Erasmus+



Europe at war: An approach to teach students to avoid conflicts using words and not swords, learning from History

UNIT OF WORK

TOPIC 5

Music, literature, cinema and political propaganda in wartimes

Malonstranke Gymnasium. Praha, Czech Republic/ Kongberg Videragaende Skole, Kongsberg, Norwey/ Liceo Scientifico Statale Carlo Cattaneo, Turin, Italy/ Gurnipar IMKB T-EML, Istambul, Turkey/ Instituto de Educació Secundaria Miguel de Cervantes, Granada, Spain

INDEX

SECTION 1. PROPAGANDA

1. Popular Front
2. History Journey
3. Newspaper and refuggees
4. WW2 Propaganda
5. Nazi Propaganda
6. The Triumph of the Will
7. Discussion Activity
8. Propaganda Poster
9. Nazi Propaganda Crossword

SECTION 2. ART AND WAR

10. A Story that Re-Created a Nation
11. Primo Levi
12. La Vita e Bella
13. A rap Song
14. Poetry, music and war
15. Music and war
16. Spanish Bombs
17. 18. 19. 20 WebQuest Federico García Lorca

SUMMARISING

21. Flash Cards
22. Crossword
23. Quiz

Self-Assessment

Team

DIDACTIC APPROACH

NAME OF UNIT	
OBJECTIVES	• Understand how art has been used for political purposes in wartimes and how governments and resistance movements have used political propaganda to motivate their people and keep the fighting spirit • Specific: Symbols of and knowledge about the Spanish Civil War, America's role in the wars, The situation for the Refugees, The wars that created modern Turkey, The Italian author Primo Levi, how films have been used to present a message in different times and with different messages, presenting/listening to and understand songs about wars, The life and death of Garcia Lorca, WW2 in Norway
LANGUAGE	English, Spanish, Turkish, Italian
LANGUAGE LEVELS	From A2 till B2
NUMBER OF LESSONS	20-25
TOPICS	1.Music from different countries: Turkey, Germany, Spain, Norway 2. Literature represented by the lives of Federico Garcia Lorca, Primo Levi and Asik Veysel Satiroglu 3. Films by Leni Riefenstahl and Roberto Benigno 4. Political Propaganda from Norway, Germany, Spain
TASKS	This must be seen in the didactic sheets for each of the activities
VOCABULARY	Vocabulary about art and propaganda and political ideologies in both the 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 work
LOCAL CONTENTS	Norway: Norwegian posters from the Nazi Government Spain: About the life and work of Federico Garcia Lorca Italy: Primo Levi Turkey: Building a new country
MAIN COMPETENCES	Communication in foreign languages Cultural awareness and expression Social and civic competence Communication in the mother tongue Digital competence Learning to learn
EVALUATION	Each activity is different and will have different kinds of evaluation. Teachers can check the knowledge of the students in the acitivities, the students can make self evaluations and evaluations of each others' work. SELF ASSESSMENT and Open space

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PROPAGANDA

CONTROL THE MEDIA - THE MEDIA CONTROLS US



BUSKERUD FYLKESKOMMUNE

Gürpinar IMKB ISTANBUL, TURKEY

LS Carlo Cattaneo TURÍN, ITALY

Malonstranke Gymnasium. Praha, Czech Republic/ Kongberg Videragaende Skole, Kongsberg, Norwey/ Liceo Scientifico Statale Carlo Cattaneo, Turin, Italy/ Gurnipar IMKB T-EML, Istambul, Turkey/ Instituto de Educació Secundaria Miguel de Cervantes, Granada, Spain



ACT. 1

POPULAR FRONT'S POSTER SPANISH CIVIL

NAME OF THE ACTIVITY	
OBJECTIVES	LEARN ABOUT THE POLITICAL PARTIES THAT FORMED THE POPULAR FRONT DURING THE FIRST REPUBLIC IN SPAIN
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	50 MINUTES
TOPICS	FLAGS OF THE POLITICAL PARTIES OF THE POPULAR FRONT
TASKS	.- READ AND LISTENING TO A TEXT ABOUT THE FLAGS AND THE IDEOLOGIES OF THE POLITICAL PARTIES AND THEN MATCH THE DEFINITIONS WITH THE IDEOLOGIES AND THE FLAGS. .- DICTOGLOSS ABOUT THE TEXT, FILLING THE GAPS .- MATCH CORRECTLY IN THE FLASHSCARD ONLINE GAME
VOCABULARY	POPULAR FRONT, POLITICAL PARTY, CONSERVATIVE, PROGRESIST, IDEOLOGY….
LANGUAGE SKILLS	READING, LISTENING, WRITING
CLASS ORGANIZATION	WORKING IN PAIRS
LOCAL CONTENTS	THIS ACTIVITY CONTAINS INFORMATION ABOUT THE FLAGS AND THE IDEOLOGIES BEFOREN AND DURING THE SPANISH CIVIL WAR.
MAIN COMPETENCES	DIGITAL COMPETENCE, LEARNING TO LEARN, SOCIAL AND CIVIC COMPETENCES
CRITERIA OF SUCCESS	.- NO ONE FAIL IN THE MATCHING OF IDEOLOGIES .- NOT MORE THAN THREE FAILS IN THE DICTOGLOSS .-NOT MORE MISTAKES THAN ONE FLAG.



POPULAR FRONT

It's the name of electoral coalitions between political formations of leftist ideology.

It was formed during decade of 1930.

POSTER

On this poster, *it made a call* on all armies which defend the Republic, unite on a single army (The Popular Militias) and it fight against Franco's armies.

On the poster it can see all community's flags, and movements which defend the Republic over a soldier's head.

At the bottom of the poster, it can see the message which try, as well as images, to transmit the idea of unit faced with national army.

1. MATCH THE PICTURES



Working in pairs, match the pictures with the descriptions and definitions. Then, your teacher is going to give you a text where you can check your answer.

Flags

Descriptions



2. LISTEN, WRITE AND ANSWER THE QUESTIONS BELOW

a) Listen to your teacher and fill the gaps.

b) As you can see, your peer has other piece of paper with different gaps than yours. Share your answers with him.



c) Answer together the questions below:

- What was the Popular Front?
- How many political parties had the Popular Front?
- Who was the president of the Republic?
- In which year has Franco died?
- Mention two political parties of the Popular Front





CHECK YOUR KNOWLEDGE

CLICK IN THIS LINK AND TRY TO SOLVE THE FLASH-CARDS ACTIVITY

TEACHER'S TEXT

The **Popular Front** (Spanish: *Frente Popular*) in Spain's Second Republic was an electoral coalition and pact signed in January 1936 by various left-wing political organisations, instigated by Manuel Azaña for the purpose of contesting that year's election.

The *Popular Front* included the Spanish Socialist Workers' Party (PSOE), Communist Party of Spain (PCE), theWorkers' Party of Marxist Unification (POUM, independent communist) and the republicans: Republican Left (IR), and Republican Union Party (UR). This pact was supported by Galician (PG) and Catalan nationalists (ERC), socialist union Workers' General Union (UGT), and the anarchist trade union, the Confederación Nacional del Trabajo (CNT). Many anarchists who would later fight alongside *Popular Front* forces during the Spanish Civil War did not support them in the election, urging abstention instead.

The Popular Front defeated the National Front (a collection of right-wing parties) and won the 1936 election, forming the new Spanish Government. Manuel Azaña was elected President of the Republic on May 1936, but the PSOE didn't join the government.

In July 1936, conservative/monarchist generals instigated a coup d'état which started the Spanish Civil War (1936–1939). The Government dissolved the Spanish Republican Army in the loyal territory and brought weapons to armed groups organized by the unions (UGT and CNT) and workers' parties (PSOE, PCE, POUM) In October the same year, the Spanish Republican Army was reorganized. After a protracted war of attrition Franco would defeat the Republican forces and rule Spain as a dictatorship until he died in 1975.

Poster

On this poster there is a clear call to all the Republican army to stick together and fight with all their might against Franco´s armed forces.

There is a big display of all left wing flags above a soldier´s head (they stand for all the different parties which share left ideology at the time)

The message at the bottom of the poster clearly supports the idea of political unity against fascism.

IDEOLOGY AND ORIGIN of flags

CNT → Founded in 1910 in Barcelona from groups brought together by the trade union *Solidaridad Obrera*, it significantly expanded the role of anarchism in Spain.

PNV → The **Basque Nationalist Party** (founded in 1895) is a Christian democratic and Basque nationalist party. It is both the oldest and largest Basque nationalist political party

PCE → The **Communist Party of Spain** (founded in 1921) is the third-largest national political party in Spain. It is the largest member organization of the United Left electoral coalition and has influence in the largest trade union in Spain, Workers' Commissions (CCOO). The PCE was characterized by the struggle against the Franco dictatorship, during which period it was illegal. It was legalized in 1977 by Adolfo Suárez as one of the forces necessary to establish democracy in Spain.

REPUBLICAN FLAG→ The Spanish republican flag began to be used on April 27, 1931, thirteen days after municipal elections results led to the abolition of the monarchy and the proclamation of the Second Spanish Republic.
The Republican flag was formed by three horizontal bands of the same width, red, yellow, and murrey. Red for flame. Yellow symbolizes the Sun and it represents happiness, cowardice or trick and Purple for Castile, quite important for Spain at the time.

CATALAN FLAG→ The **Senyera** consists of four red stripes on a golden background. This coat of arms, often called *bars of Aragon*, or simply *"the four bars", historically represented the King of the Crown of Aragon*.

ANDALUCIAN FLAG→
The current **flag of Andalusia** was adopted in 1918. Blas Infante (1885-1936), the "Father" of the Andalusian Fatherland, initiated an assembly at Ronda in 1918. This assembly adopted a charter based on the Antequera Constitution and also adopted the current flag of Andalusia and coat of arms as "national symbols". Its name used to be *Arbonaida*
The colours of Andalusian flag, green and white, represent hope and peace. They also represent the Umayyad Caliphate-green; the Almohad Caliphate-white. They both represent a very important politi-

TEXT 1

The_____ _____ (Spanish: *Frente Popular*) in Spain's Second Republic was an_____ _____ and pact signed in January 1936 by various ___ ____political organisations, instigated by _____ _____ for the purpose of contesting that year's election.

The *Popular Front* included the _____ _____ _____ _____ (PSOE), Communist Party of Spain (PCE), theWorkers' Party of Marxist Unification (POUM, independentcommunist) and the _____: Republican Left (IR), and Republican Union Party (UR).

This ____ was supported by Galician (PG) and Catalan nationalists (ERC), socialist union Workers' General Union (UGT), and the _____ trade union, the Confederación Nacional del Trabajo (CNT). Many anarchists who _____ _____ fight alongside *Popular Front* forces during the Spanish Civil War did not support them in the _____, urging abstention instead.

The Popular Front defeated the _____ _____ (a collection of right-wing parties) and won the 1936 election, forming the new _____ _____. Manuel Azaña was elected President of the Republic on May 1936, but the PSOE ____ ____ the government.

In July 1936, conservative/monarchist generals instigated a coup d'état which started the _____ _____ ___ (1936–1939). The Government dissolved the Spanish Republican Army in the _____ _____ and brought _____ to armed groups organized by the unions (UGT and CNT) and workers' parties (PSOE, PCE, POUM) In October the same year, the _____ _____ _____ was reorganized. After a protracted ___ __ ____ Franco would defeat the Republican forces and rule Spain as a _____ until he died in 1975.

Poster

On this _____ there is a clear ____ to all the Republican army to stick together and fight with all their might _____ Franco´s _____ _____.

There is a big display of all left wing _____ above a soldier´s head (they stand for all the different _____ which share left ideology at the time) The message __ ___ _____ of the poster clearly supports the idea of political unity against Fascism.

TEXT 2

The Popular Front (Spanish: Frente Popular) in Spain's Second Republic ___an electoral coalition and pact _____ in January 1936 by various left-wing political organisations, _____ by Manuel Azaña for the purpose of contesting that year's election.

The Popular Front _____ the Spanish Socialist Workers' Party (PSOE), Communist Party of Spain (PCE), the Workers' Party of Marxist Unification (POUM, independent communist) and the republicans: Republican Left (IR), and Republican Union Party (UR). This pact _____ by Galician (PG) and Catalan nationalists (ERC), socialist union Workers' General Union (UGT), and the anarchist trade union, the Confederación Nacional del Trabajo (CNT). Many anarchists who would later _____ alongside Popular Front forces during the Spanish Civil War ____ _____ them in the election, _____ abstention instead.

The Popular Front _____ the National Front (a collection of right-wing parties) and ___ the 1936 election, _____ the new Spanish Government. Manuel Azaña _____ President of the Republic on May 1936, but the PSOE ____ ____ the government.

In July 1936, conservative/monarchist generals _____ a coup d'état which _____ the Spanish Civil War (1936–1939). The Government _____ the Spanish Republican Army in the loyal territory and _____ weapons to armed groups organized by the unions (UGT and CNT) and workers' parties (PSOE, PCE, POUM) In October the same year, the Spanish Republican Army ___ _____. After a protracted war of attrition Franco would defeat the Republican forces and rule Spain as a dictatorship until he ____ in 1975.

Poster

On this poster ___ __ a clear call to all the Republican army to ____ together and ____ with all their might against Franco´s armed forces.

There is a big display of all left wing flags above a soldier´s head (they ___ for all the different parties which ____ left ideology at the time) The message at the bottom of the poster clearly _____ the idea of political unity against fascism.

CHECKING KNOWLEDGE'S ANSWER

	**CNT (Confederación Nacional de Trabajadores)**
	**PNV (Partido Nacionalista Vasco)**
	**PCE (Partido Comunista de España)**
	**REPUBLICAN**

	**CATALAN**
	**ANDALUSIAN**

ACT. 2



HISTORY JOURNEY

USA AND WARS....

NAME OF THE ACTIVITY	
OBJECTIVES	LEARN ABOUT AMERICAN'S ROLE IN THE WORLD WARS
LANGUAGE English/ Spanish	ENGLISH
LANGUAGE LEVELS	B2-C1
TIME REQUIRED	50’
TOPICS	'AMERICAN AND WORLD WAR ONE' AND 'USA ROLE IN THE SECOND WORLD WAR
TASKS	READ THE TEXTS AND ANSWER CORRECTLY THE QUESTIONS TO GET THE FINAL QUESTION IN THE “HISTORY JOURNEY”
VOCABULARY	
LANGUAGE SKILLS	READING
CLASS ORGANIZATION	INDIVIDUAL/PAIRS
LOCAL CONTENTS	A TEXT WITH INFORMATION OF AMERICA IN THE WORLD WARS
MAIN COMPETENCES	COMMUNICATION IN FOREING LANGUAGES, LEARNING TO LEARN, SOCIAL AND CIVIC COMPETENCES
CRITERIA OF SUCCESS	TO UNDERSTAND THE TEXTS AND ANSWER CORRECTLY ALL THE QUESTIONS INCLUDING THE FINAL QUESTION.

Read the following text and If you reach answer correctly all the next questions you will know the name of the politician who took full control of foreign policy

America and World War One

Citation: C N Trueman "America And World War One" historylearningsite.co.uk. The History Learning Site, 6 Mar 2015. 16 Aug 2016.

America entered World War One on April 6th, 1917. Up to that date, America had tried to keep out of World War One – though she had traded with nations involved in the war – but unrestricted submarine warfare, introduced by the Germans on January 9th, 1917, was the primary issue that caused Woodrow Wilson to ask Congress to declare war on Germany on April 2nd. Four days later, America joined World War One on the side of the Allies.

In 1914, when war was declared in Europe, America adopted a policy of neutrality and isolation. When news of trench warfare and the horrors associated with it reached the shores of America, it confirmed to the government that they had adopted the right approach. Their approach had the full support of the majority of Americans – many of whom could not believe that a civilised entity called Europe could descend into such depths as were depicted by trench warfare and the futility associated with such a strategy.



"The horror of it all kept me awake for weeks, nor has the awfulness of it all deserted me, but at first it seemed a horrid dream."Anon

Though small groups within America – American-Germans, American-French etc – were all for some form of involvement for their own 'side', the bulk of Americans supported Wilson's approach and as a president seeking re-election in 1916, he had to listen to what the public said.

Woodrow Wilson took full control of foreign policy issues within the limits of the Constitution. Though he delegated work to members of his cabinet and others, he maintained full control over what America did in terms of foreign policy. As a student of modern history, Wilson was very aware that the causes of war were rarely black and white and that the modern European scenario was a complicated one. For this reason, he maintained America's neutrality, as he did not believe that any of America's interests were threatened by a European war – as long as her trade was allowed to continue unhindered. On August 4th, 1914, Wilson officially announced that America would be neutral in World War One. That neutrality extended to a policy of 'fairness' – whereby American bankers could lend money to both sides in the war. Overseas trade was more complicated. Trade with both sides was permitted and merchant ships crossed the Atlantic to trade. However, a British naval blockade of the German coastline made it all but impossible for America to trade with Germany – through no fault of her own. The British policy of blockading Germany was the primary reason for Germany ultimately introducing unrestricted submarine warfare. Germany would have claimed that Britain had forced her into taking this action.

It was Germany's use of U-boats that pushed America into a corner and ultimately to declare war. On February 4th, 1915, Germany announced that merchant shipping in a specified zone around Britain would be legitimate targets. They added that this would include neutral ships because many Allied ships had taken to flying the flag of a neutral nation to assist its safety. Wilson warned the Germans that he would hold them to account if any American ships were sunk. This threat was tested when on May 7th, 1915, the 'Lusitania' was sunk. 128 Americans on board the liner were killed. However, the 'Lusitania' was not an American ship and Wilson accepted the Germans change of policy – that U-boats would adopt 'cruiser' tactics and surface and attack a ship by guns fitted on to their decks. The German chancellor, Bethmann-Hollweg, managed to avoid a major diplomatic issue this time but the military in Germany was adamant that the 'cruiser' tactic was not going to be used as it was too dangerous. In fact, what was seen as Wilson's hard line stance, paid even greater dividends as the German government promised to compensate for any American ships that were destroyed, including the value of their cargo. By the end of 1915, tolerable equilibrium had been reached in terms of America's relationship with Germany. In late December 1915, Wilson sent one of his closest advisors to London, Colonel House, to see if a peace initiative could be thrashed out between Britain and Germany with America acting as an intermediary. On February 22nd, 1916, the House-Grey Memorandum was signed which put on paper Wilson's plan of mediation. House returned to America in good spirits and immediately set about with Wilson putting some substance into the Memorandum. The sinking by a U-boat of the paddle steamer 'Sussex' on March 24th, 1916, all but ended this venture. Two Americans on the 'Sussex' were hurt but when reports got back to America, they stated that they had been killed. The 'Sussex' incident was resolved and by mid-1916, the Americans seemed to have developed a more positive relationship with Germany.

The same was not true with regards to Britain. First, Britain turned its back on the Memorandum signed by its own Foreign Secretary, Sir Edward Grey. Then Britain increased its maritime activities with regards to stopping ships trading with Germany and other members of the Central Powers. Finally, the treatment of those arrested after the failed Easter Rising in Dublin in 1916 had greatly angered the influential Irish-American community on America's east coast. To many, Britain had lost the moral high ground and to some it seemed as if Britain did not want peace at all.

On November 7th, 1916, Wilson won the presidential election. To many Americans he was still seen as a man of peace whereas his opponent, Charles Evans Hughes, was seen as a warmonger. Wilson spent the next few months trying to set up a way in which America could lead peace negotiations that would end the war. He sent out a simple question to both sides – what would it take for them to be willing to end the war? Britain and France sent back replies that stated their terms – terms that could only be met with a decisive military victory. Germany's reply was vague and evasive.

Regardless of this, Wilson continued to fight for peace based around the idea of a League of Nations. In mid-January 1917, he set up secret negotiations with both Britain and Germany to obtain their agreement for America's mediation in a peace plan. Wilson had a very clear idea of what he wanted:

"Peace had to be a peace of reconciliation, a peace without victory, for a victor's peace would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently, but only as upon quicksand."

USA ROLE IN THE SECOND WORLD WAR

The United States was a latecomer in the Second World War. By the time the United States entered the war in December, 1941, Germany had occupied most of Europe and Japan was also starting to attack countries in Asia. But the US decision to enter the World War meant that the entire country turned to devoting all its human and material resources to defeating the Axis countries.

About 16 million Americans served in World War II from late1941 to 1945. The total population of the country at that time was only 130 million. So this was a major investment for the United States. More than 400,000 soldiers did not return. Another 670,000 were wounded on foreign soil.

To succeed against the Axis powers, the entire US economy had to revert to a war economy. It became crucial to quickly and efficiently build guns, ammunition, ships, planes and tanks for the war effort. The involvement of the United States and the Soviet Union in the war gradually turned a successful German military campaign into a disaster for the German forces. In 1942 and 1943, the German forces lost many battles and it became clear that they would be defeated. The Japanese forces also started to lose ground. But the Holocaust, the systematic murder of Europe's Jews, continued without delay. It became a high priority for a Nazi government that realized it was going to lose the war.

Operation Overlord was to prove one of the Allies most dramatic achievements during World War Two. "Operation Overlord" was the official name for the invasion of occupied Europe, now called D -Day. At a conference in Tehran (Iran) in November 1943, President Roosevelt, Churchill and Stalin agreed on a date for the invasion to liberate occupied Europe. The German army had already surrendered in January 1943 in Stalingrad (Soviet Union) and Soviet forces were pushing back the defeated German army.
Although the invasion began on June 6, 1944, the troops embarked several days earlier. On June 5, British, Free French, Canadian and American forces set sail across the British Channel to Normandy, France.

The first forces to attack German occupied Normandy beaches were the American troops at Ste-Mere-Eglise ("Utah" beach) and Vierville ("Omaha" Beach). The British attacked beaches at Arromanches and Ouistreham, where they fought alongside French troops. These beaches were given the code names of "Gold" and "Sword." Canadian and British troops attacked at Courseilles, or "Juno."

A total of around 156,000 allied troops landed in Normandy. The American forces numbered 73,000 of these: 23,250 on Utah Beach, 34,250 on Omaha Beach, and 15,500 airborne troops. Some 1500 US soldiers lost their lives on D-Day and many more were wounded. The crossing was wet and windy. Many soldiers suffered terrible seasickness. Others had to deal with their landing craft taking on water. Many soldiers had to bail the vessels out with their helmets.

It is surprising that the operation successfully caught German forces by surprise. Today, in the age of satellites and sophisticated equipment, it is hard to imagine decoy techniques being used such as inflatable tanks in England to throw enemy scouts off the scent. But D-Day was a military success for the allies and they could start with the liberation of occupied Western Europe. In the East, the Soviet army was already approaching the German border. The Surrender of the German and Japanese forces in 1945 meant the end of the Second World War, but the beginning of a new period of tension, known as the Cold War.

QUESTIONS….

1. **When did America enter in the First World War?**

LEFT	RIGHT
January 9th,1917	April 6th, 1917

2. **Due to a blockade, American trade was imposible with...**

Left	RIGHT
Germany	Britain

3. **Who did Wilson make secret negotiation with?**

LEFT	RIGHT
Britain and Germany	France and Britain

4. **In which year did USA enter in the Second World War?**

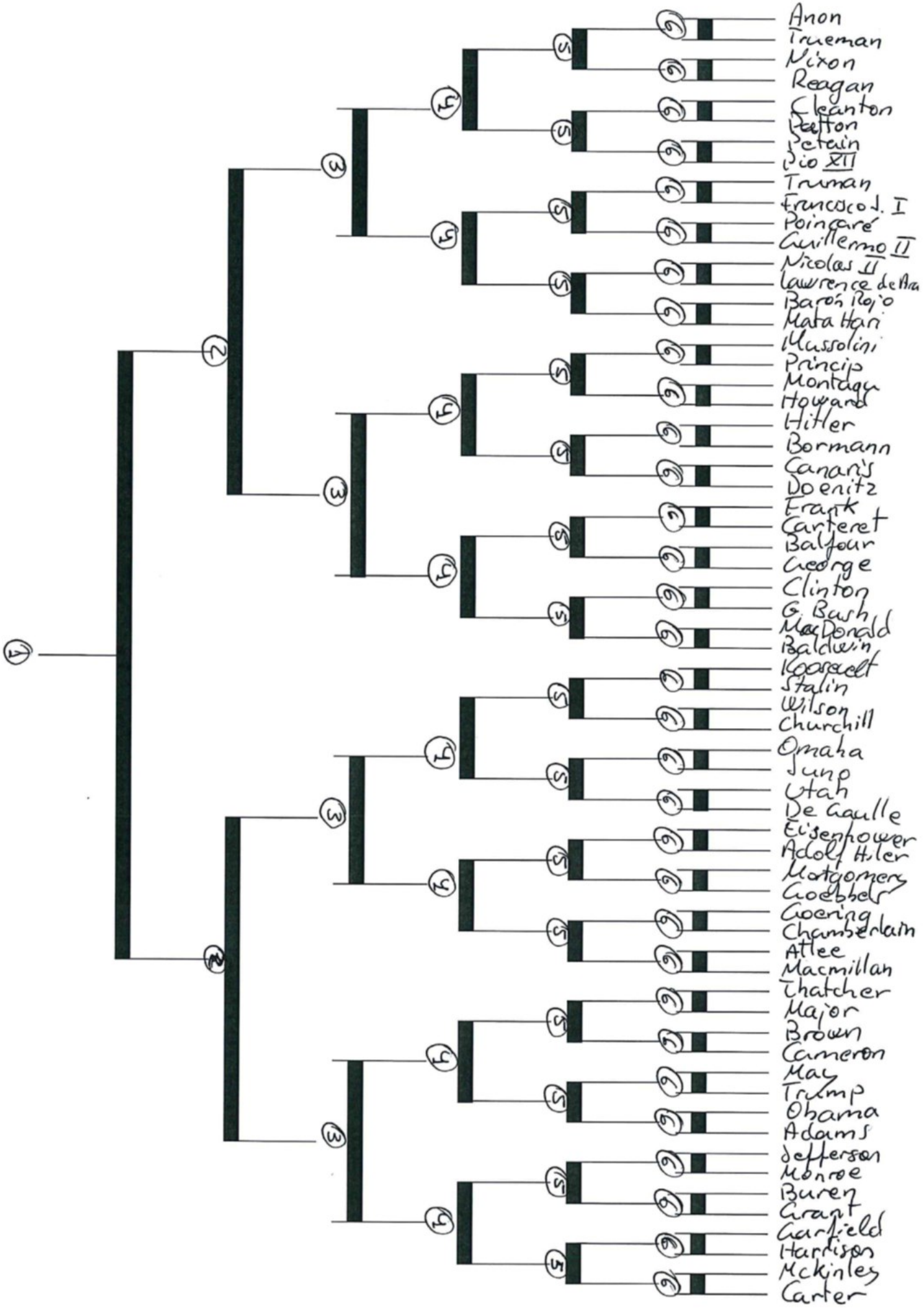
LEFT	RIGHT
In 1941	In 1939

5. **What is the name for the invasion of occupied Europe?**

LEFT	RIGHT
The “Operation Overlord”.	The D-Day.

6. **In June 1944, British, French, Canadian and American forces sailed to Normandy, ¿what channel did they cross?**

LEFT	RIGHT
The French Channel.	The British Channel


1
2
3
4
5
6
Anon
Trueman
Nixon
Reagan
Cleanton
Hefton
Petain
Pio XII
Truman
Francisco J. I
Poincaré
Guillermo II
Nicolas II
Lawrence de Ara
Baron Rojo
Mata Hari
Mussolini
Princip
Montagu
Howard
Hitler
Bormann
Canaris
Doenitz
Frank
Carteret
Balfour
George
Clinton
G. Bush
MacDonald
Baldwin
Roosevelt
Stalin
Wilson
Churchill
Omaha
Jump
Utah
De Gaulle
Eisenhower
Adolf Hitler
Montgomery
Goebbels
Goering
Chamberlain
Atlee
Macmillan
Thatcher
Major
Brown
Cameron
May
Trump
Obama
Adams
Jefferson
Monroe
Buren
Grant
Garfield
Harrison
Mckinley
Carter

QUESTIONS…. (SOLUTION)

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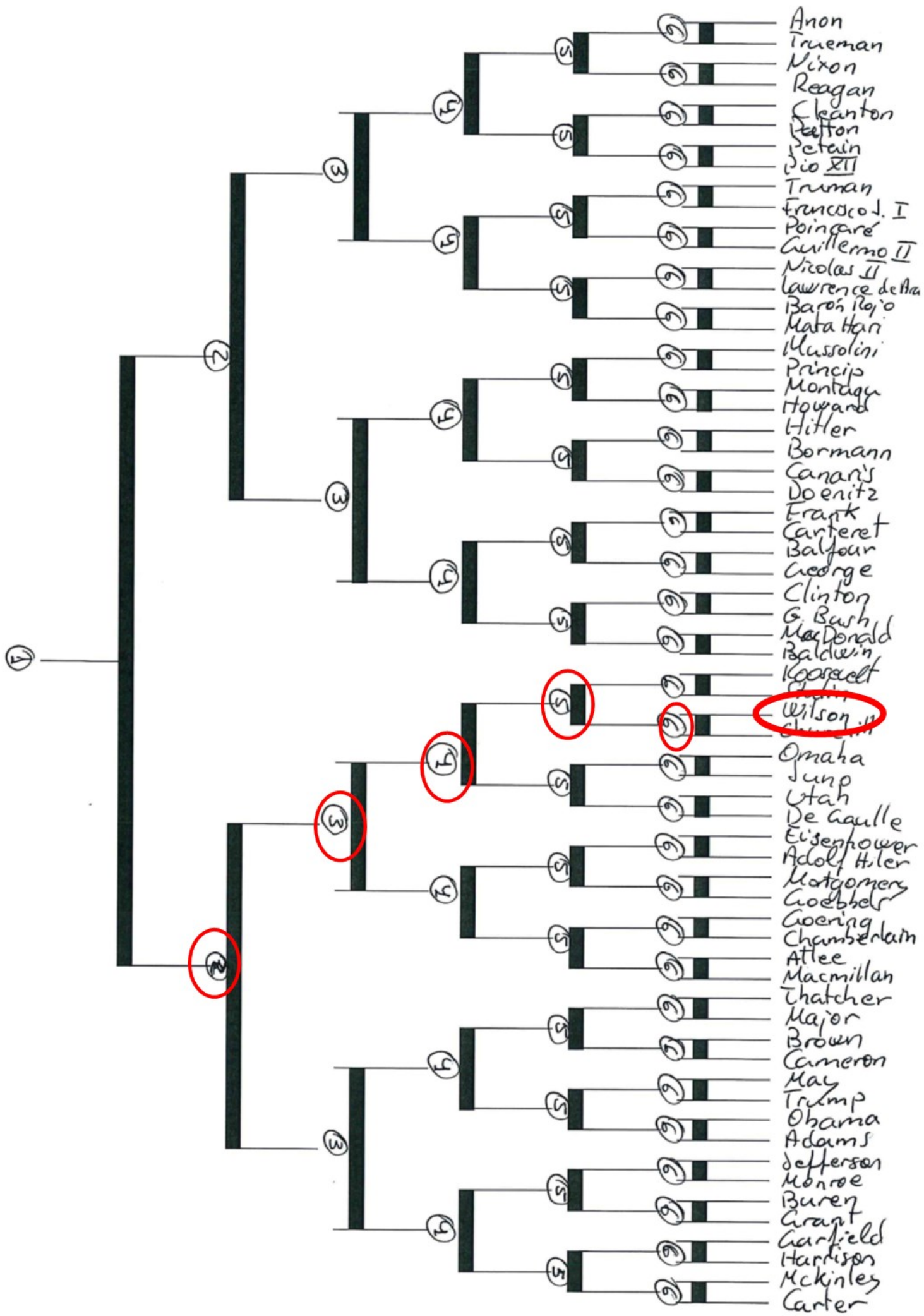
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Anon
Trueman
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Truman
Francisco J. I
Poincaré
Guillermo II
Nicolas II
Lawrence de Ara
Barón Rojo
Mata Hari
Mussolini
Princip
Montagu
Howard
Hitler
Bormann
Canaris
Doenitz
Frank
Carteret
Balfour
George
Clinton
G. Bush
MacDonald
Baldwin
Roosevelt
Wilson
Omaha
Jump
Utah
De Gaulle
Eisenhower
Adolf Hiler
Montgomery
Goebbels
Goering
Chamberlain
Atlee
Macmillan
Thatcher
Major
Brown
Cameron
May
Trump
Obama
Adams
Jefferson
Monroe
Buren
Grant
Garfield
Harrison
Mckinley
Carter

ACT. 3

NEWSPAPER AND THE TREATMENT OF REFUGEES.

POSTER/COLLAGE

ADVANTAGES AND DISADVANTAGES



NAME OF THE ACTIVITY	REFUGEES
OBJECTIVES	TO LEARN ABOUT THE DIFFERENT IDEAS OF THE COUNTRIES AND NEWS PAPER ABOUT THE REFUGEES
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B1/B2/C1
TIME REQUIRED	80'-90'
TOPICS	PROPAGANDA AN D REFUGEES
TASKS	LOOK AT THE NEWSPAPER AND FIND NEWS ABOUT REFUGEES PASTE IN A POSTER DEPENDING OF THE IDIOLOGIE CONCLUSIONS ABOUT ADVANTAGES AND DISADVANTAGES OF HAVING REFUGEES IN OUR COUNTRY
VOCABULARY	
LANGUAGE SKILLS	READING, LISTENING, WRITING, COMPREHENSIVE
CLASS ORGANIZATION	PAIRS, INDIVIDUAL, GROUP, WHOLE CLASS
LOCAL CONTENTS	
MAIN COMPETENCES	DIGITAL COMPETENCE, LEARNING TO LEARN, SOCIAL AND CIVIC COMPETENCES, COMMUNICATION IN FOREING LANGUAGES.
CRITERIA OF SUCCESS	JUST TO PARTICIPATE IN THE ACTIVITY



War means always that people must escape from the bombs. We call this people "refugees". They need and want to find a safe place. The problem usually is…Want the countries in peace to receive this refugees?
Have you heard or read about that in the media? Newspapers are like mirrors of the different points of view.

This activity is about Refugees in press.
You must search in the newspapers for articles about refugees. Then in your classroom, you will have a poster like the one below….

⇒ Paste on the left the articles that agreed with hosting refugees and.
⇒ Past on the right the ones that disagreed with hosting refugees.
There will not only yours but also the ones from your peers
⇒ Finally, work in pairs discussing about advantages and disadvantages of hosting refugees from all news in your country and write down them in the table that I give you.

COLLAGE





TABLE

SECOND WORLD WAR PROPAGANDA

ACT. 4

NAME OF THE ACTIVITY	Propaganda SECOND WORLD WAR
OBJECTIVES	Understanding text
LANGUAGE SKILLS	Reading, speaking
LANGUAGE LEVELS	B1
TIME REQUIRED	15-45 minutes
TOPICS	Propaganda SECOND WORLD WAR
TASKS	Comparing and discussing
VOCABULARY	Patriotic, upbringing, correspond to
CLASS ORGANIZATION	Work in pairs or small groups
LOCAL CONTENTS	None
MAIN COMPETENCES	Communication in foreign languages, social and civic competences,
CRITERIA OF SUCCESS	Find differences between two texts and be able to discuss its topic

I. Read texts 1) and 2). Try to assign text to the name of the author. Then try to find differences between those texts.

Adolf Hitler

Joseph Goebbels

1) Furthermore, the film is in its modern development a top-class example of a humanistic way of education. In the broadness of its impact, it could almost be compared with the elementary school, the only difference being that elementary school teaches the youth elementary knowledge, which doesn't reach into areas of opinions and education, while the movie impacts adult grown-up people in its patriotic effect and upbringing. That's why the state can't stand aside of the choices that lay in these.

2) Generally, an outstanding speaker can write much better than an outstanding writer can speak, unless the latter had been specifically trained in this art. Additionally, we have to count with the fact that most people are lazy in their the nature, they hold to their old habits, and without being pursued, they rarely ever read anything that corresponds to their personal beliefs and doesn't fulfill their expectations. Because of that, any piece written in certain way is usually read by people with the same outlook. The best case scenario is that a flyer or a poster would rouse interest, because of its shortness, even people of differen opinions can read it. A picture has better prerequistes in all of its ways, including a movie. Here, a person doesn't have to tire himself out so much, all he has to do is look, and read no more than a couple of shot words. That's why many people are more open towards picture statements than reading a text. A picture brings content to the people in much shorter time. From a written text, you can usually understand the topic only after reading it for a longer period of time.

Key: 1) Joseph Goebbels- opening speech in 12th October 1941

2) Adolf Hitler- Mein Kampf- 5th chapter

II.

Discuss those topics and try to find statements which everybody agrees on.

Do you think that the documentary movie is in its way some kind of propaganda?

Where is the difference between The triumph of the will and documentary film about animals?

Are you able to recognize propaganda parts in advertisements, billboards or news?



NAZI PROPAGANDA

ACT. 5

WORKING WITH TEXTS

This text is about propaganda and Nazis attitude toward propaganda. Fill in the gaps, use words or phrases bellow:

film medium	*indirect*	*Adolf Hitler*	*latin*	*Mein Kampf*

The word propaganda comes from ……. word „propagare“. Spreading information, rumours, ideas, doctrines etc. in order to convince and affect certain groups of people (most often in political sphere).

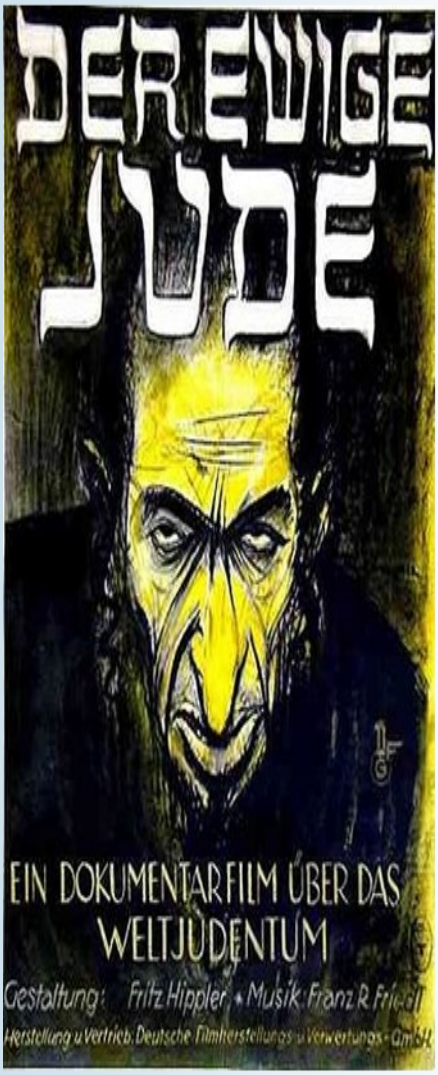
We have two types of proccesses of propaganda

……. – direct communication (speech)

……. – communication trough the mass media (TV, radio,..)

The most massive medium of propaganda, the easiest way how to spread these politicals ideas and informations was a .... ,the leader of Nazi Germany (and the NSDAP), was always really fascinated about it. In his book called ..... he described if the propaganda is subservience or propose, to whom to turn propaganda, the simplicity of propaganda and he gave examples of correct and incorrect propaganda. He named the minister of propaganda, wich was .....

2) You can see an example of Nazis propaganda poster. Try to describe what it represents, what Nazis wanted people to think and what is the main motive:


DER EWIGE
JUDE
EIN DOKUMENTARFILM ÜBER DAS
WELTJUDENTUM
Gestaltung: Fritz Hippler • Musik: Franz R. Friedl
Herstellung u. Vertrieb: Deutsche Filmherstellungs- u. Verwertungs-GmbH

THE TRIUMPH OF THE WILL

ACT. 6

NAME OF THE ACTIVITY	**Leni Riefenstahl and her „Triumph of the will“ An example of Nazi propaganda**
OBJECTIVES	To get know who was Leni Riefenstahl and why she is important for propaganda history. To see how real propaganda during WW2 looked like
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1 – B2
TIME REQUIRED	40-60min.
TOPICS	Propaganda – an example of Nazi film propaganda
TASKS	In the first task students practice reading and comprehension of the text. They get know the basic informations about one of the propaganda film makers. In the second task students will watch a part of propaganda film and they will try to realize what kind of film it is and why it was made.
VOCABULARY	Inconvenient, Nazi Party Congress, manipulation
LANGUAGE SKILLS	reading, listening, discussion
CLASS ORGANIZATION	Individually, than all together
LOCAL CONTENTS	worldwide
MAIN COMPETENCES	- Communication in foreign languages - interpersonal, intercultural and social competences
CRITERIA OF SUCCESS	Try to realize how can a film medium (art) be used for another purpose. See how it can be dangerous.

Leni Riefenstahl and her „Triumph of the will“
An example of Nazi propaganda

1) Read the text, underline the most important informations about the director and her film:

Leni Riefenstahl was a dancer, actress, photographer and filmmaker during Adolf Hitler's era. In the 1932 she saw one of Adolf Hitler's speeches and she was fascinated by him and by his talent as a public speaker.

She wrote him a letter and asked for a meeting. He agreed, because he knew her as an actress from some films and he felt her as a potential talent. They understood each other well immediately and Hitler said that when he'll come in power, she will make films for him.

In 1933 she got an offer to make a documentary film called „Victory of Faith“ - an hour-long propaganda film about the fifth Nazi Party Congress in Nuremberg in 1933 . She accepted. But there was a problem with that. In this film appeared few times Ernst Röhm – at the same time, Hitler's biggest friend and opponent/enemy (in NSDAP), leader of SA (= military organization). Hitler let him, and other inconvenient leaders, to kill. So, Leni had to make new film – one year later, film about sixth Nazi Party Congress in Nuremberg in 1934, called „Triumph of the will“. This film wasn't just only about Nazi party congress, it was an instrument to celebrate Hitler and it should ensure that Adolf Hitler will become Hindenburg's successor. She got everything she asked for creating the biggest Nazi film in history.

2) Now, you'll watch the first part of this film – when Adolf Hitler is coming to the Nuremberg. Try to answer the questions and than discuss it with class.

Do you think, that we can call it a „documentary film“? Why?

Describe the scenes wich doesn't seems realistic. What is happening in this part? What does the people do? How does they look like?

Do you think is it still an art? Or just an instrument of convincing or manipulating with people?

Note for the teacher

The whole film is available on YouTube and the first part wich students will watch is from 2:39 – 9:06. Here is the link: https://www.youtube.com/watch?v=MZWQ7p1ap6w

You can read or summer this text after the discussion to help students to make their own opinion. Also you can watch others parts of this film.

Officially, it should be a documentary – a record from Nazi party congress in 1934, but actually it is a propaganda film. Why? Because everything was staged, each events at the congress are not sorted chronologically, everything was planned and the scenes are not authentic at all. However this film had a huge success and Hitler was excited about that. Leni Riefenstahl became a successful and famous director at that time. After her biggest film, she made few more (one about Olympic Games in 1938 or one based on Hitler's favourite opera). After WW2 she went through lots of denazification trials and she was acquitted of all guilty and declared as a politically naive. Then she had a long life full of great experiences and interesting work opportunities. This woman was really controversial person and her story still is.

On the one hand - brilliant and very innovative director, on the other hand - the admiration of the Nazi regime and using the film media for Hitler's glorification. Leni wasn't just a silly girl who was fascinated by power which Adolf Hitler represented, she was very intelligent and she knew what she can and what she cannot say and afford and she knew very well what she should deny and hide after the WW2. Leni (like many other artists) put her talent to the hands of the dictator. But, consciously.



ACTIVITY-DISCUSSION

ACT. 7

Propaganda posters	
Objectives	To discuss possible ways that propaganda influences people.
Language	English
Language levels	B1 & B2
Time required	50 minutes (posters + discussion)
Topics	5 – propaganda
Tasks	In this task, the teacher hands out the activity. The students are supposed to write down their answers individually. When they are finished, form pairs or groups and discuss what you have found out.
Vocabulary	Words connected with analyzing pictures.
Language skills	Writing and speaking
Class organization	First, teacher hands out paper and students work silently, and then the students can move together and form small groups.
Local contents	Norwegian
Main competences	Referring to the Erasmus competences Criteria 1, 4, 5 and 7
Criteria of success	To understand and discuss around the topic.

Activity – Discussion

Propaganda is when a country gives out biased information or misleading nature, used to promote a political cause or point of view. When we read propaganda, we tend to be lead towards a new reality.

In this task, you are supposed to write down your answers. When you are finished, form pairs or groups and discuss what you have found out.



Norway is calling

What:

Is the first thing you notice about the poster?
Symbols are being used in the poster?
What message does the poster convey?



Norwegians

National unity (nazi party in Norway)

Fight for Norway

Register at Stortingsgata 12 - Oslo

What:

Is the first thing you notice about the poster?

Symbols are being used in the poster?

What message do the poster convey?



What:

Is the first thing you notice about the poster?

Symbols are being used in the poster?

What message do the poster convey?

All pictures

What are the similarities in these posters?

What is the purpose of making these posters?

What reaction does these posters make today compared to when they were released?

Making it Work

PROPAGANDA POSTER

ACT. 8

Propaganda posters,	
Objectives	To give an idea of how the Nazis used propaganda and what elements come into play when planning to make such a poster.
Language	English
Language levels	B1-B2
Time required	60 minutes
Topics	Propaganda Posters
Tasks	Make a propaganda poster to convince people to see the Nazis in a more appealing fashion. Use poster sized paper with use of the internet.
Vocabulary	Focused on propaganda
Language skills	Teamwork and discussion
Class organization	Groups of at least 4
Local contents	Focused on Norwegian propaganda
Main competences	To discuss and make posters
Criteria of success	To be able to use tools to make posters and understand the meaning of propaganda

Activity: make propaganda posters

In this activity, you are first supposed to answer some questions, and then make propaganda posters described in the different tasks. You can use either pen and paper or design on your pc. Make groups of four to discuss and make posters with.



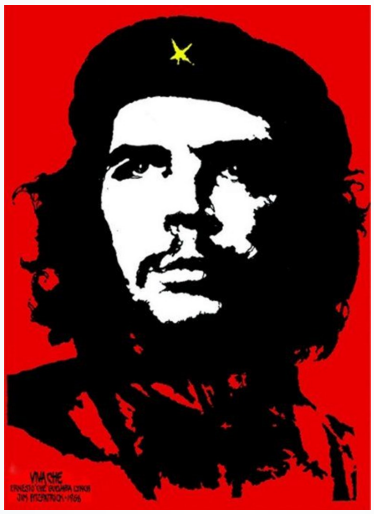
- Discuss with your group what propaganda generally is.
- What symbols could be used together with this phrase? Think of possible cultural, historical or societal references.
  "For Country, King, and Countrymen!"
  "We must do our part! Join the Army today!"
  "Enemies hide among us. Do you know one of them?"



- In Norway, it was normal to use the Aryan race and Norwegian nature in their propaganda since this is something that is seen as typical for Norway. Can you think of what would be typical to use in a propaganda in your country? Discuss in you group
- Make different propaganda posters. Make different ones based on different countries and different in different situations. You can make posters from both during the war or based on today. Make 2-5 posters.

Famous examples of historical propagandistic posters follow:





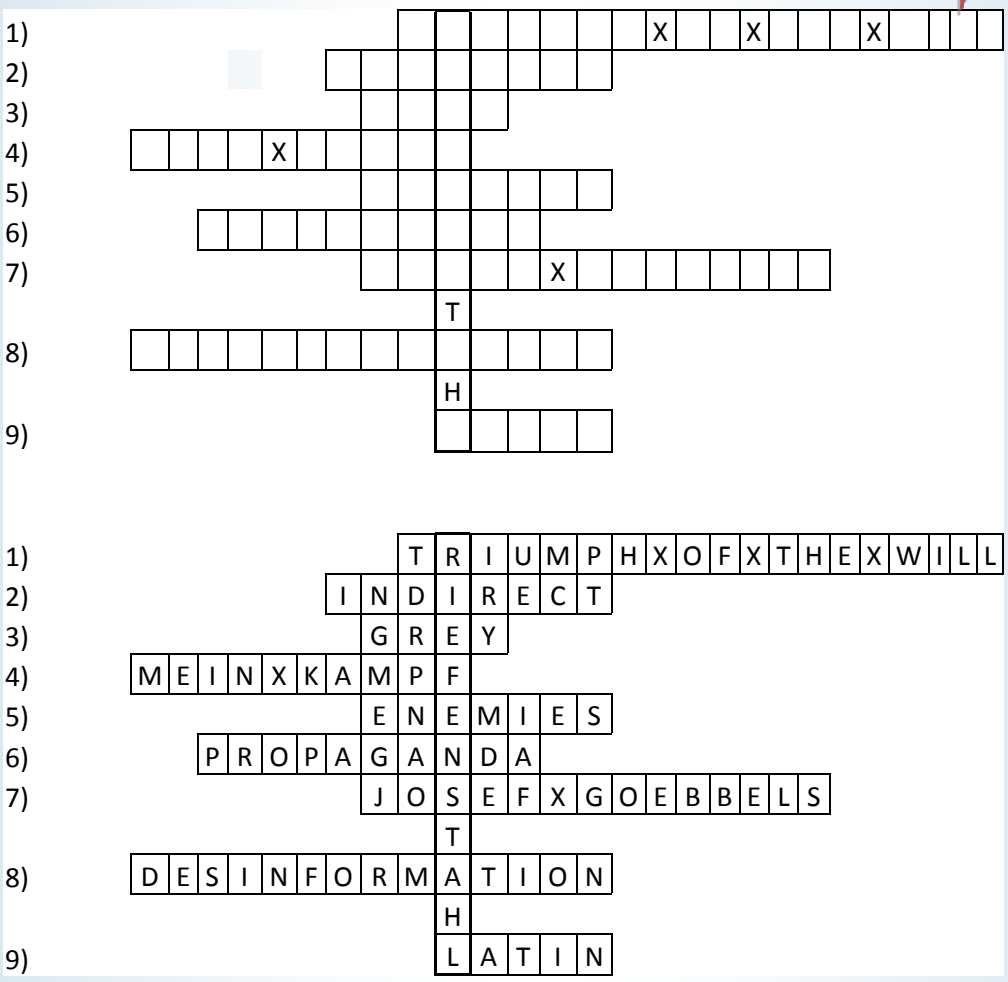






NAZI PROPAGANDA, FINAL ACTIVITY

ACT. 9



1) One of the most famous nazi propaganda films about Nazi Party congress in Nuremberg (directed by a

2) We distinguish two main types of propaganda. This is one of them, mostly shared via social network, televi-

3) Secondarily, we divide propaganda to types named by colors. Black, white and: _____.

4) The name of a book written by Adolf Hitler.

5) At the beginning on Hitler's path of power, nazi propaganda was zero. Adolf Hitler decided to learn the ar-

6) Hitler's right hand _____ (7) was a minister of: _____.(6)

7) via 6)

8) The main purpose of black propaganda is: _____.

9) What language does the word "propaganda"originally come from.

SECTION 2

NAME OF THE ACTIVITY ACT. 10	A Story That Re-Created A Nation
OBJETIVES	To get know Turkish Government left this war in the winning side.
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1 – B2
TIME REQUIRED	40
TOPICS	FRIENDSHIP BETWEEN PRESIDENT AND MARSHALL DURING TURKISH INDEPENCE WAR.
TASKS	READ THE ACTIONS ANSWER THE QUIZZ
VOCABULARY	
LANGUAGE SKILLS	Listening/writting
CLASS ORGANIZATION	Individual/in pairs
LOCAL CONTENTS	worldwide
MAIN COMPETENCES	- Communication in foreign languages
CRITERIA OF SUCCESS	Answer the Quizz.80%

A Story That Re-Created A Nation

Yankı Bacanlı

In late 1920s There was an ongoing war between new Turkish Government against Greece, France(till 1921), United Kingdom, Local Kurdish and Georgian rebels.

This heroic story explains how Modern Turkish Government left this war in the winning side.

There are questions after paragraphs, Try imagining yourself as one of the characters and figure out the answers.



(Mustafa Kemal Atatürk in Sakarya Battle)

Two Faithful Heroes, Mustafa Kemal Atatürk and İsmet İnönü. Both fought in Tripoli and Balkan wars as officers. Noticed Ottoman Empire is coming to a dead end. Traveled to Anatolia and gathered the local resistance forces that are fighting the invaders, under one roof. Created the Parliament and found Turkish Republic. Happened in 1919 and 1920. Story begins in following years as there was still a war to win.



(Atatürk and İnönü together)

Ataturk was the first president of Turkish Republic and İnönü was the Marshall that time. Parliament was so fresh that there was no parties so all the seats were independent.

As Greece began invading western part of country, İsmet and Ataturk had to decide for a strategy. Military was made of united local militants, weaponry was poor and government had no money. Guess what kind of a strategy they have decided?

Build a front line and try holding Greek forces.
Begin a counter-advance and meet the Greek in field.
Retreat to inner states.

As a smart leader, Ataturk decided to order Inonu to retreat while giving casualities to invaders. He decided to keep Greeks busy while SSCB send supplies and Ataturk secretly started to build an army. It was supposed to be secret because Ottoman loyalists and English spies were actively giving out information to Allies side all around the country.

Independent Parliament Members did not like this decision. As they were unaware of Ataturk was secretly gathering an army they thought they were losing.



(First photo of Turkish Parliament)

What action you think Ataturk took next?

Make agreement with Republican Loyalists and make them pillage Greek supply convoys.

Ask Parliament for an expanded authority.

Decide It's the time that army is ready for an advance.

Ataturk decided to found guerilla groups to cut Greek supply path. Groups started to hit the convoys and burn any supplies to keep the Greek soldiers poor. Meanwhile Inonu was taking the supply and manpower that Ataturk provide him, Looking for a chance to break the Greek line.

(Armed Guerilla forces scouts)



More Greeks advanced, More they suffered. Still they fought faithful and reached to capital city Ankara. Inonu gave the news to Ataturk, Plus it was possible to hear Greek artillery from parliament building.

Ataturk decided to suggest a vote to replace the Parliament in a safer city. What would happen, you think?

Parliament votes yes
Parliament votes no
Parliament refuses voting.

A historic moment happened that day. Parliament member of Tunceli city, Diyap Yıldırım who has never put his opinion before since the founding of Parliament raised from his seat and said

“I came here from my city to give my support on fighting the invaders. Look over here sir, I am here to stay and fight.”



Parliament did not vote because the claps explained everyone did agree.

Days later, Inonu called the capital city and told them he has halted his forces, fortificated and preparing to meet the Greek forces in field. This was the moment they’ve been waiting for months. It took 2 breathless

(Local resistance soldiers after uniting)

Inonu has won the battle and started an advance on the enemy. Greeks pillaged villages when retreating. But it was only the middle front of Greek army. As soon as Greeks noticed that Inonu broke their line, they put all their forces together to stop Inonu. A very bloody battle happened with Turks slightly having less casualities. Greeks retreated, pillaging the villages. Battles were named Inonu Battle. Mustafa called Inonu, told him

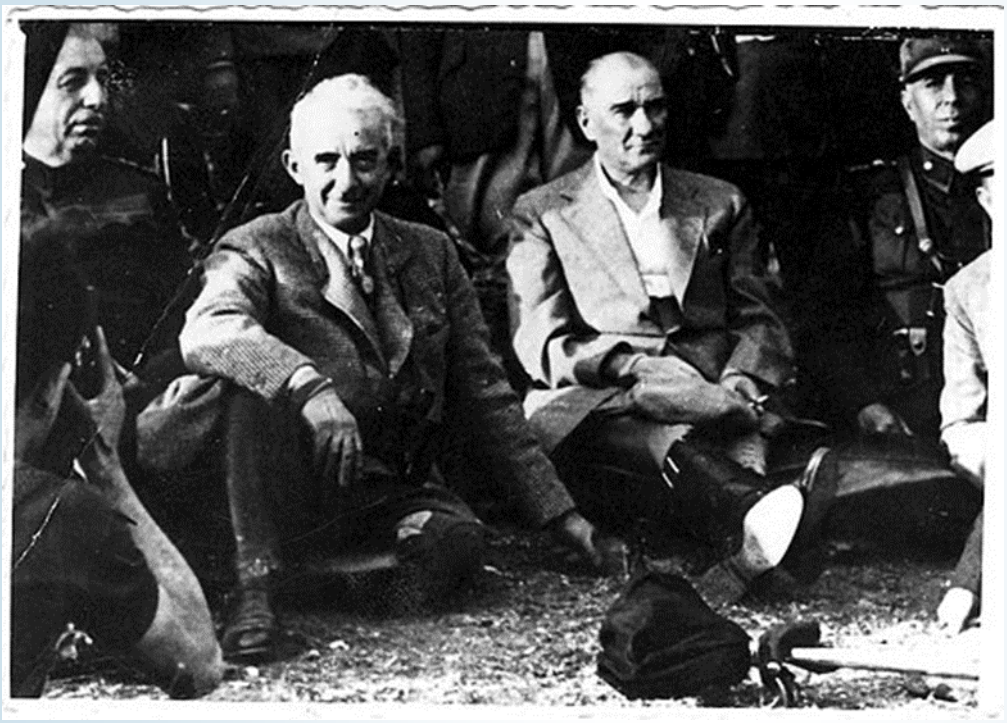
“Congratulations to you Inonu. You didn’t only defeat the enemy in field today, you’ve brightened a path for our nation. People are celebrating this victory all around the country”

Inonu chased the Greek forces to Kütahya city, another battle took place in there and Turks lost. What do you think happened next:

- Inonu retreated back to capital.
- Ataturk left the parliament.
- Ataturk ordered Inonu to begin another advance.



(İsmet İnönü(on the left) and Mustafa Kemal Atatürk(on the right) shaking hands.)



Ataturk left the parliament to take over the army and ordered to retreat east side of Sakarya river. Greek forces were already losing troops and low on supplies, they assaulted the river and lost. Once again Turks advanced and this time Greek lost every next war. However, they pillaged every village they walked past, while retreating. With the help of local resistance groups, main Greek forces managed to return to Greece, rest of them around ten thousand war prisoner were captured. What did Turkish Government do with them?

- Ransom them for their safe return to Greece.m
- Make them settle a new life in Anatolia.
- Use them to work on repairing the villages they have been burning down.

War prisoners were used to repair the damaged buildings of villages, then they were sent home safely. Years after this story ended, both Ataturk and Inonu had conflicts between each other. I'm afraid the resources say, they

Fill the Blanks…

…… was helping Turkey by sending supplies during the war.
Atatürk prefered to keep the military condition secret because he was suspicious of ……
İnönü has won …… Battle(s) during 1921.
Parliament Member of Tunceli said he wants to …… when Atatürk suggested a relocation for Parliament.
Greek forces was in …… when İnönü halted his troops and fortificated for battle.

True/False

(….) Atatürk and İnönü died as friends to each other.
(….) It was the villagers to cut Greeks supply paths.
(….) İnönü was dealing with militaristic side of war while Atatürk was dealing with political side.
(….) It was possible to hear Artillery shots from parliament building.
(….) Ten thousand Greek prisoners were ransomed for Money after the war is over.

ANSWERS:

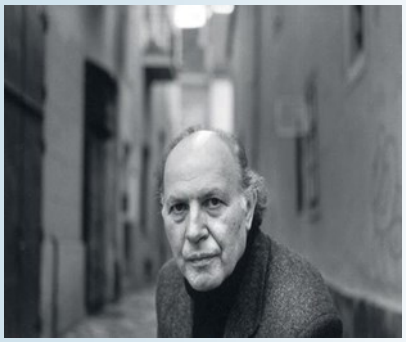
- (F) Atatürk and İnönü died as friends to each other.
- (F) It was the villagers to cut Greeks supply paths.
- (T) İnönü was dealing with militaristic side of war while Atatürk was dealing with political side.
- (T) It was possible to hear Artillery shots from parliament building.
- (F) Ten thousand Greek prisoners were ransomed for Money after the war is over.

SSCB was helping Turkey by sending supplies during the war.
Atatürk prefered to keep the military condition secret because he was suspicious of Allies loyalists
İnönü has won 2 Battle(s) during 1921.
Parliament Member of Tunceli said he wants to stay and fight when Atatürk suggested a relocation for Parliament.
Greek forces was in Capital city when İnönü halted his troops and fortificated for battle.

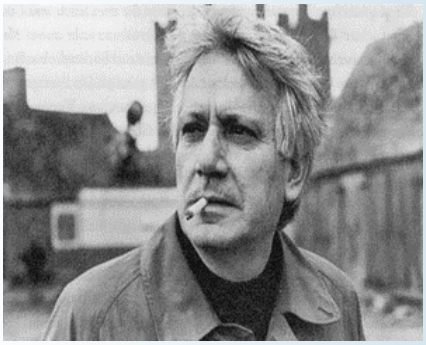
PRIMO LEVI

ACT. 11

NAME OF THE ACTIVITY	Video about "Primo Levi"
OBJEcTIVES	Imre Kertész, Ana Frank, Jorge Semprún's biographies
LANGUAGE	English
LANGUAGE LEVELS	Intermediate
TIME REQUIRED	2/3 hours
TOPICS	Literature at wartimes
TASKS	Surfing the net and going to the school library to find info about the above writers
VOCABULARY	Semantic area of biographies
LANGUAGE SKILLS	Describing and comparing
CLASS ORGANIZATION	Pair work
LOCAL CONTENTS	
MAIN COMPETENCES	Eliciting the main information from different sources, organising the own material
CRITERIA OF SUCCESS	Providing as much information as possible using traditional, and Not, means of communication







Class 1

Watching the video about "Primo Levi" done by Ilaria Valle focused on some aspects of the Italian author

Using the pattern to search info about he three qriters focusing on , nationality, experience in the concentration camps. Wher they had been deported, which of their work is/are about the camp

Class 2

Some student scan decide to use a Power Point presentation, or a similar softwaare, they can add pictures, photos,, interviews.

Class 3

Some groups are asked to present what they have done

LA VITA È BELLA

ACT. 12

Watch the film

Activity n. 1:

Look at the billboard of the film. Answer the following questions, before watching it:

- In your opinion, considering the billboard, what kind of film will you expect? Love story, horror, humor, etC....
- Tell a brief story about the film you think you are going to watch



Activity n. 2:

Search about the political situation in Italy in the period told in the film, did the director respect the truth?

ACT. 13 A RAP SONG

NAME OF THE ACTIVITY	A Rap song (Topic 2)
OBJECTIVES	Composing a rap song
LANGUAGE	English
LANGUAGE LEVELS	B1/2
TIME REQUIRED	½ an hour
TOPICS	Art
TASKS	To write and sing a rap
VOCABULARY	About war and peace
LANGUAGE SKILLS	Correct pronunciation, rhyming
CLASS ORGANIZATION	Group work
LOCAL CONTENTS	no
MAIN COMPETENCES	Learn to learn, art and culture
CRITERIA OF SUCCESS	Making it musical and understandable

The students have to choose some music to use as basis for the song (youtube is full of them), then using a monolingual dictionary, if they want to, write a lyric about peace vs war

If you do not have enough time, suggest to write at least 4/5 lines

A different way

Hey man yoh, look at the World
Incredible, it seems hold
There is only a question "where are you from"
With one word? I'm from the war
From the other side of your wall
But it's not important from where you come
The earth is one, and we're her son
We' ve grown up, under the same sun.

Scream fuck the sistem, be the first who accepts the difference, work hard and be insistent, cover the distance, repair your mistakes
this is your porpose, it's consistent, I know
Be insistence even though is not easy at all
between the strange culture's disposition
We don't know what the science is
No weapon, no atomics
Come with me, choose this position.

Âşık Veysel Şatıroğlu POETRY, MUSIC AND WAR

ACT. 14

NAME OF THE ACTIVITY	Âşık Veysel Şatıroğlu POETRY AND WAR
OBJEcTIVES	
LANGUAGE	English
LANGUAGE LEVELS	Intermediate
TIME REQUIRED	20 MINUTES
TOPICS	Literature at wartimes
TASKS	LISTENING POETRY/WATCHING VIDEO/WRITING DOWEN OPINIONS
VOCABULARY	
LANGUAGE SKILLS	LISTENING/WRITTING
CLASS ORGANIZATION	IN PAIRS
LOCAL CONTENTS	TURKEY
MAIN COMPETENCES	READING AND UNDERSTANDING IN FOREING LANGUAGE. CULTURE AND SOCIAL COMPETENCES
CRITERIA OF SUCCESS	

Âşık Veysel Şatıroğlu

Âşık Veysel Şatıroğlu (October 25, 1894 – March 21, 1973), commonly known simply as **Âşık Veysel**, was a Turkish minstrel and highly regarded poet of the Turkish folk literature. He was born in the Sivrialan village of the Şarkışla district, in the province of Sivas. He was an ashik, poet, songwriter, and a bağlama virtuoso, the prominent representative of the Anatolian ashik tradition in the 20th century. He was blind for most of his lifetime. His songs are usually sad tunes, often dealing with the inevitability of death. However, Veysel used a wide range of themes for his lyrics; based on morals, values, and constant questioning on issues such as love, care, beliefs, and how he saw the world as a blind man.

Also look : https://en.wikipedia.org/wiki/Baglama

Early life

Smallpox was prevalent throughout the Ottoman region that included Sivas in the late 19th and early 20th centuries. His mother Gülizar and his father Ahmet had already lost two daughters to smallpox before Veysel was born. When Veysel turned seven in 1901, another smallpox outbreak occurred in Sivas, and Veysel contracted the disease as well. He became blind in his left eye and a cataract developed in his right eye. After an accident, his right eye was blinded as well. His father gave his blind son a bağlama and recited many folk poems to him. Poets of the region also started to drop by Ahmet Şatıroğlu's house as well with their friends. They played instruments and sang songs. Veysel used to listen to them carefully.

Veysel, the child bağlama playerVeysel devoted himself wholeheartedly to playing bağlama and singing. He was first instructed by his father's friend, Çamışıhlı Ali Aga (Âşık Alâ), who taught him about the works of Pir Sultan Abdal, Karacaoğlan, Dertli, Rühsati and other great alevi poets and ashiks of Anatolia.

World War I and after

Veysel was 20 when the First World War started. All of his friends and his brother rushed to the front, but because of his blindness he was left alone with his bağlama.

After the war, he married a woman named Esma, who bore him a daughter and a son. The son died 10 days after birth. On February 24, 1921 Veysel's mother died, followed eighteen months later by his father. By then Esma had left him and their six-month-old daughter, running off with a servant from his brother's house. His daughter also died at a young age.

LYRICS OF THE SONG

Lyrics :

I am on a long and narrow road,
I walk day and night;
I do not know what state I am in
I walk day and night;

The moment I came into the world,
I walked at the same time
At an inn with two doors
I walk day and night.

I walk even while sleeping,
I am looking for a reason to stay
I always see the ones that left
I walk day and night

Forty-nine years on these roads
In the valleys, mountains, and deserts
In foreign lands I make my way
I walk day and night

If deeply thought about
The goal seems very far from sight
While the road is only a minute long
I walk day and night

Veysel does wonder at this state
Lament or laughter, which is right?
Still to attain the distant goal
I walk day and night

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





QUESTIONS AND FEEDBACK

1)What do you think about Asık Veysel?

2)Did you like his song? (why/why not?)

3)Do your country also have poets like him?

4)Do you think you could've make songs if you were gone blind when you were seven? (why/why not?)

5)What do you think he meant in his song?



MUSIC AND WAR

ACT. 15

Music	
Objectives	To understand the music during WW2
Language	English
Language levels	B1 & B2
Time required	50 minutes
Topics	5 – propaganda
Tasks	
Vocabulary	Words connected with analyzing pictures.
Language skills	Writing and speaking
Class organization	First, teacher hands out paper and students work silently, and then the students can move together and form small groups.
Local contents	Norwegian
Main competences	Referring to the Erasmus competences Criteria 1, 4, 5 and 7
Criteria of success	To find as much information as possible.

MUSIC AND WAR

After German Nazis invaded Norway July 9 1940, the music industry changed. The Germans did not only interrupt the music industry by banning music genres and concerts, but they decided to use the music as political propaganda. Music is an important matter in people's daily life. Music affect our lives more than we think. It has many functions, it gives us joy, makes us happy when we are sad, it creates an atmosphere and people are able to express their feelings through making and listening to music. Therefore, when music is taken away, it can be used as a weapon. The Germans wanted to Germanize Norway not only material, but also cultural. The Norwegians used music as entertainment. The Germans on the other hand, thought that music had political power.

The Germans decided to ban the music style jazz, which they called “nigger music”. They preferred more classical music that differed from the rhythms you could hear in jazz.

Before answering the following questions, listen to these two songs:
“Dinah” by Louis Armstrong:
https://www.youtube.com/watch?v=BhVdLd43bDI
“Ride of Valkyries” by Richard Wagner:
https://www.youtube.com/watch?v=GGU1P6lBW6Q

- **Describe each of these songs using either 3-5 words or short sentences.**
- **Compare your notes with another student's notes and discuss:**

⇒ What did you have in common?
⇒ What was different?

- **Do a search for the musicians, Armstrong and Wagner:**

⇒ take notes of style, songs and influence.
⇒ Compare with rest of class.



ACT. 16

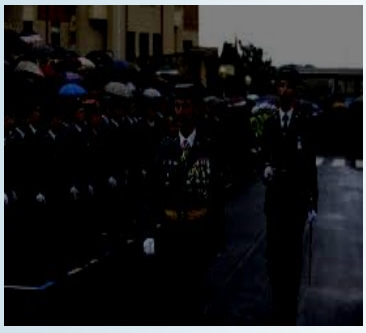
NAME OF THE ACTIVITY	SPANISH BOMBS BY THE CLASH
OBJEcTIVES	To learn about Spanish Poets during the Spanish Civil War
LANGUAGE	English/Spanish
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	15 MINUTES
TOPICS	Literature at wartimes
TASKS	Listiening to the song Match the pictures and vocabulary
VOCABULARY	Costa Rica, Trenches, Andalucía, Bullet holes, Guardia Civil
LANGUAGE SKILLS	LISTENING/WRITTING
CLASS ORGANIZATION	IN PAIRS
LOCAL CONTENTS	SPAIN
MAIN COMPETENCES	Communication in foreing language
CRITERIA OF SUCCESS	Match 100% of the words with the pictures and deffinitions

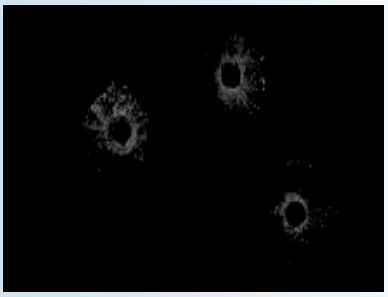
SPANISH BOMBS: THE CLASH

ACT. 15

LISTEN TO THE SONG AND .....

Now, there are some images, definitions and nouns. Will you can match them correctly? Good luck!

Images	Definitions	Nouns
	a small piece of metal fired from a gun	Costa Rica
	a long,narrow area dug out of the ground as defense against the enemy	Trenches



a region in South Spain, bordering on the Atlantic Ocean and the Mediterranean Sea.

Guardia Civil



It's is the oldest law enforcement agency in Spain

Andalusia

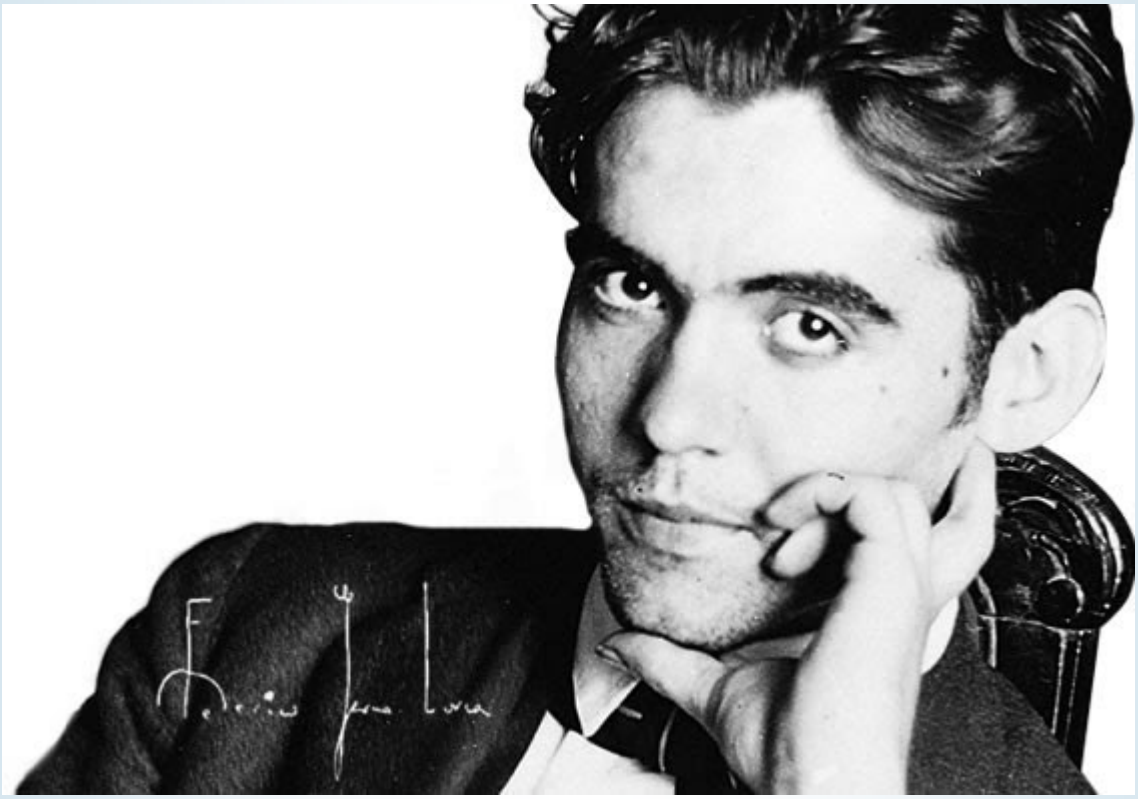


a republic in Central America, between Panama and Nicaragua

Bullet holes

WEBQUEST FEDERICO GARCÍA LORCA

LETS CLICK ON THE PICTURE AND TRY!!!!!



NAME OF THE ACTIVITY	EL CRIMEN FUE EN GRANADA
OBJECTIVES	Make the Web Quest of Federico García Lorca. In this case the Task 1
LANGUAGE English/Spanish	Spanish
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	One hour
TOPICS	Federico García Lorca death and Antonio Machado's life
TASKS	Read and listen the poem El crimen fue en Granada, answer Some questions about it and write a biography of the writer
VOCABULARY	Crimen, muerte, Granada,
LANGUAGE SKILLS	Reading, listening and writing
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	
MAIN COMPETENCES	Cultural awareness and expression, communication in mother In mother tongue, communication in foreign languages
CRITERIA OF SUCCESS	Information, writing expression and originality from one mark to four

NAME OF THE ACTIVITY	DICTO GLOSS
OBJECTIVES	Make the Web Quest of Federico García Lorca. In this case the Task 2.
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Medium
TIME REQUIRED	Three quarters of an hour
TOPICS	Lorca's life and work
TASKS	Read the text that the teacher is going to give. Fill the gaps of the text, write a little summary about it and explain it to a partner.
VOCABULARY	
LANGUAGE SKILLS	Reading, listening, writing and speaking
CLASS ORGANIZATION	In pairs
LOCAL CONTENTS	Contents of the Spanish writer Federico García Lorca
MAIN COMPETENCES	Conciencia y expresiones culturales, aprender a aprender y competencia en comunicación lingüística
CRITERIA OF SUCCESS	Filling well the gaps of the text, writing a good summary about it and speaking with the partner and making the questions, from one mark to four

NAME OF THE ACTIVITY	STEP 3. PERFORMING A LORCA'S PLAY
OBJECTIVES	Learning about Federico García Lorca's most important plays And to play one of them
LANGUAGE English/Spanish	English/Spanish
LANGUAGE LEVELS	B2
TIME REQUIRED	60 minutes
TOPICS	Federico García Lorca's plays
TASKS	The students will have to make groups of five members The teacher has to give one paper to each group with one name of the Lorca's plays Each group have to represent the play They can dress up, use different objects etc. The rest of people have to try to discover which play are they playing
VOCABULARY	
LANGUAGE SKILLS	Speaking, English
CLASS ORGANIZATION	Groups of 5 students.
LOCAL CONTENTS	
MAIN COMPETENCES	Communication in foreing languages, learning to learn, civic and social competence, sense of iniciative and
CRITERIA OF SUCCESS	Reach the title of all plays.

NAME OF THE ACTIVITY	STEP 4. FINAL TASK. A TIMELINE
OBJECTIVES	To learn about Lorca's life doing a timeline of his life
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	
TIME REQUIRED	1 hour
TOPICS	Federico García Lorca's life
TASKS	The students have to make a timeline about Lorca's life through the links that appear in the activity, using the given links in the resources part, where they can find information about him.
VOCABULARY	
LANGUAGE SKILLS	
CLASS ORGANIZATION	The activity can be done individually or in small groups.
LOCAL CONTENTS	Granada's contents
MAIN COMPETENCES	Competence of linguistic communication, digital competence, learning to learn and initiative sense and enterprising spirit.
CRITERIA OF SUCCESS	The timeline must be completed and it must have a good presentation





ACT. 21

Flash Cards	
Objectives	To study various events Match the different cards with the correct answer
Language	English
Language levels	B1 & B2
Time required	50 minutes
Topics	5 - Propaganda
Tasks	In this task, the teacher hands out the activity. First, the students get to study the flash cards. Then divide the students into small groups if that is preferable. When they are finished, the person or group with most pairs win. Discuss the outcome.
Vocabulary	Words connected to the war and topic 5.
Language skills	Speaking
Class organization	First, the teacher hands out the activity and the students work silently. Then the students can move together and form small groups.
Local contents	Norwegian
Main competences	Referring to the Erasmus competences Criteria 1, 4, 5 and 7
Criteria of success	To be able to match all of the flashcards, the one with the most pairs win.



Flash cards:

In this task, you are supposed to match the different cards with the correct answer. Cut out the paper so you will have different papers with different questions and answers. Place all the cards face down, change turn who opens two and two cards, and see if it is a match. The person or group with most pairs of cards win.

Why was propaganda so effective?

Due to censorship of the media. Germans were able to control what was in the papers and which papers were allowed to print legally.

Jazz (another name for it during the 2 world war)

Nigger music (another name for it)

Germans invaded Norway...?

---

9 of July 1940

Edvard Grieg

Norwegian composer. 100-year jubilee in 1943.

Germans invaded Norway...?

---

9 of July 1940

Edvard Grieg

Norwegian composer. 100-year jubilee in 1943.

Germans invaded Norway...?

---

9 of July 1940

Edvard Grieg

Norwegian composer. 100-year jubilee in 1943.

Wagner --- German composer. "Ride of the Valkyrie".
Nazis had a vision that Music could be used as something… --- Political weapon (propaganda)

What did Quisling claim to be the reason he took over?

The British had broken Norway's neutrality by planting mines in Norwegian waters, and the Germans had come to help the Norwegian people against the Allies.

Why were radios taken from the people?

Because people were using it to listen to broadcasts from the government-in-exile

What films were most popular during the war?

Mostly comedies.

What did the Nazis do to the literature?

They introduced censorship and literature that was critical to Nazism was banned. Books written by Jewish writers were also banned.

How did they spread news?

With illegal newspapers from London.

What did the writers do to show resistance?

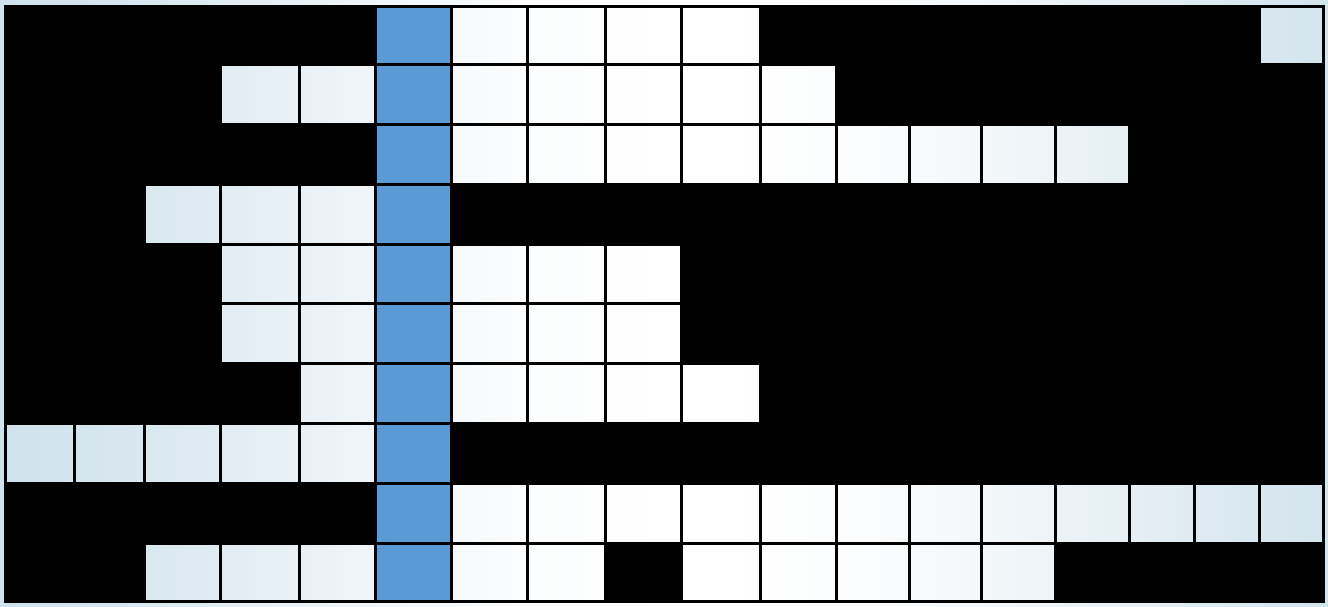
They went into strike.

WORD CROSS

ACT. 22

Propaganda crossword, activity 4	
Objectives	Find the hidden word (blue, vertical line) by solving the crossword
Language	English
Language levels	B2
Time required	About 25-40 minutes
Topics	Propaganda, politics, history
Tasks	Each word has a hint attached to it. Solve the hint and write it down in the correct boxes. Blue boxes contain letters which are combined to form the final letter.
Vocabulary	Arts, history, politics
Language skills	Writing, reading
Class organization	1 per crossword, max 2
Local contents	Worldwide (Focus: Northern Europe)
Main competences	Communications in a foreign language Knowledge of another country's history Use of sources (text books, encyclopedias, internet sources)
Criteria of success	Finish within the timeline. For a challenge, try to use external sources as little as possible.

CROSSWORD



Crossword

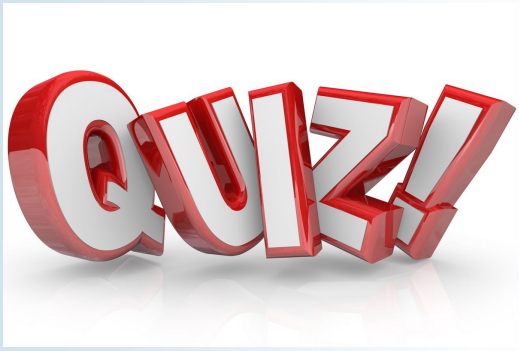
In this task, you are supposed to find the secret word by filling in words in the cross-word. Use the hints you get below and find the words and the secret word will ap-pear in the blue boxes.

1. The opposite of conflict
2. "Reichskommissar" for Norway
3. Control over another country through the use of military force.
4. Sudden taking of state power
5. The king of Norway during World War II
6. German composer. "Ride of the Valkyries"
7. German Worker's Party
8. Norwegian writer. Nazi sympathizer
9. Organized opposition
10. Norwegian composer. 100-year jubilee in 1943.

Hint: MEDIA AND POLITICS

SECTRET WORD: _____

				P	E	A	C	E										
			T	E	**R**	B	O	V	E	N								
					O	C	C	U	P	A	T	I	O	N				
		C	O	U	**P**													
			H	A	**A**	K	O	N										
			W	A	**G**	N	E	R										
				N	**A**	Z	I	S	M									
H	A	M	S	U	**N**													
					D	E	M	O	N	S	T	R	A	T	I	O	N	
		E	D	W	**A**	R	D		G	R	I	E	G					



ACT. 23

QUIZ	
Objectives	To give an idea of how the Nazis used propaganda and what elements come into play when planning to make such a poster.
Language	English
Language levels	B1-B2
Time required	40 minutes
Topics	5 – propaganda, film, music, literature
Tasks	Answer the quiz and understand the propaganda during WW2. The students are supposed to answer the quiz alone and after that learn from the right answers.
Vocabulary	Focused on propaganda
Language skills	reading
Class organization	Students answer the questions alone.
Local contents	Has some focus on Norway and propaganda
Main competences	Communications in a foreign language Knowledge of another country's history
Criteria of success	To answer the quiz answers correctly within the timeline

ANSWERS

1.-B	10.-B
2.-A	11.-A
3.-C	12.-B
4.-B	13.-C
5.-C	14.-A
6.-A	15.-A
7.-B	16.-B
8.-A	17.-A
9.-B	18.-C
	A

In this task, you are supposed to make a cross in the box that you think is the right answer. The theme is propaganda during World War 2. Try to answer alone without help.
(The right answers are at the bottom. The teacher can decide to take these away before the quiz is taken.)

1. What movies were most popular during the war?
   - ☐ Horror
   - ☐ Comedies
   - ☐ Action/Sci-fi

2. Where was propaganda most visible in film?
   - ☐ In the cinematic newspapers and advertisement
   - ☐ The roles showed heavy stereotypes
   - ☐ Long, political monologues

3. What did the Norwegian resistance urge the population to boycott, but failed?
   - ☐ Newspaper
   - ☐ Sports
   - ☐ Cinema

4. Who was in charge of the Norwegian Film Directorate?
   - ☐ Henrik Ibsen
   - ☐ Leif Sinding
   - ☐ Aksel Hennie

5. Why were many films cancelled?
   - ☐ Actors quit or were arrested for resistance or being anti-Germany
   - ☐ The production costs became too high
   - ☐ The scripts were reviewed, and often heavily censored

6. What consequences did literature that didn't bow down to the Nazi's demands get?

- ☐ It became illegal
- ☐ it was made fun of
- ☐ it came in the newspaper

7. Was it the Norwegians or Nazi government that controlled the content in newspapers?

- ☐ Norwegian government
- ☐ Nazi government
- ☐ Both governments

8. What genre became popular after the war?

- ☐ Psychological novels and diaries
- ☐ crime novels
- ☐ romantic poems and novels

9. Which news broadcaster became popular?

- ☐ Norway, NRK
- ☐ England, BBC London
- ☐ Germany, das Riesenreich

10. What was the most important tool to authors that published books?

- ☐ Knife
- ☐ Speeches
- ☐ Literature style

11. Why was propaganda used?

- ☐ To spread positive information about the Nazis
- ☐ To help the people
- ☐ To give the people and understanding of what the Nazis stand for

12. Why was propaganda so efficient?

- ☐ Because it was appealing to look at
- ☐ The propaganda was used to appeal to the people and made for them
- ☐ Because the propaganda was facts and never questioned if it was true or false

13. What was used to convince the Norwegians using propaganda?

- ☐ Tall buildings and sundown
- ☐ The moon and wolfs
- ☐ Nature and blond hair + blue eyed people

14. What was done by the Norwegian public to reduce Nazi propaganda?

- ☐ Make their own
- ☐ Tear down the Nazi propaganda
- ☐ Ask them to stop

15. Norway was invaded by Germany, the Germans banned one music style. Which music style? What did the Germans call this music?

- ☐ They banned jazz. At that time, the Germans called jazz for nigger music.
- ☐ They banned rap. At that time, the Germans called it talking.
- ☐ They banned classical music. At that time, The Germans called it boring music.

16. Was the music life during the war in Norway known for being filled with dramatic events, or was it more used for hidden political propaganda.

- ☐ Filled with dramatic events
- ☐ Hidden political propaganda
- ☐ Both

17. Did the need for concerts during the war increase or decrease?

- ☐ Increase
- ☐ Decrease
- ☐ It didn't change

18. What is the consequences of many concerts and performances being banned?

- ☐ Many became depressed and never left their houses.
- ☐ People sang more in the shower.
- ☐ People started organizing house concerts

Which years during WW2 was most important for the development within the music industry?

- ☐ 1941 - 1942
- ☐ 1940 - 1944
- ☐ 1937 - 1940
- ☐ 1940 - 1941

SELF ASSESSMENT

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

OPEN SPACE:

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

ITALY

Seita Aurora

Cotroneo Chiara

Bono Giorgia

Raniero Giacomo

Piga Vittorio

Pisano Mirella

Teachers:

Giacoma Pace

SPAIN

Fernando Casas Zúñiga

Julieta Navarro Cruz

Paula Rodríguez Caballero

Celia Ruiz Martín

Teachers:

Justina Castillo García

Felipe T. Bueno Maqueda

NORWAY

Gaute Siljan Nakjem

Tuva Lie Søberg

Karianne Fosstuen Pettersen

Tonje Haugen Kjennerud

Live Marie Tenstad

Teachers:

Dag Cristoffersen

Arne Johan Isaksen

CZECH REPUBLIC

Vitovská Beata

Málková Alžběta

Jurečková Klára

Dufková Adéla

Teachers:

Klára Urbanová, Antonín

TURKEY

Bekir Atakan

Mert Erol

Zümrüt GÜMÜŞ

Yankı BACANLI

Teachers:

Kevser CAN

Úmit Dimen