the Admiral who commanded the fleet at Toulon. We chose to believe. But at a certain moment it was so evident that the flight of the Fleet and its meeting with the English Fleet was being contemplated-with the English Fleet which twice had put in appearances between the Balearics and Sardinia-that in this case also there was not even a minute to be lost. It was necessary to occupy Toulon in order to eliminate this danger, and this was done.

The Anglo-Saxon propaganda adorns the episode with nonexistent particulars. There has been nothing heroic on the part of the French because the dead are counted at two and the wounded at 17. The disarming of contingents of the army and of those of the air force has been carried out in perfect order, amid what could be called the moral atonement of all the French people.

Concurrently with the renewed offensive on the El Alamein front-which has been the only victory that Great Britain might claim-bombardments against Italian cities have begun. Regarding these bombings I shall now give some exact figures. The Assistant Secretary of the Interior will testify to the accuracy of the number of those killed, and the Minister of Public Works will testify to the accuracy of the amount of damage suffered. I give out these figures in order to prove that some accounts, which have been circulated, were exaggerated; and to prove that the British have bombed mainly the civilian quarters of our cities.

At Milan, the houses completely destroyed are 30; those seriously damaged 411; thoseslightly damaged 1,973; total of houses hit 2,414.

At Turin, the houses completely destroyed are 161; those seriously damaged 874; slightly damaged 2,195; total of houses hit 3,230.

At Savona, houses completely destroyed are 6, seriously damaged 44, slightly damaged 970; total houses hit 1,020.

At Genoa, houses completely destroyed are 187 in the city's center and 203 in the entire communal area; seriously damaged in the city proper 1,006, in the entire communal area 1,040; slightly damaged, 4,569 in the city proper and 4,869 in the entire communal area; total of houses hit in the city proper and in the entire communal area, 6,121.

We have decided that no work will be done on houses completely destroyed, until the end of the war. The others, more or less damaged, will be rebuilt or repaired. The total number of killed and wounded among the civil population in consequence of enemy air raids and naval bombardments since the beginning of the war up to November 30th, 1942, XXII year, is 1,886 killed and 3,332 wounded, of whom 838 were killed and 994 wounded from October 23rd until today. Among these 838 killed are included those of the so-called "Galleria delle Grazie" at Genoa.

This proves to you once again that we worship Truth. We leave to the Americans and the British the worship of lies.

I have the right to demand that no Italian-I say no Italian-have the slightest doubt that what our communiqués say is the absolute truth. We are the only warring country that publishes the lists of our losses, and we do this for two reasons: To prove what those losses are, neither one more nor one less, and also to save from anonymity those sons of Italy who fall fighting.

The number killed in all the Italian armed forces during the first 30 months of war was 40,219, of these 36,619 were in the Army, 2,178 in the Navy, and 1,422 in the Air Force. The wounded of the Army amount to 30,745; of the Navy 3,599; of the Air Force 1,620. The prisoners total 232,778, of which 215,512 belong to the Army, 12,284 to the Navy and 5,982 to the Air Force. The missing total 37,713 of which 25,923 belong to the Army, 10,390 to the Navy and 2,200 to the Air Force. When we speak of the missing, our emotions fluctuate between fear and hope. After a certain time has passed, it has to be acknowledged that these missing must be counted among the fallen.

During this period of time, according to the Operative Statistical Office of the Navy Department, enemy merchant shipping sunk by units of the Royal (Italian) Navy amounts to 177 units with a total tonnage of 1,215,821 tons.

. Enemy naval tonnage sunk by units of the Royal Navy amounts to 140 units with a total of 333,978 tons. The Italian warships sunk by the enemy amount to 172, with a total tonnage of 227,182 tons. All this we have reported in our communiqués. But to the sinkings by the Royal Navy it is necessary to add those which were effected by the Royal Italian Air Force.

The Royal Air Force sank 72 warships of various types, among which were 20 cruisers and 18 destroyers, and has sunk 117 enemy merchant ships with a total of 882,330 tons. As for the enemy air force, here are the figures: Planes surely shot down (we use extreme prudence before saying that a plane has been shot down and I frequently require photographs) amount to 1,000; probably shot down, 713; destroyed on the ground, 393 certain, and 190 probable. The war prisoners in our hands are: British in Italy-Generals, 21; officers of various ranks, 2,376; non-commissioned officers, 32,747. Others are on the way, so that the total is represented by these figures: Generals 21, officers of various ranks 2,441, noncommissioned officers 39,089. I correct myself, officers of various ranks 9,412. These are the real English, born in the United Kingdom. Then there are those of all the other nationalities, which bring the totals to: Generals, 29; officers of various ranks, 4,003; non-commissioned officers, 69,177.

These prisoners are treated by us according to the rules of international law. Can we say as much for our prisoners in enemy hands? It pains me to have to disillusion the families of those who have sons who are prisoners; but the truth must be told, and the truth is this: That, except in a few areas, the treatment which the English give to Italian prisoners is almost everywhere inhuman. Here is one of the most recent cases:

Today I received a letter from my father, who tells me that your son has been taken prisoner by the English. Your dear son was seriously wounded in the foot and could not walk. An English soldier fired a shot into his head and killed him. His comrades gave him an honorable burial. It is a very sad thing. I knew your son. He was a fine boy. There are 1,200 of us in a place that it’s useless to name. We are without shoes, without clothes and without medicine.



ACT 25.

NAME OF THE ACTIVITY	The story of Václav Morávek
OBJECTIVES	To help the students imagine some of the conditions and dilemmas a Resistance fighter had to undergo during WW II To convey a specific story, not just general facts
LANGUAGE	English
LANGUAGE LEVELS	Advanced
TIME REQUIRED	10-20 min
TOPICS	Czechoslovak underground Resistance during the time of Occupation
TASKS	Students are split in groups, each of which is given a series of dilemmas to deal with. A Game master is presenting those choices and leads the group through the story and gives them the feedback.
VOCABULARY	Obedient, manservant, cowardice
LANGUAGE SKILLS	Speaking, listening, reading
CLASS ORGANIZATION	pair or group work
LOCAL CONTENTS	The story of Václav Morávek
MAIN COMPETENCES	Communication in foreign languages interpersonal, intercultural and social competences civic competence (what would you do if you were in Morávek's shoes?)
CRITERIA OF SUCCESS	The winner is the one can be as successful as Morávek in the game or perhaps even better.



You are Václav Morávek. You have tried unsuccessfully to escape to Poland. Now, back in your country, you have met your old friend Josef Mašín, who presented you to Josef Balabán. Both of them are soldiers and you are meeting in infamous districts, and complain about the cowardice of Czechs. Your dream is to fight against the Nazis, but you don't know how. Or maybe you have some idea…

By publishing a magazine and causing small damages

We could go to the villages, kill the local protectors and lure by this people to resistance

What about shooting Hitler on a triumphal procession?

The problem are weapons. Europe is at war, they are scarce goods and everything is sent to the soldiers on the front. Without weapons, occupying soldiers will laugh about you and people will obediently stay at home. You also have to organise other resistance groups, who are showing you their empty hands. How can you get some weapons?

Let's buy some on a black market

We are good at DIY, so we will go home and make weapon imitations and use them to look dangerous.

There are some weapons officially reported as damaged in the factories, it would be best to collect them secretly.

Your biggest enemy's name sounds Oskar Fleischer. He is a Gestapo officer, and he is very ambitious to catch you. He had no efforts and was very angry, but then Gestapo arrested a suspicious individual in Budapest, found out he belonged to the Resistance and after bringing him to the commandment, they tortured him. Full of fear of pain, he revealed your location. Fortunately, one of your friends, who wasn't caught by secret police, warned you, and you are standing in a flat full of explosives somewhere in the Czech countryside, and Gestapo is coming, a very faint noise from their car is in the air. What will you do?

Fortify myself in the room, I can hear their car, there is no time to leave!

I will leave the flat, take the explosives… ah, and write a message for Fleischer: "Küssen Sie mich am Arsch! - Polibte mi prdel!" (It means 'Kiss my ass!' and is written first in German and then in Czech, following the ordinance)

Whatever they do, they will find some evidence, for this reason I should fire up the flat with the explosives and then run away

The resistance is working well, people regard you as legends, you are the "Three kings", no one can beat you, not even Oskar Fleischer. You bet with Mašín and Balabán to show the Gestapo commander that you are not afraid of him to light his cigar. How can you per-



perform this?

I will dress myself as a manservant and go to the Gestapo meeting

He is sometimes using the tram, I will wait for him there, and then talk to him very kindly, he will let me light his cigar and not even recognize me between all the people

Why not go to the headquarter of Gestapo and bring him a cigar as a gift, and afterwards light him this cigar?

You are in an overcrowded pub on a Nazi meeting. After coming through all these underlings, you are in front of Oskar Fleischer having a lighter in your hand. He turns his eyes slowly in your direction, you should say something.

Siegheil!

May I light you the cigar, fellow?

Mit Vergnügen. (With pleasure.) – 2 points

The war in Norway is very brutal, right?

It was easier than you thought. You are proud and your appetite for danger isn't satisfied yet. Also you want the people to laugh about Oskar Fleischer, so how are you going to share your success with him and with the public?

I want to dress as a henchman again, go to the headquarters and whisper it into someone's ears

Write about the shame on a wall

Write a letter to Oskar Fleischer

Balabán is imprisoned, you are with Mašín and Peltán (another friend) in a flat in the peripheral Prague district of Nusle. At the moment, you telecast messages to English aviators about the weather conditions. Gestapo has a radio wave measuring device and they try to find out your location. It is quiet, but then someone is knocking on the door. "Geheime Staatspolizei, öffnen Sie die Tür!" (Secret state police, open the door!) You take your weapons and shoot to the already opened door. Many bullets are flying through the room, you hide behind couches but Mašín is too close to the vestibule and now he was hit and taken out of the flat. You two have to decide what to do, fast.

Try to fight Mašín back

The resistance has no reason, it is time to give up and leap out of the window

It has no sense to fight him back, we should leave the flat by using a rope

Mašín was your big friend, something like a brother, a really great soldier and hero. Now he is sitting in prison, the entire country knows that. You are wondering about saving him, but it is very dangerous and you don't have much chances for success. But it is up to you, how you are going solve this.

ACT 26.

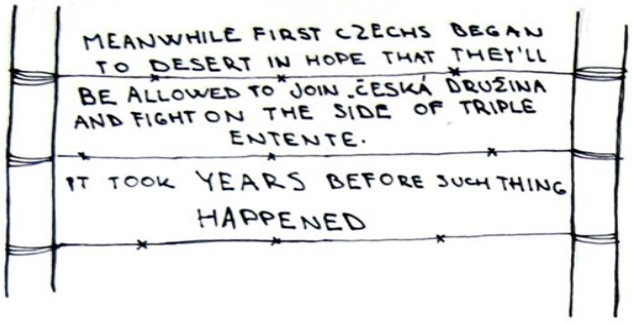
Czechoslovak Legion

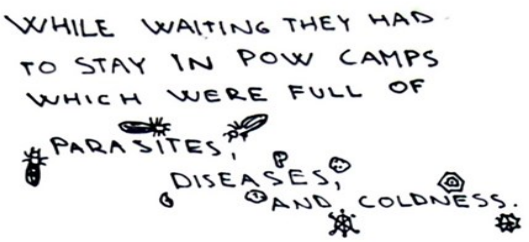


RESISTENCE ON THE EASTERN FRONT









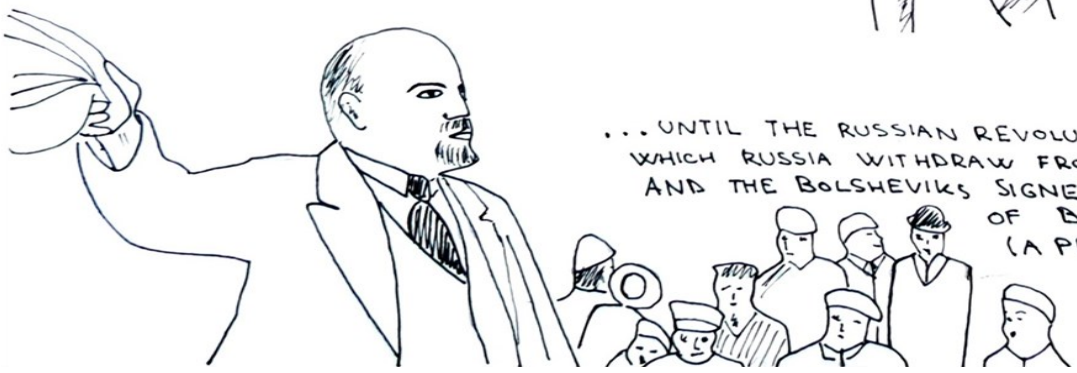
FINALLY, IN 1917, WITH THE HELP OF TOMÁŠ GARRIGUE MASARYK, WHO CAME TO RUSSIA TO ORGANIZE AND FORM THE UNIT, FIRST VOLUNTEERS WERE CALLED TO TRAINING.

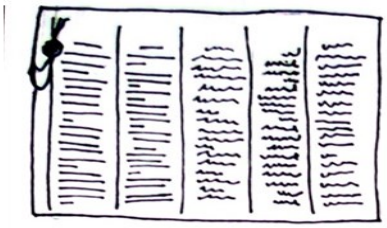
Tomáš Garrigue Masaryk WAS A POLITICAN, SOCIOLOGIST AND PHILOSOPHER. DURING WWI HE LECTURED AT THE UNIVERSITY IN LONDON, BUILT UP THE RESISTANCE, HELPED TO ORGANIZE CZECHOSLOVAK LEGION, URGE PRESIDENT OF USA WOODROW WILSON, OTHER POLITICANS AND AMERICAN SOCIETY ON SUPPORTING THE ESTABLISHMENT OF CZECHOSLOVAKIA.

AFTER WWI MASARYK BECAME PRESIDENT AND LED THE STATE TO PROSPERITY. HE DIED JUST BEFORE THE NAZI OCCUPATION.









THE TREATY OF BREST-LITOVSK WAS A PEACE TREATY BETWEEN SOVIET RUSSIA AND CENTRAL POWERS. THIS DOCUMENT MEANT FOR RUSSIA LOSS OF TERRITORY AND OBLIGATION TO RETURN PRISONERS OF WAR...

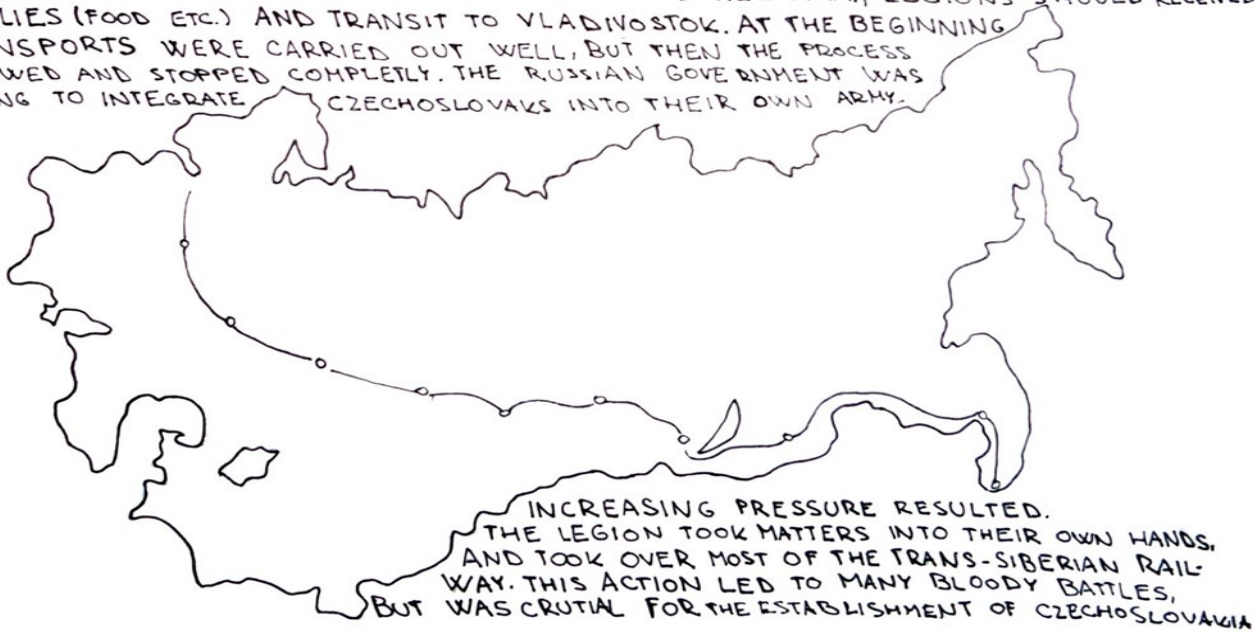


...BUT COMING BACK WOULD CAUSE A CERTAIN DEATH TO ALL LEGIONARIES...

SO THEY DECIDED TO CHOSE ANOTHER WAY, AND RETURN THROUGH TRANS-SIBERIAN RAILWAY AND THEN VIA SEA TO FRANCE.



IN EXCHANGE FOR HANDING IN WEAPONS TO THE RED ARMY, LEGIONS SHOULD RECEIVED SUPPLIES (FOOD ETC.) AND TRANSIT TO VLADIVOSTOK. AT THE BEGINNING TRANSPORTS WERE CARRIED OUT WELL, BUT THEN THE PROCESS SLOWED AND STOPPED COMPLETELY. THE RUSSIAN GOVERNMENT WAS TRYING TO INTEGRATE CZECHOSLOVAKS INTO THEIR OWN ARMY.



INCREASING PRESSURE RESULTED. THE LEGION TOOK MATTERS INTO THEIR OWN HANDS, AND TOOK OVER MOST OF THE TRANS-SIBERIAN RAILWAY. THIS ACTION LED TO MANY BLOODY BATTLES, BUT WAS CRUTIAL FOR THE ESTABLISHMENT OF CZECHOSLOVAKIA

THIS SMALL ARMY OCCUPIED HUGE TERRITORY, HELD PRISONERS SO THEY COULD NOT RETURN TO THE WESTERN FRONT BEFORE THE END OF WAR THUS WON THE RESPECT OF THE WHOLE WORLD.

SOME OF THE MOST IMPORTANT CZECHOSLOVAKS WHO FOUGHT ON THE EASTERN FRONT



JOSEF MAŠÍN DISTINGUISHED HIMSELF IN THE BATTLE OF ZBOROV BY HELPING TO A WOUNDED FRIEND. DURING WWI HE PASSED THE WHOLE RUSSIAN ADVENTURE. AFTER RETOURNING FROM THE FRONT HE REMAINED IN COMMAND OF THE ARMY. DURING WWII MAŠÍN WAS DETERMINED TO FIGHT THE NAZIS. HE BECAME FAMOUS AS A MEMBER OF THREE KINGS - CZECHOSLOVAK RESISTENCE GROUP WHICH PARTICIPATED IN SABOTAGING, BOMBING AND PUBLISHING RESISTENCE MAGAZINE. HE WAS CAPTURED AND TORTUED, BUT HE NEVER REVEALED ANYTHING. JOSEF MAŠÍN WAS EXECUTED IN 1942.



EMANUEL MORAVEC JOINED THE LEGION IN 1917 (AFTER SERVICE IN THE SERBIAN VOLUNTEER ARMY) AND PASSED THE BATTLE OF ZBOROV AS A LEADER OF MACHINE-GUN SECTION. THEN HE WAS SERIOUSLY INJURED ON THE TRANS-SIBERIAN RAILWAY. WHILE RECOVERING HE DECIDED TO START WRITING. AFTER WWI MORAVEC GAINED A HIGH POSITION IN THE GOVERNMENT. HE WAS A STAUCH OPPONENT OF NAZI GERMANY, BUT SHORTLY AFTER THE BEGINNING OF WWII HE CHANGED HIS MIND AND COLLABORATED. HE BECAME MINISTER OF EDUCATION AND UNTIL 1945 HE WROTE AND SPREAD NAZI PROPAGANDA. AT THE END OF WAR HE COMITTED SUICIDE.



AT THE BEGINNING OF WWI JAN SYROVÝ LIVED IN WARSAW. HE BECAME ONE THE FIRST VOLUNTEERS OF ČESKÁ DRUŽINA. HE WAS INVOLVED IN CREATING THE PLAN OF BATTLE OF ZBOROV. WHERE HE LOST HIS EYE. HE DISTINGUISHED HIMSELF ON TRANS-SIBERIAN RAILWAY WHERE HE COMANDED ALL ANTI-BOLSHEVIK FORCES FOR A COUPLE OF MONTHS BEFORE THE END OF 1918. AFTER WWI HE MANAGED TO KEEP THE MORALE OF CZECH TROOPS IN SIBERIA HIGH AND LATER HE BECAME AN IMPORTANT PART OF THE GOVERNMENT. IT WAS HIM WHO GAVE THE ORDER NOT TO RESIST NAZI OCCUPATION IN 1947 SYROVÝ WAS ACCUSED OF TREASON (UNFAIRLY) AND SENTENCED TO 20 YEARS IN PRISON. EVEN AS AN OLD MEN HE HAD TO WORK AS A NIGHT WATCHMAN AND DIED OUTSIDE THE PUBLIC EYE.



AFTER RUDOLF GEIDL WAS CAPTURED IN SERBIA. HE PRETENDED TO BE A DOCTOR TO GAIN A BETTER POSITION AND CHANGED HIS NAME TO RADOLA GAJDA (SOUNDS MORE SLAVIC). IN 1918 HE OPPOSED TO LEAVE WEAPONS TO THE BOLSHEVIKS. HE ALSO TOOK PART IN THE CONGRESS WHICH AGREED THAT THE LEGION SHOULD TAKE MATTERS INTO OWN HANDS. HE ACTED DESPITE THE BAN OF TOMÁŠ GARRIGUE MASARYK. ON THE TRANS-SIBERIAN RAILWAY GAJDA CELEBRATED HUGE SUCCESSES IN THE FIGHT AGAINST BOLSHEVIKS. WHEN HE RETOURNED TO CZECHOSLOVAKIA HE WAS ACCUSED OF PREPARING A FASCIST COUP AND DISMISSED FROM THE ARMY. WE DONIT KNOW IF GAJDA HAD ACTUALLY SYMPATHIZED WITH FASCISTS BEFORE. BUT AFTER THIS AFFAIR HE BECAME THE LEADER OF CZECH FASCIST PARTY. IN 1945 RADOLA GAJDA WAS ACCUSED OF FASCISM AGAIN AND PUTED IN PRISON, WHERE HE DIED.

WESTERN FRONT



IN 1914 CZECH SOLDIERS WERE ASSIGNED TO THE FRENCH FOREIGN LEGION. ENOUGH VOLUNTEERS ENROLED TO FORM ONE COMPANY (NICKNAMED "ROTA NAZDAR" BECAUSE OF CZECH PHRASE 'NA ZDAR' WHICH MEANS HI IN ENGLISH). TOGETHER WITH POLES, SERBS AND OTHER NATIONS. THEY WERE PART OF THE FRENCH ARMY'S MAROCCAN DIVISION.

THEY TOOK PART IN HEAVY BATTLES NEAR ARRAS. DESPITE THE SUCCESS THE ENTIRE UNIT WAS DISBANDED (DUE TO HUGE LOSSES) AND SOLDIERS WERE DEVIDED INTO DIFFERENT PARTS OF THE FRENCH ARMY.



IN 1917 AN ANTONOMOUS CZECHOSLOVAK ARMY WAS ESTABLISHED BY DECREE OF THE FRENCH GOVERNMENT (UNBELIEVABLY BEFORE THE CREATION OF CZECHOSLOVAKIA)



THE LAST COMBATS IN WHICH SOLDIERS PARTICIPATED TOOK PLACE NEAR VOUZIERS (IN 1918). AFTER THESE THEY COULD FINALLY GO HOME - TO THE NEWLY FORMED CZECHOSLOVAKIA.

ACT 27.

NAME OF THE ACTIVITY	A War Child Story
OBJETIVES	
LANGUAGE English/ Spanish	English
LANGUAGE LEVELS	B1
TIME REQUIRED	20 minutes
TOPICS	Children and War
TASKS	Groupwork, mime, piecing the story together
VOCABULARY	Fortify, chimney, corpse, brawl
LANGUAGE SKILLS	Speaking, reading, listening
CLASS ORGANIZATION	Group work
LOCAL CONTENTS	German children and war
MAIN COMPETENCES	Communication in foreign languages, cultural awareness and expression
CRITERIA OF SUCCESS	Students guess correctly the scenes from Ulrich's life and piece his story correctly together.



War child story – activity for teachers

1st side DESCRIPTION AND GAME MAP 2nd side MIME TASKS AND SOLUTION

Activity rules: The topic of the game is a real story with a boy who was growing up during World War II and discussing how civilians had to suffer.

It is based on a real-life story of a German family where the father was in the war and captivity in Russia. It takes place from the year 1945 – 1949 in a town in the northern part of East Germany which was liberated by Russians. The content wants to show how hard civil life was during the war and in the years after war.

Students in your class will be split into **groups of four**, in each group they will receive **one map** where they will cut out the boy and *move him from point to point*, discovering his story. **The order is not important**, they do not have to follow the numbers of the points, in this case they are free. The goal is to discover all the elements of the boy's story and then piece them together in the correct order.

Every time they stand on some point, they will split their groups into **couples**. **One couple will tell to the teacher the number of the field their hero is standing on and you will whisper to them which MIME they have to show according to that number**. The **other** group must guess what situation are the students miming, *then they can continue* and take their turn in performing.

It is necessary for them to record what happened on each point. **Finally, when they guessed all the numbers, they have to put the events together chronologically**. The group who hits the best order in the best time will be the winners. Then you can read to them the story of Ulrich, based on real events.

The map is included in the attached file.

MIME:

1 Someone helps on a field and receives food

2 People are hiding in basements

3 A woman is hiding in a chimney

4 A Nazi is killed by a grenade

5 A soldier is coming home to his family

6 Boys are playing a war game

7 A mother tells stories to her children before going to bed

8 Civilians are deported to another town

ACT 28.

NAME OF THE ACTIVITY	Black Stories: Occupied Czechoslovakia in WW II
OBJETIVES	To introduce the students to the stories of specific people who were affected by the Nazi occupation of Czechoslovakia
LANGUAGE English/ Spanish	English
LANGUAGE LEVELS	B1
TIME REQUIRED	15 – 45 minutes
TOPICS	Occupation and Resistance
TASKS	A class makes some (depends on the teacher) groups and each group chose their storyteller. A teacher gives each group some „ black stories“. (How many ? – it depends on the teacher) A storyteller assigned to each group reads the red part of the text aloud – it is an introduction of the story. The storyteller reads the remaining text for himself/ herself. Other students, which they heard from a storyteller, guess the whole black story according to the sentece. A storyteller can answer only no/ yes. Students uncover story by asking guestions. When students guess the main essence of the story, the storyteller gives to each member of the group a cut piece of the story. **Based on the shards, the students piece the story together without showing their piece to the other students**. Groups can move to other stories or report their stories to the other groups. As follow-up, the teacher can discuss with the students which story was, in their view, the most dramatic, which story their would (not) like to experience etc.
VOCABULARY	Sten gun, reprisal, protectorate
LANGUAGE SKILLS	Reading, speaking, listening
CLASS ORGANIZATION	groupwork
LOCAL CONTENTS	Reinhard Heidrich, Lidice, Ležáky
MAIN COMPETENCES	Communication in foreign languages, cultural awareness
CRITERIA OF SUCCESS	Students are able to piece the stories together and relate to them.



A man was sitting in his car. The car had to slow down in the turn.
He ended in the hospital.

The man was Reinhard Heydrich. He was a high-ranking German Nazi official during World War II, one of the main architects of the Holocaust, and the Reich Protector of Bohemia and Moravia – a state that was left after the destruction of Czechoslovakia before WW II. On 27 May 1942 at 10:30, Heydrich proceeded on his daily commute from his home in Panenské Břežany to Prague Castle. Two assassins – Josef Gabčík and Jan Kubiš were waitining at a tram stop near Bulovka Hospital where there was a bend in the road while their colleague Josef Valčík signaled with a mirror the arrival of Heydrich's open-roofed Mercedes Benz. Gabčík jumped in front of the vehicle, but his sten gun (weapon) got jammed. Heydrich had his car stopped and tried to shoot Gabčík when Kubiš hurled a grenade. Although the bomb only hit the rear wheel of the car, HEYDRICH WAS INJURED AND KUBIŠ AS WELL. The explosion shattered the windows of a tram as shards of glass maimed passengers. Though severely injured, Heydrich tried to chase Gabčík but soon collapsed. The 38-year old Heydrich was taken to the nearby Bulovka hospital where he died on June 4 at 4:30 am.

A driver looked up rearview mirror. That was fatal for him.

His name was Johannes Klein. He was an Oberscharfuhrer in the SS. Johannes is most remembered as the bodyguard and driver for Reinhard Heydrich, the de facto dictator of the Protectorate of Bohemia and Moravia. Reinhard Heydrich was sitting next to the driver. Josef Gabčík and Jan Kubiš were ready to attack the car, but Josef Gabčík's sten gun probably failed. Reinhard Heydrich commanded the driver to stop and pulled out his weapon. At that moment, a bomb thrown by Jan Kubiš exploded above the running board in front of the rear right wheel of the car. Reinhard Heydrich was injured by the bomb. Driver Johann Klein then pursued Josef Gabčík to Na Zápalčí Street while Jan Kubiš, injured by the explosion, was escaping for Libeň on a bicycle. The driver Klein raced after Kubiš, but his gun jammed, and Gabčík got away. Following Heydrich's orders, Klein then set after Gabčík, who hid in a butcher's shop. The owner, a Nazi sympathizer, revealed his hideout to Klein. The assassin injured the driver in the leg and ran away to safety. Heydrich was killed, but Klein survived.



Two men were long-time partners. With their deaths two towns died.

On June 10, 1942, the German government ordered the small village of Lidice in Czechoslovakia to be destroyed. They killed every adult male and some fifty-two women. (340 people) All surviving women and children were then deported to concentration camps, sent to the greater Reich to be „germanized".

A small Czech village called Ležáky was also destroyed two weeks after Lidice. Here both men and women were shot, and children were sent to concentration camps or sent to the Reich to be "Germanized". The most significant act of resistance was the assassination of Reinhard Heydrich (Operation Anthropoid) . The two Czech patriots, Jan Kubis and Joseph Gabcik, serving with the Polish forces in Britain, volunteered to be dropped by parachute near Prague.

Their mission, to assassinate SS Obergruppenführer Reinhard Heydrich, was on May 27, 1942, as Heydrich drove to his office. Severely wounded, he was rushed to Bulovka Hospital where he died eight days later. Soon after his death, the Nazi reprisals began when an enraged Hitler ordered to initiate mass executions of the Czech population.

(The Germans raided 5,000 towns and villages arresting some 3,180 people, 1,344 were sentenced to be executed. This number however was far to small for Adolf Hitler who ordered severe reprisals threatening to kill 30,000 Czechs.)

A man moved to a foreign country. Suddenly, people started dying.

Reinhard Heydrich (1904-1942) was second in importance to Heinrich Himmler in the Nazi SSorganization. Nicknamed "The Blond Beast" by the Nazis, and "Hangman Heydrich" by others, Heydrich had power and was the leading planner of Hitler's Final Solution in which the Nazis attempted to exterminate the entire Jewish population of Europe.

On 27 September 1941, Heydrich became Deputy Reich Protector of the Protectorate of Bohemia and Moravia (the part of Czechoslovakia incorporated into the Reich on 15 March 1939).

Heydrich came to Prague to enforce policy, fightthe resistance to the Nazi regime, and keep up production of Czech motors and arms that were "extremely important to the German war effort". To realise his goals Heydrich demanded racial classification of those who could and could not be Germanized. Heydrich started his rule by terrorising the population: 92 people were executed within three days of his arrival in Prague.

Almost all avenues by which Czechs could express the Czech culture in public were closed.

About 5,000 people were arrested by February 1942. Those who were not executed were sent to Mauthausen-Gusen concentration camp, where only four per cent of Czech prisoners survived the war.



„But for you, Annie, we wouldn´t have been here," told her friends to Annie with touching gratitude.

Anna was a „mother" to nearly 3000 people. She had a war medal for Bravery, Czechoslovak War Cross 1939 and Czechoslovakian order of the Red Star. After escape from the Nazi-occupied country, she came with her husband Oskar to 1 MS Field Battalion in the Soviet Union. She behaved braver than other soldiers. Anna was a nurse and she was always crawling on the ground for wounded people in the front lines. Anna Benešová died chidless in 1998 but her funeral was witnessed by thousands of people whom Anna gave life.

In 7 hours, 71 men, 120 women and 74 children died.

Soldiers of the Czechoslovak army in the night of 19 June 1945 in Horní Moštěnici in Přerov executed seventy-one men, one hundred and twenty women and seventy-four children under the age of fourteen in sever hours. And the only reason why they were murdered, was their German nationality and that they wanted to return to their homes in the Slovak Republic. The explusion of Germans from Czechoslovakia after World War 2 was part of a series of evacuations and expulsions of Germans from Central and Eastern Europe during and after World War 2.

The main character of this massacre was Pazúr. He and his associates wanted to avenge all Germans because of actions which "they" had done during The World War 2.He sent Germans and also some Slovakians, who wanted to return home, for interrogation and he claimed that everyone was Nazi. Pazúr let them to be shot.

Cut up black stories

1. **A man was sitting in his car. The car had to slow down in the turn. He ended in the hospital.**

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About 5,000 people were arrested by February 1942. Those who were not executed were sent to Mauthausen-Gusen concentration camp, where only four per cent of Czech prisoners survived the war.

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6. From day to day in 7 hours, 71 men, 120 women and 74 children died.

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ACT 29.

NAME OF THE ACTIVITY	Neighbours in War
OBJETIVES	To introduce the students to the stories of specific people who were affected by the Nazi occupation of Czechoslovakia
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1
TIME REQUIRED	15 minutes
TOPICS	Occupation and Resistance
TASKS	1) Students will split into groups of **six** 2) They will receive the *roles and events* side and cut all of the *roles and events* out of paper 3) Then they will mix the *roles and events* and each one will receive one role who he is playing for – there are two neutrals, who want to survive, two Germans who want to kill the Jew and two resisting who want to kill the Gestapo member, **the roles are covered, nobody should see who the other persons are**, everyone has just **one shot** which he can use anytime to kill someone; the person who died, is uncovered 4) The game is consisted of events, who are mixed and turned and what is written there must happen 5) If the victory conditions of anyone are satisfied, the game ends *Comment: there is one event with the game "Word Football" – it is a game where following the order everyone says one English word and the other one, who is next, will say another word starting with the last letter of the previous – A said: Car B says: Rifle C says: Emergency and if D isn't able to say any word starting with y, D lost*
VOCABULARY	Collaborate, Gestapo, resistance, ancestry
LANGUAGE SKILLS	Reading, speaking, listening
CLASS ORGANIZATION	groupwork
LOCAL CONTENTS	cultural
MAIN COMPETENCES	Communication in foreign languages, cultural awareness
CRITERIA OF SUCCESS	Students are able to empathize with the roles given.



Student Activity – Neighbours in War

1 SIDE ROLES AND EVENTS

Vladivoj Burda – Czech

V.B. is a labourer, yesterday he was drinking beer in a pub on the Bratří Synků square, **he isn't collaborating, nor resisting**, *Victory Condition: Survive*

Gerd Zimmerman - German

Officially he is a salesman in a drugstore, unofficially **he is a Gestapo member**, yesterday he was moving in the rooms where his drugstore will be, *Victory Condition: The Jew in his house will be killed*

Alois Schubert – German

His son is a policeman who was injured by resistance fighters, so he is trying to find them, yesterday he was working in the library, **he is loyal to the Nazi Regime**, *Victory Condition: The Jew in his house will be killed*

Mariana Čížková – Czech

She is an old woman, whose husbands were mostly officers, so she has a collection of uniforms, yesterday she was feeding pigeons with old bread, **she isn't collaborating, nor resisting**, *Victory Condition: Survive*

Karoline Steiner – Jew

Officially she is working as a cook, yesterday she was visiting her friend Jaroslav Pohůnek, **she is hiding her Jewish ancestry**, *Victory Condition: The Gestapo member in the house will be killed*

Jaroslav Pohůnek – Czech

He is working in a bank, yesterday he was listening radio, **he is resisting and in love with Karoline Steiner**, *Victory Condition: The Gestapo member will be killed*

Events:

A journalist came and wants to hear the stories of Marianas' dead husbands – *Mariana is uncovered*

Yesterday a murder happened in a near street, the detective takes a stop here and wants to hear, what have you done yesterday – *everyone should say it*

Vladivoj Burda felt down drunken from a roof – *Vladivoj is dead*

The doctors made a miracle in the hospital - *the person who dropped out last is back in the game*

An official who is making Census wants to hear what are your professions – *jobs are uncovered*

Some clerks want to engage factory workers or soldiers for war – *you should play Word Football including words with the topic War and who loses, will have one shot less*

The famous resisting heroes called Three Kings appeared in the basement of the house, Alois Schubert takes a pistol to kill them, but they injure him and he is taken to the hospital by an ambulance – *Alois is out of the game*

In the post box are newspaper with the headline "Operation Barbarossa" – *the one who first says what happened and when it happened has one more shot*

Gestapo is visiting the house in the night, they are angry because Czechoslovak Chancellor Heydrich was killed by parachutists and they are searching for Jews – *you must agree on one person who will be out of the game*



ACT 30.

NAME OF THE ACTIVITY	WORLD WAR I IN PHOTOS
OBJETIVES	Looking at photos and guess what does it reflect.
LANGUAGE	English
LANGUAGE LEVELS	B1
TIME REQUIRED	30 Min.
TOPICS	War
TASKS	Matching photos and sentences.
VOCABULARY	Weapon, warfare, trench
LANGUAGE SKILLS	reading
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Matching photos and sentences.
CRITERIA OF SUCCESS	Understanding the meaning of photographs.

WORLD WAR ONE IN PHOTOS

Introduction:

A century ago, an assassin, a Serbian nationalist, killed the heir to the throne of Austria-Hungary as he visited Sarajevo. This act was the catalyst for a massive conflict that lasted four years. More than 65 million soldiers were mobilized by more than 30 nations, with battles taking place around the world. Industrialization brought modern weapons, machinery, and tactics to warfare, vastly increasing the killing power of armies. Battlefield conditions were horrific, typified by the chaotic, cratered hellscape of the Western Front, where soldiers in muddy trenches faced bullets, bombs, gas, bayonet charges, and more.

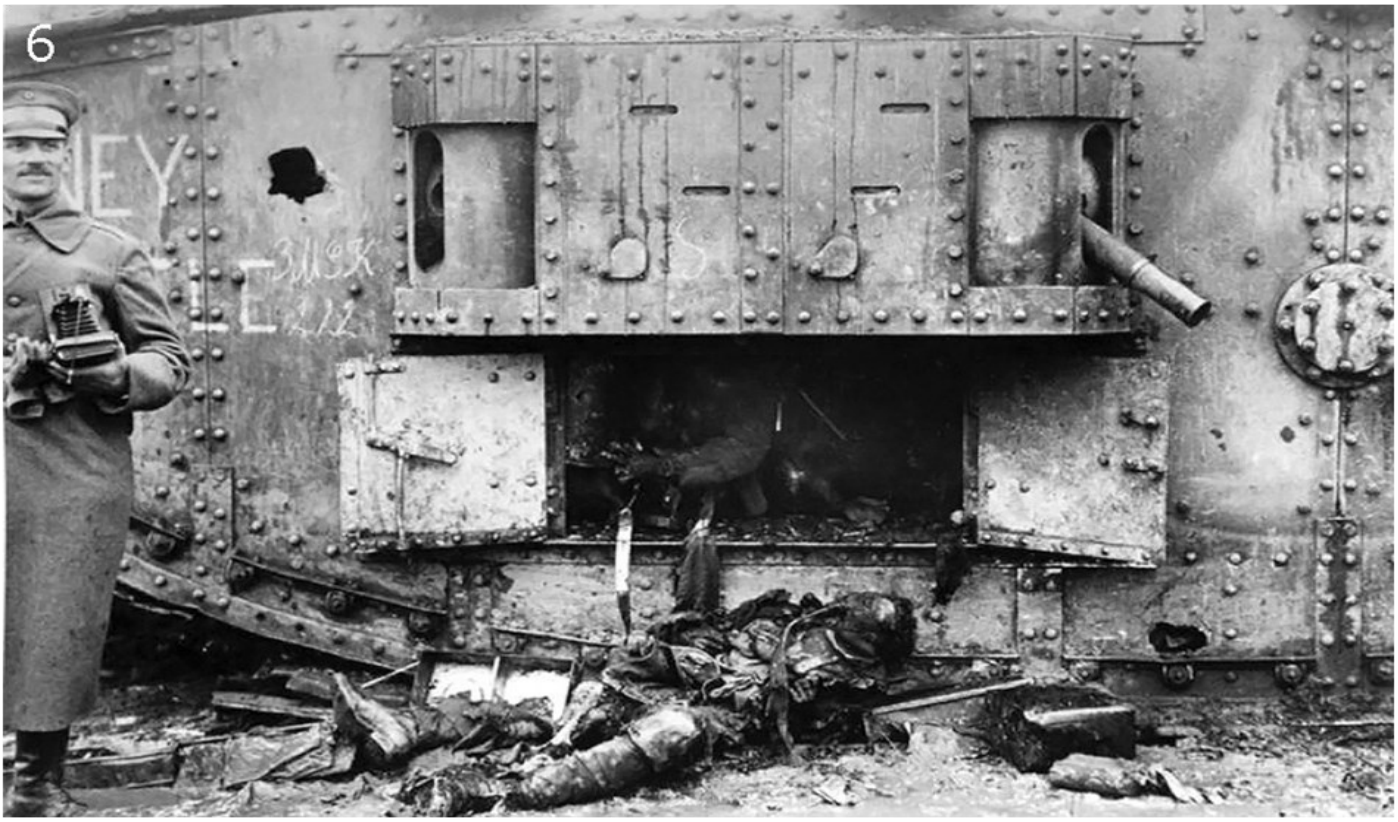



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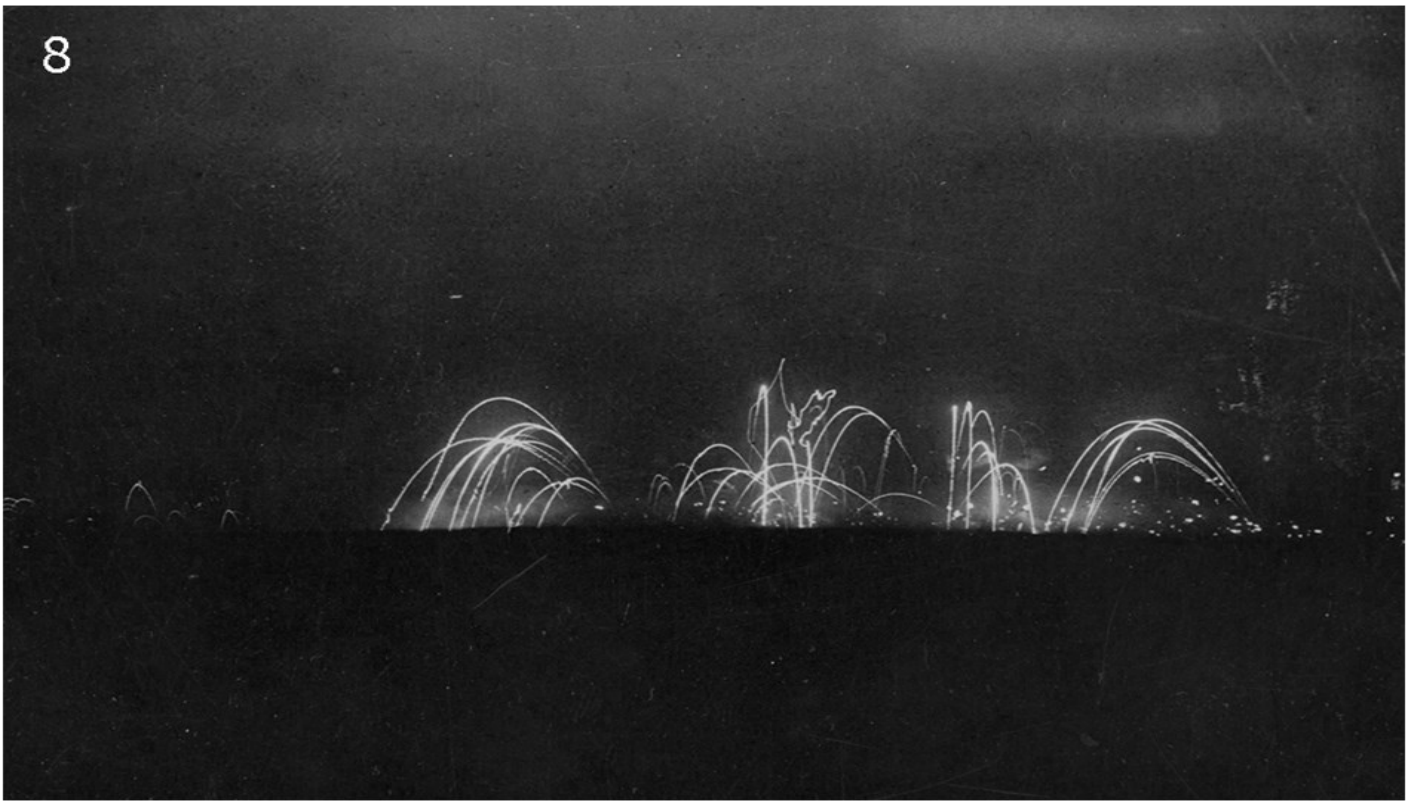

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11



12



13





A.British soldier in a flooded dug-out, on the front lines, France.

B.False horses, camouflage to allow snipers a place to hide in no-man's land.

C.A Marine kisses a woman during a homecoming parade at the end of World War

D.Soldiers of an Australian 4th Division field artillery brigade walk on a duckboard track laid across a muddy, shattered battlefield.

E.British soldier cleaning a rifle, Western Front. His growth of beard suggests he may have been continuously in the trenches for several days.

F.The front in France, a scene on a battlefield at midnight. Opposing armies were sometimes situated in trenches just yards apart from each other.

G.A French soldier aiming an anti-aircraft machine gun from a trench.

H.A German soldier throws a hand grenade against enemy positions.

I.Some Canadian wounded being taken to the dressing station on a light railway from the firing line.

J.A Japanese siege gun brought up for the bombardment of Tsingtao (Qingdao), China in 1914. One of the detachment is receiving orders by telephone from the battery commander.

K.A German soldier holds a camera, standing in front of a destroyed British Mark IV (female) tank and the burned remains of its crew.

L.Prussian guard infantry in new field gray uniforms leave Berlin, Germany, heading for the front lines. Girls and women along the way greet and hand flowers.

M.Soldiers and a dog outside a ruined house.



ACT 31.

NAME OF THE ACTIVITY	WORLD WAR II SUMMARY
OBJETIVES	Reading , understanding and filling in the blanks
LANGUAGE	English
LANGUAGE LEVELS	B1
TIME REQUIRED	20 Min.
TOPICS	War
TASKS	Filling in the blanks.
VOCABULARY	Genocidal, allies, axes
LANGUAGE SKILLS	reading
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Understanding and filling in the blanks.
CRITERIA OF SUCCESS	Understanding the text.



World War 2 Summary
In this activity we'll try to fill the blanks:

Soviet Union	*Axis*	*Allies*	*Genocidal*
Civilians	*Conflict*	*1945*	*Nazi Germany*
Chinese	*Weapons*	*Europe*	*Atlantic*

World War 2, also known as the Second World War, was a war fought from 1939 to _____ in Europe and, during much of the 1930s and 1940s, in Asia.

The war in _____ began in earnest on September 1, 1939 with the invasion of Poland by _____, and concluded on September 2, 1945, with the official surrender of the last _____ nation, Japan. However, in Asia the war began earlier with Japanese interventions in China, and in Europe, the war ended earlier with the unconditional surrender of Germany on May 8, 1945.

It was the largest armed _____ in history, spanning the entire world and involving more countries than any other war, as well as introducing powerful new _____, culminating in the first use of nuclear weapons.



However, despite the name, not all countries of the world were involved; some through neutrality (such as the Eire - though Eire supplied some important secret information to the _____; D-Day's date was decided on the basis of incoming _____ weather information supplied from Ireland - Sweden, and Switzerland), others through strategic insignificance (Mexico).

The war ravaged _____ more severely than any previous conflict and served as a backdrop for _____ killings by Nazi Germany as well as several other mass slaughters of civilians which, although not technically genocide, were significant.

These included the massacre of millions of _____ and Korean nationals by Japan, internal mass killings in the _____ _____, and the bombing of civilian targets in German and Japanese cities by the Allies. In total, World War II produced about 50 million deaths, more than any other war to date.

ACT 32.

NAME OF THE ACTIVITY	BRAIN WEB
OBJETIVES	Speaking about the thoughts of war.
LANGUAGE	English
LANGUAGE LEVELS	B1
TIME REQUIRED	30 Min.
TOPICS	War
TASKS	*The first player takes the yarn and tells his thoughts about the subject.* *When the player finishes his speech rolls yarn to another player.* *It goes like this while everyone says their opinions.* *At the end here is your brain web, take the photo of it and share with your friends!*
VOCABULARY	war
LANGUAGE SKILLS	speaking
CLASS ORGANIZATION	Group
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Talking about war.
CRITERIA OF SUCCESS	Expressing thoughts and feelings

The first player takes the yarn and tells his thoughts about the subject.

When the player finishes his speech rolls yarn to another player.

Brain Web

This activity is a kind of brainstorm but more effective and fun.

Required materials:

A roll of yarn



Subject: War

How to play:

The first player takes the yarn and tells his thoughts about the subject.
When the player finishes his speech rolls yarn to another player.
It goes like this until everyone says their opinions.
At the end here is your brain web, take the photo of it and share with your friends!



ACT 33.

NAME OF THE ACTIVITY	ANIMALS AND WAR
OBJETIVES	Speaking about the thoughts of war and animals.
LANGUAGE	English
LANGUAGE LEVELS	B1
TIME REQUIRED	30 Min.
TOPICS	War
TASKS	*Speaking about animals and wars. Looking the photographs.*
VOCABULARY	war
LANGUAGE SKILLS	speaking
CLASS ORGANIZATION	Group
LOCAL CONTENTS	Yes
MAIN COMPETENCES	Talking about war and animals.
CRITERIA OF SUCCESS	Expressing thoughts and feelings

ANİMALS AND WAR

While the First World War witnessed the development of modern, technological warfare, it also made unprecedented demands on what we might see as archaic methods of campaigning. Despite the tanks, planes and machine guns, fighting still depended on the physical and emotional suffering and sacrifice of men, who also had to contend with mud, sand, water, disease and often brutal weather. Moreover, like fighting men since time immemorial, the armies of the Allies and the Central Powers depended on the efforts and skills of animals for transport, logistics, communications and, at times, solace.

What do you think about the use of animals in wars?



An Indian Cavalry horse hospital in France, July 1915

Beasts of burden

The millions of men at the Front and behind the lines had to be fed and supplied with equipment, much of which was again hauled by four-legged beasts of burden. Because of the deep mud and craters at the front, much of this could only be carried by mules or horses. Even the British army, which could boast that it was the most mechanised of the belligerent forces, relied largely on horsepower for its transport, much of it organised by the Army Service Corps: by November 1918, the British army had almost 500,000 horses, which helped to distribute 34,000 tons of meat and 45,000 tons of bread each month. The animals themselves needed feeding and watering, and British horses had to carry some 16,000 tons of forage each month. In total, perhaps six million horses were engaged by all sides. Looking after these animals were specially trained soldiers, who knew how to care for such beasts from their jobs before the war, and who were also trained in modern methods of animal husbandry.



Look at the photo. What do you think about the roles of dogs?

Despite the machine gun, barbed wire and trenches (or thick bushes in the Levant), cavalry proved to be remarkably effective during the conflict where mobile fighting could take place. Cavalry saw considerable action at Mons, and Russian cavalry penetrated deep into Germany during the early phases of the war. Cavalry were still occasionally used in their traditional role as shock troops even later in the war. Cavalry were effective in Palestine, although were obstructed by thick bushes as much as by barbed wire. Cavalrymen from Britain and her colonies were trained to fight both on foot and mounted, which perhaps accounts for horses' more frequent use by these armies than by other European forces during the conflict. But most military tacticians had already recognized that the importance of mounted soldiers had waned in the age of mechanized war, a shift that had already become apparent in the American Civil War. Where cavalry regiments were maintained on the Western Front, many considered them a drain on men and resources, and futile in the face of machine guns. This was despite the esteem in which such regiments were still held in the traditional military mind and the public popularity of the image



What is the most important animal after horses in the war in your opinion? Discuss with your friends.

Read the article again. Answer these questions.

How many horses had the British army in November 1918?
Why they needed horses and mules for transportation?
What are the advantages of mounted soldiers (cavalryman)?
The amount of bread and meat the horses carry for soldiers?
The amount of forage the horses carry monthly for themselves and other animals?
Who was looking after this animals?

Does your country still use mounted soldiers or policies?





GAME 1.

NAME OF THE ACTIVITY	Great Powers
OBJETIVES	To introduce the dilemmas and conflicts some of the Great Powers had to go through before and throughout the Great War.
LANGUAGE English/ Spanish	English
LANGUAGE LEVELS	B1
TIME REQUIRED	50 minutes
TOPICS	Occupation and Resistance
TASKS	1 The game is for 1 – 4 players plus 1 Storyteller The goal of the game is to simulate the decisions some of the Great Powers had to do before and during World War One – and survive them Players draw lots to their power in order, from the youngest player each round chooses one topic on which one gets a question and the change of points in topics will be based on the answer (except for special topics) The player cannot choose the same topic twice in row After 5 rounds all questions of all topics must be shuffled Game has 4 topics (Army, People, Aristocracy, Opposition) and 2 bonus topics (Economy, War) Economy can be selected just three times by each player (Special thing on this topic is that, there you will not answer any question, increase of income depend only on chance) War immediately increases all topics by 2 points, but player cannot choose other topic till the end of war. The goal of the player is to remain in rule of their country as long as possible The player loses when : goes bankrupt, loses a war, or the government is overthrown (drop points in at least one topic to 0 points or 10 point and more)
VOCABULARY	varies
LANGUAGE SKILLS	Reading, speaking, listening
CLASS ORGANIZATION	groupwork
LOCAL CONTENTS	Austro-Hungarian Empire
MAIN COMPETENCES	Communication in foreign languages, cultural awareness
CRITERIA OF SUCCESS	Students' assigned countries survive the Great War

NAME OF THE ACTIVITY	Neighbours in War
OBJETIVES	To introduce the students to the stories of specific people who were affected by the Nazi occupation of Czechoslovakia



BONUS QUESTIONS

Would you like to send your troops to Ireland to secure your power?

Yes **No**

(Army 1, Aristocracy 1, People 2, *Opposition -3)* **(***Army -1, Aristocracy -1, People -1***, Opposition 2)**

Would you like to send your troops to Bohemia to secure your power?

Yes **No**

(Army 1, Aristocracy 1, People 2, *Opposition -3)* **(***Army -1, Aristocracy -1***,** *People -1***, Opposition 2)**

Will you send your army to occupy Serbia to show your power?

Yes **No**

(Army 1, People 1, *Opposition -2)* **(***Army -2, Aristocracy -1***, Opposition 2)**

You have possibility to increase your Foreign Legion. Will you do that?

Yes **No**

(Army 3, People -1, *Aristocracy -1)* **(***Army -2,* **Aristocracy 1)**

Would you like to send your troops to Bohemia to secure your power?

Yes **No**

*(***Army 1, Aristocracy 1, People 2,** *Opposition -3)* *(Army -1, Aristocracy -1***,** *People -1***, Opposition 2***)*

Would you like to conscript soldiers from your colonies?

Yes **No**

*(***Army 1,** *Aristocracy -2)* *(Army -1,* **Aristocracy 1***)*



QUESTIONS: ARMY

You have the possibility to establish the Air Force. Will you do that?

Yes — **(Army 2, People 1,** *Aristocracy -1* **)** **Cost: 50 000$**

No — **(** *Army -2* **)**

Your counsellor is advising you to make education free of charge for soldiers. Will you do that?

Yes — **(Army 1,** *People -1, Aristocracy -1* **)** **Cost: 10 000$**

No — **(** *Army -3* **)**

Would you like to make a military parade to demonstrate your power?

Yes — **(Army 1, People 1)**

No — **(** *Opposition -2* **)**

Soldiers want more money. Will you increase the officer´s salaries?

Yes — **(Army 2,** *People -1*, **Aristocracy 1)** **Cost: 15 000$**

No — **(** *Army -2* **)**

Do you want to consolidate your power by attacking the opposition?

Yes — **(Army 1,** *People -1*, ***Aristocracy 2****, Opposition -3* **)**

No — **(** *Army -2* **)**

Would you like to enlarge your navy?

Yes — **(Army 2, People 1)** **Cost: 45 000$**

No — **(** *Army -2* **)**

A Young officer of your army devised a new effective military tactic. Will you start using it?

Yes — **(Army 1,** *Aristocracy -1* **)**

No — **(** *Army -1,* **Aristocracy 1)**

Cost: 30 000$

Would you like to equip your army with new and better bullets?

Yes **No**

(Army 1, People 1) **(*Army -1*)**

Cost: 10 000$

You have the possibility to enlarge your army by conscription of all the orphans. Will you do that?

Yes **No**

(Army 2, *People -3*, *Opposition -3* **)** **(** *Army -2,* **People 1, Opposition 1)**

You got a proposal to merge your army with your police. Will you do that?

Yes **No**

(Army 2, *People -1, Opposition -2* **)** **(** *Army -2,* **People 1, Opposition 1)**

Would you like to create a net of agent provocateurs in your country?

Yes **No**

(Army 2, Aristocracy 1, *People -2, Opposition -3* **)** **(** *Army -2,* **People 1, Opposition 1)**

QUESTIONS: PEOPLE

A minority group wants to build a theatre where performances are in their language. Will you let them?

Yes **No**

(+1 People,-*1 Aristocracy,* **+1 Opposition)** *(-2 People)*

Women are fighting for their rights, workers for better wages. Do you want to accommodate them in a liberal way?

Yes **No**

(+2 People, *-2 Aristocracy, -1 Opposition)***(+1 Aristocracy,+1 Army,** *-2 People)*



In some regions poor farmers are protesting and destroying manorial buildings. Do you want the police to intervene?

Yes (**+1 Army**, *-1 People*)

No (*-1 Army*, **+1 Opposition**)

You are angry, because the press made jokes about your weak rule. Are you going to arrest the guilty journalists?

Yes (**+2 Opposition**)

No (**+1 People**,*-1 Army*)

You have Jewish refugees from Eastern Europe in your country, who are wealthier than average people. Do you want to support antisemitism?

Yes (**+2 People**, *-1 Aristocracy*)

No (**+1 Opposition**)

With the industrial expansion the church is getting less powerful. Are you going to claim for more worship?

Yes (**+1 Aristocracy**, *-2 Army*)

No (**+1 Army**, *-1 People*)

An international network of trade is build up, it is cheaper for you to buy Japanese madder but you feel that local farmers are getting weak? Do you want to support them to avoid disobedience?

Yes (**+1 People**, *-1 Army*)

No (**+1 Opposition**)

You feel war is coming, do you want to prepare your country?

Yes (*+2 Army*, **+1 Opposition**)

No (*-1 Army*)



Cities are growing, so many people live in slums, do you want to make social reforms?

Yes (**+1 People**, *-2 Aristocracy*) **No** (**+2 Opposition**)

You have a nation on your territory which fights for independence. The officers are advising you to beat the protests bloodily. Will you follow their advice?

Yes (*-2 Opposition*, *-1 People*) **No** (*-1 Army*)

Do you want to build a railway network to support domestic trade?

Yes (**+1 People**) **No** (**+1 Aristocracy**)

QUESTIONS: OPPOSITION

A magician showing experiments with electricity is travelling through your country. Ordinary people love him. Do you want to show your amicability and visit one of his performances?

Yes {+1 People} **No** {nothing happened}

Women protested for rights and few of them were accidentally killed by police. Their friends have organised a memorial action. Are you going to forbid it?

Yes {-2 Opposition, +1 Aristocracy} **No**{-1 Army, -1 People}

In one region close to the borders many civilians were killed by a psychopathic murderer. However, he is one minister's relative, so will you let him escape?

Archaeologists from your country have robbed some Egyptian tombs. You like their findings very much, but you feel they should be donated to the public and exhibit them in a museum. Will you do this?

Yes {+1 Opposition, -1 Aristocracy} **No** {+2 Aristocracy}

Yes {-1 People} **No** {-1 Aristocracy}

Your counsellors whisper you, the population is preparing some treasonous uprising. The best way how to solve it lays in strict censorship. Agree?

Yes {-1 Opposition, -1 People, +1 Army} **No** {-1 Opposition}

The roads are bad, people live in slums, you feel your money ends in the pockets of the officials. Will you suspect them?

Yes {-1 Opposition, -1 Aristocracy, +1 People} **No** {+1 Aristocracy}

The overcrowded cities are dangerous at night, murderers and burglars everywhere. Civilians don't feel safe anymore. Do you want to establish more patrols?

Yes {+1 People, +1 Army} **No** {-1 Opposition, +1 Aristocracy}

A pneumological epidemy extended in your country. It was accused by the factories where coal is burnt. Do you want to destroy them?

Yes {-1 People, +2 Opposition} **No** {+1 Army}

QUESTIONS: ARISTOCRACY

Would you like to allow obtain the peerage because of money?

Yes **(People 2,** *Aristocracy -2)*

No **(Aristocracy 1,** *People -1* **)**

You have possibility to forbid serfdom. Will you do that?

Yes **(Opposition 1, People 2,** *Aristocracy -3)*

No **(Aristocracy 2,** *People -2, Opposition - 2* **)**

Will you start appointing members of aristocracy to government departments automatically?

Yes **(Aristocracy 2,***A People -1, Opposition -2)*

No **(Opposition 1, People 1,** *Aristocracy -2* **)**



Would you like to share state gains with aristocracy?

Yes **No**

(Aristocracy 3, *People -2, Opposition -2)* **(Opposition 1, People 2,** *Aristocracy -2* **)**

Cost: 10 000$

Would you like to share state gains with aristocracy?

Yes **No**

(Aristocracy 3, *People -2, Opposition -2)* **(Opposition 1, People 2,** *Aristocracy -2* **)**

Cost: 10 000$

Will you appoint aristocratic members of army officers automatically?

Yes **No**

(Aristocracy 2, *People -1, Army -1)* **(Army 1, People 1,** *Aristocracy -1* **)**

Would you like reduce taxes for aristocrats?

Yes **No**

(Aristocracy 2, *People -1, Opposition -1)* **(Opposition 1, People 1,** *Aristocracy -1* **)**

Cost: 5 000$

Would you like to appoint all aristocrats to functions of a judge?

Yes **No**

(Aristocracy 2, *People - 2, Opposition -2)* **(Opposition 1, People 1,** *Aristocracy -2* **)**

Would you like to create house of lords?

Yes **No**

(Aristocracy 3, *People - 2, Opposition -2)* **(Opposition 2, People 2,** *Aristocracy -2* **)**



GREAT POWERS - SHEETS

Austria – Hungary

Army ● ● ● ● ○ ○ ○ ○ ○ ○

Opposition ● ● ● ● ○ ○ ○ ○ ○ ○

People ● ● ● ● ● ○ ○ ○ ○ ○

Aristocracy ● ● ● ● ● ● ● ● ○ ○

Starting budget : 80 000$

France

Army ● ● ● ● ● ● ○ ○ ○ ○

Opposition ● ● ● ● ● ● ○ ○ ○ ○

People ● ● ● ● ● ● ○ ○ ○ ○



Aristocracy ● ● ● ● ○ ○ ○ ○ ○ ○

Starting budget : 85 000$

Germany

Army ● ● ● ● ● ● ○ ○ ○ ○

Opposition ● ● ● ● ● ○ ○ ○ ○ ○

People ● ● ● ● ● ○ ○ ○ ○ ○

Aristocracy ● ● ● ● ● ● ○ ○ ○ ○

Starting budget : 95 000$

United kingdom

Army ● ● ● ● ● ● ○ ○ ○ ○

Opposition ● ● ● ● ● ○ ○ ○ ○ ○



People ● ● ● ● ● ● ● ● ● ●

Aristocracy ● ● ● ● ● ● ● ● ● ●

Starting budget : 85 000$

GAME 2.

GAME OF THE ACTIVITY **Taboo**	
LANGUAGE ENGLISH /SPANISH	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	20 MİNUTES
TOPICS	1ST WORLD WAR KEYWORDS
TASKS	EXPLAİNİNG THE WORDS WİTHOUT USİNG BANNED WORDS
VOCABULARY	CONNECTED WITH STUDENTS´ KNOWLEDGE
LANGUAGE SKILLS	READING/ SPEAKING
CLASS ORGANIZATION	PAIR /TWO TEAMS
LOCAL CONTENT	NONE
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LAN-GUAGES/SOCIAL COMPETENCES
CRITERIA OF SUCCESS	HIGH

Taboo

Rules:

1. Clue-givers may not use any taboo words, including abbreviations and any part of the taboo word.
2. Clue-givers may not use sound effects or use gestures to indicate the clue word.
3. Clue-givers may pass on any card at any time, but the card is then placed in the discard pile.
4. When time is called, the final card does not go into the discard pile, but is instead removed from play.

Scoring:

Every card stacked upon another in the card holder represents one point for Team A.
Every card stacked in the discard pile represents one point for Team B.
The final card in play when time runs out is worth no points for either team.
At the end of each round points are tallied for each team, the winner is declared by the team with the most points.



Blood
Vein
Body
Red

Flag
Represent
Symbol
Banner

Foe
Enemy
Opponent
Rival

Death
Grave
Corpse
Killing

Power
Strenght
Muscle
Force

War
Fly
Wing
Weapon

Map
Country
Limits
Scheme

Tank
Vehicle
Armor
Gun

Adolf Hitler
Moustache
Jewish
Genocide

Diplomacy
Management
Government
Discussion

Alliance
Union
Government
Agreement

Abdication
Resignation
Retirement
Surrender



War
Weapon
Foe
Conflict

Weapon
Trigger
War
Guns

Conquer
Capture
Take
Defeat

Atom Bomb
Nuke
Hiroshima
Chemistry

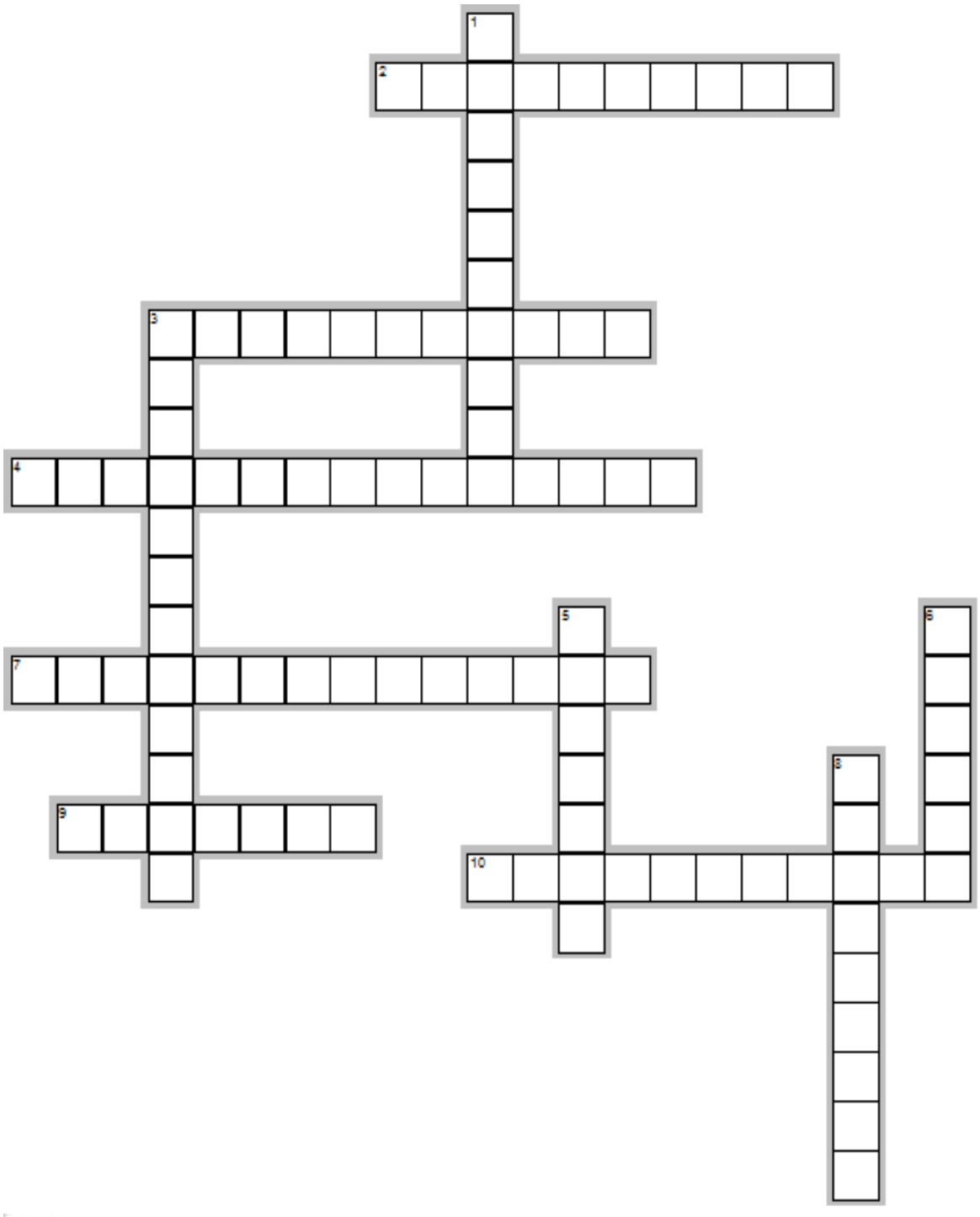
Soldier
Uniform
Warrior
Veteran

Assasina-tion
Murder
Killing
Slaughter

CROSSWORD PUZZLE

NAME OF THE ACTIVITY **Crossword Puzzle**	
LANGUAGE ENGLISH /SPANISH	ENGLISH
LANGUAGE LEVELS	B1
TIME REQUIRED	10 MINUTES
TOPICS	PUZZLE WİTH ANSWERS ABOUT SECOND WORLD WAR
TASKS	WATCHİNG THE SLİDE SHOW/ FİLLİNG THE SPACES WİTH CLUES
VOCABULARY	CONNECTED WITH STUDENT'S KNOWLEDGE
LANGUAGE SKILLS	READING/WRITING
CLASS ORGANIZATION	INDIVIDUAL
LOCAL CONTENT	NONE
MAIN COMPETENCES	CHALLENGİNG STUDENTS KNOWLEDGE ABOUT WORLD WAR
CRITERIA OF SUCCESS	MODERATE




1
2
3
4
5
6
7
8
9
10



Before you to start please take a look at the slides based on this crossword puzzle: click here.

Across

2. Germany, Italy, Japan
3. German politician who was the leader of the Nazi Party
4. 27th Prime Minister of Italy and leader of the National Fascist Party
7. Largest war in human history.
9. Name of the country that started World War II
10. Leader of the Soviet Union in second world war

Down

1. Prime Minister of Japan during much of World War II
3. Great Britain, Soviet Union, United States, France
5. Political belief that says the individual is less important than the nation.
6. A divided capital after the war
8. Purposely trying to exterminate an entire group of people.

SELF -ASSESSMENT

QUESTIONS ABOUT	VERY GOOD (4)	GOOD (3)	SATISFACTORY (2)	NOT SO GOOD (1)
Contents				
Skills				
Competencies				
Work Organ.				
Materials				
Outcome				

POSITIVE/PROS	NEGATIVE/CONS



What have I learnt as a History student?
How have I learnt?
Why didn't I learn? (if it is a fact)
As a Peace Messenger, what have I learnt?
As a Peace Messenger, what can I do to make the future better than the past?



TEAM

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-Mrs. Ivona Simova(teacher)

-Miss Klára Koubová

-Miss Anna Marie Petráková

-Miss Jonáš Kadlěcik

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