UNIT OF WORK

TOPIC 4

Women´s roles during and after the war

INDEX

WARMING UP

1. DIALOGUE
2. WOMEN AND WAR

SECTION 1 PIONEERS, HISTORY AND FEMINISM

1. SUFFRAGETTES
2. WOMEN ALONG HISTORY
3. SIGNIFICANT CZECH WOMEN
4. SIGNIFICANT FOREING WOMEN
5. NENE HATUN
6. LAS SIN SOMBRERO
7. QUESTIONNAIRE

SECTION 2. WOMAN AND WAR

8. MEN AND WOMEN AT CONCENTRATION CAMPS
9. POSTERS WITHOUT HEADINGS
10. MEMORY GAME-PEXESO
11. RESISTANCE WOMEN IN NORWAY
12. RESISTANCE WOMEN CROSSWORD
13. GERMAN 'WHORES'
14. WOMEN ARTISTS AND WAR
15. LEBENZBORN
16. THE ROLE OF THE WOMEN IN TIME OF WAR/PEACE
17. WOMEN AT WORK
18. WOMEN DURING WW2
19. WOMEN DURING WW2 II
20. FOOD DURING WW2
21. PUZZLE
22. FINAL KAHOOT

SELF-ASSESSMENT

TEAM

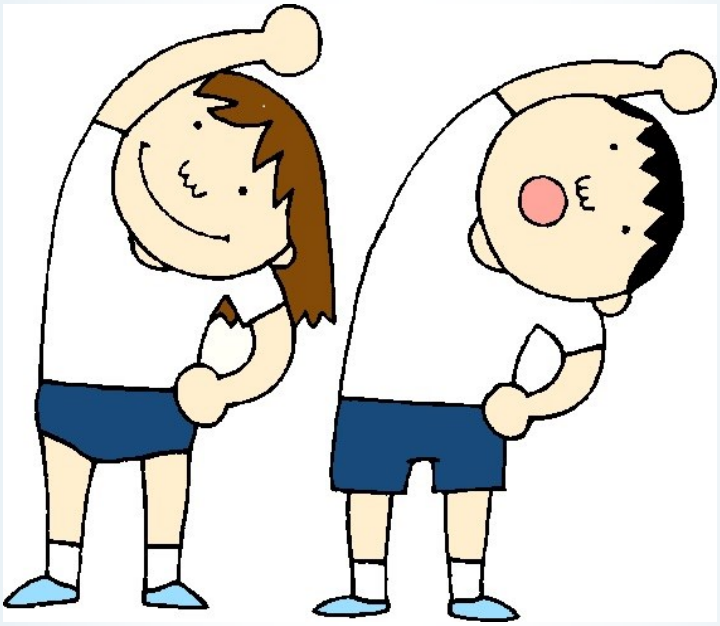
DIDACTIC APPROACH

NAME OF UNIT	WOMEN AND WAR
OBJETIVES	To compare the life of a woman from the 20 century and other Woman from the 21 century. Learning about feminism knowing about Pioner Women around the world Learning about suffragettes and their importance for the women's history Artist women in Europe Learning about the role of the woman during the WWI, WW2 and the Spanish Civil War Women and Men in the Concentration Camps. To know about the role and life of the "German Whores" Lebensborn
LANGUAGE	English and Spanish
LANGUAGE LEVELS	A2-B2
NUMBER OF LESSONS	10-15
TOPICS	Women and War, Suffragettes, Women Rights, German Whores in Norway, Artist Women
TASKS	Reading Texts, discussions, filling the gaps, listening to the song and learn vocabulary, answering questions, crosswords, puzzle Maching pictures and descriptions…

VOCABULARY	In each Task
LANGUAGE SKILLS	Reading, Listening, Writing, Speaking, Expressions
CLASS ORGANI-ZATION	Individual, in pairs, in little groups, the whole group.
LOCAL CON-TENTS	Norway, Spain, Italy, Turkey, Czech Republic
MAIN COMPE-TENCES	Communicating in a mother tongue, Communicating in a foreign language, Mathe-matical, scientific and technological competence, Digital competence, learning to learn, Sense of initiative and entrepreneurship, Cultural awareness and expression
EVALUATION	SELF ASSESSMENT and Open space



WARMING UP



WARMING 1

DIALOGUE

WARMING 1.	DIAOLOGUE
OBJETCIVES	To compare the life of a woman from the 20 century and other Woman from the 21 century.
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1
TIME REQUIRED	10-15 minutes
TOPICS	Women, feminism
TASKS	Read and listen to a dialogue and discuss about it
VOCABULARY	Market, political meeting, mad, husband
LANGUAGE SKILLS	Oral expression and reading
CLASS ORGANIZATION	Individual and the whole class can discuss together or in groups
LOCAL CONTENTS	No
MAIN COMPETENCES	Communication in foreign and mother tongue, Social and civic competences, culture awareness and expression
CRITERIA OF SUCCESS	All the class speak together about the changes of life of women through history



Warming up activity about the Role of Women

Dialogue between a woman neighbor in 20th and a woman neighbour in 21st C

- **Woman neighbour in 21st c:** Hi girl where are you going in such a hurry?
- **Woman neighbor in 20th c**: I am going to the market to buy fresh products. They are sold out in a jiffy.My husband does not eat anything that has been dead for more than one day.Besides,I must do the cleaning and the dusting before he comes home.I do not want him to be angry ,and where is your basket? Aren´t you going to the market?
- **Woman neighbour in 21st c:** I never go to the market.I do my shopping online
- **Woman neighbor in 20th c**: Not? Was that? How weird things are in your century!!It must be a devil´s invention
- **Woman neighbour in 21st c:** I was heading for my party´s political meeting, you know preparing next elections
- **Woman neighbor in 20th c**: And does your husband allow you to work in men´s jobs?
- **Woman neighbour in 21st c**. Nowadays there is no difference between male and females jobs. You know my friend is recounting votes this year!
- **Woman neighbor in 20th c**: How funny! I am really moved! At home, My husband have told my daughter and me who we have to vote for. Has your husband chosen yours yet?
- **Woman neighbour in 21st c:** I am not married, and I love making my own decisions.I do not need any man.
- **Woman neighbor in 20th c.** You are mad! How could we live without a man? Well, I must go now.Well meet tomorrow and talk about how your meeting came out

Brain storming….

What do you think about this conversation?

What is your first feeling listening to the neighbor in 20th c?

Do you think the woman in 21st is a real one nowadays?

WARMING 2

WOMEN AND WAR

NAME OF THE ACTIVITY	COUNTRIES WOMEN AND WAR
OBJECTIVES	To know About COUNTRIES AND WOMEN IN WAR
LANGUAGE English/Spanish	English.
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	20 minutes.
TOPICS	Canada in ww2,germany in ww2,australia in ww2,italy in ww2,turkey in ww1.
TASKS	Students reading the paragraphs and filling the blanks with t or f.
VOCABULARY	WOMEN IN THE WAR AND CONNECTED WITH STUDENT'S KNOWLEDGE
LANGUAGE SKILLS	LISTENING/WRITING
CLASS ORGANIZATION	PAIR
LOCAL CONTENTS	No
MAIN COMPETENCES	LEARNING TO LEARNCOMMUNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	Fill a 90% of correct Blanks

Yougoslavia

Tito's Yugoslav National Liberation Movement claimed 6,000,000 civilian supporters; its two million formed the Antifascist Front of Women (AFZ), in which the revolutionary coexisted with the traditional. After the war women were relegated to traditional gender roles, but Yugoslavia is unique as its historians paid extensive attention to women' s roles in the resistance, until the country broke up in the 1990s. Then the memory of the women soldiers faded

Turkey

Atatürk was an army officer during the First World War. Following the defeat of the Ottoman Empire at the end of the war, he led the Turkish National Movement in the Turkish War of Independence. And the foundation of the present Turkey.

In Turkish-Russian war, she joined to protectors of Aziziye Tabya fought bravely with bat, shovel, rock and pickaxe. Nene Hatun is a symbol of heroism and motherhood.

Italy

In Italy women joined the anti-fascist resistance and also served in the fascist army of Mussolini's rump. They did not serve in the main Italian army. The Germans aggressively tried to suppress them, sending 5000 to prison, deporting 3000 to Germany. About 650 died in combat or by execution.

Germany

On the eve of war 14.6 million German women were working, with 51% of women of working age (16-60 years old) in the workforce. 2.7 million worked in industry.Nearly six million were doing farm work note (as Germanys agricultural economy was dominated by small family farms.) About the same number served in civil aerial defence, 400,000 volunteered as nurses, and many more replaced drafted men in the wartime economy.



Australia

Australian women played a larger role in World war 2 than they had done in World War 1. Many women wanted to play an active role, and hundreds of voluntary women's auxiliary and paramilitary organisations had been formed by 1940. A shortage of male recruits forced the military to establish female branches in 1941 and 1942.

Canada

When war began to look unavoidable in the late 1930s, Canadian women felt obligated to help the fight. At the beginning of the war 600,000 women in Canada held permanent jobs in the privatesector, by the peak in 1943 1.2 million women had jobs. In June 1941, the Canadian Women's Army Corps was established. The women who enlisted would take over.

Fill the blanks with T or F.

( ) Atatürk was an soldier during the First World War.

( ) Yugoslavia broke up in the 1990.

( ) Ayse is a symbol of heroism and motherhood in Turkey

( ) They served in the main Italian army

( ) In Italy women joined to the fascists

( ) Tito's Yugoslav National Liberation Movement claimed no civilian supporters

( ) German women were working, with 51% of women of working age in the army.

( ) Australian women played a larger role in World War II than they had done in World War I

( ) Women are not allowed to join to the army in Canada.



SECTION 1.

PIONEERS, HISTORY AND FEMINISM

TASK 1

SUFFRAGETTES

NAME OF THE ACTIVITY	SUFFRAGETTES FILM
OBJECTIVES	Learning about suffragist movement around the beginning of WWI
LANGUAGE English/Spanish	English./Spanish
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	30 minutes
TOPICS	Suffragist, differences between men and women, feminist, Differences between two women of differences period, Equality.
TASKS	Watching to parts of the film “Sufragettes” and make the vocabulary activity
VOCABULARY	Suffragist, works, fight, equality, women vote, jobs
LANGUAGE SKILLS	Reading , writing, listening
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	No
MAIN COMPETENCES	LEARNING TO LEARNCOMMUNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCE
CRITERIA OF SUCCESS	To match all the Spanish words with English and definition

SUFFRAGIST´S FILM

· Vocabulary before the film:

Sufragista	Suffragist	Before 1920, women did not have the right to vote in the U.S. The suffragist movement fought for these rights, and the people who were part of that movement were --_____.
Patrón	Boss/ Chief/ Owner	Is an authority figure, often the person who tells you what to do at work.
Lavandería	Laundry/ Laundromat	Workplace where clothes are washed and ironed.
Tina	Tub	A relatively large open container that you fill with water and use to wash your body or clothes.
Trabajo a media jornada	Part-time work	Is a timetable job that take a half of a whole full working day.
Planchar	Do the ironing	The act of smoothing clothes whith a heated iron.
Encargada	Manager	A person who has control or direction of an institution, business, etc.
Capataz	Foreman	A person in charge of a group of workers in a factory.
Tos crónica	Chronic cough	When you cough for a long time.
Úlcera	Ulcer	A sore on the skin, accompanied by the desintegration of tissue, the formation of pus, etc.

Dedos agarrotados	Garrotte Fingers	
Quemaduras	Burn	An injury which is caused by the sun.
Cobrar	Get paid	When you earn money because of you work.
Chelines	Shilling	A coin of the United Kingdom.
Voto	Vote	A formal expression of one´s choice.
Enmienda	Amendment	An alteration of or an addition to a constitution.
Envenenar	Poison	A substance that taken into the body can destroy life.
Adoptar	Adopt	To place (a child) for adoption.

AFTER THE FILM:

DISCUSS WITH YOUR PEER ABOUT THE FILM AND TRY TO WRITE THE REASON BECAUSE THIS WOMEN WERE TRATED LIKE THAT.



TASK 2

WOMEN ALONG HISTORY

NAME OF THE ACTIVITY	IMPORTANT WOMEN ALONG THE HISTORY
OBJECTIVES	Learning about important women around the History Reflecting about prejudices looking at the pictures Knowing about the importance of women pioneers in the woman's rights
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	30 minutes
TOPICS	Women and Woman's Rights Pioneers
TASKS	Looking at the pictures and describe them Reading descriptions Matching pictures and descriptions
VOCABULARY	Woman's rights vocabulary
LANGUAGE SKILLS	Reading , writing, speaking
CLASS ORGANIZATION	Groups of three
LOCAL CONTENTS	No
MAIN COMPETENCES	LEARNING TO LEARNCOMMUNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC COMPETENCES
CRITERIA OF SUCCESS	Matching all descriptions with the correct picture

IMPORTANT WOMEN AROUND THE HISTORY

Make groups of three and look at the pictures your teacher is going to hand out:



- ⇒ **Descrive the woman you arte looking at**
- ⇒ **Try to guess what is her job**
- ⇒ **Then read the descriptions that your teacher is also giving you**
- ⇒ **Match each picture with the description you think is the correct and explain your choice**
- ⇒ **Check your answers and discuss about prejudices**

BERTA CÁCERES

Lenca woman, grew up during the violence that swept through Central America in the 1980s. She became a student activist and in 1993, she cofounded the National Council of Popular and Indigenous Organizations of Honduras to address the growing threats posed to Lenca communities by illegal logging, fight for their territorial rights and improve their livelihoods.

MARIA MOLINER

She was born 30 th March of 1900, she was a Spanish librarian and lexicographer. She is perhaps best known for her *Diccionario de uso del español*, first published in 1966–1967, when she completed the work started in 1952. In 1946, Moliner was put in charge of the library at the Superior Technical School of Industrial Engineers in Madrid, until her retirement in 1970.

ELVIA CARRILLO PUERTO

She was a Mexican socialist politician and feminist activist, who was born in 1878 and dead in 1967. Elvia had been married at the age of 13 and widowed by 21. She founded Mexico's first feminist leagues in 1912, including the League of Rita Cetina Gutierrez in 1919. In 1923, Elvia became Mexico's first woman state deputy, and elected to the Chamber of Deputies Due to Elvia's contributions to Mexican government and history, she was officially decorated as a "Veteran of the Revolution." Elvia's tireless dedication to the revolution and women's movement earned her the nickname "The Red Nun".

FRIDA KHALO

Artist Frida Kahlo was born on July 6, 1907, in Coyocoán, Mexico City, Mexico. Considered one of Mexico's greatest artists, Frida Kahlo began painting after she was severely injured in a bus accident. Kahlo later became politically active and married fellow communist artist Diego Rivera in 1929. She exhibited her paintings in Paris and Mexico before her death in 1954.

MARIE CURIE

Born Maria Sklodowska on November 7, 1867, in Warsaw, Poland, Marie Curie became the first woman to win a Nobel Prize and the only woman to win the award in two different fields (physics and chemistry). Curie's efforts, with her husband Pierre Curie, led to the discovery of polonium and radium and, after Pierre's death, the further development of X-rays. She died on July 4, 1934.

ROSA PARKS

Civil rights activist Rosa Parks was born on February 4, 1913, in Tuskegee, Alabama. Her refusal to surrender her seat to a white passenger on a Montgomery, Alabama bus spurred a city-wide boycott. The city of Montgomery had no choice but to lift the law requiring segregation on public buses. Rosa Parks received many accolades during her lifetime, including the NAACP's highest award.

AMELIA EARHART

Aviator Amelia Earhart was born on July 24, 1897 in Atchison, Kansas. In 1923, Earhart, fondly known as "Lady Lindy," became the 16th woman to be issued a pilot's license. She had several notable flights, becoming the first woman to fly across the Atlantic Ocean in 1928, as well as the first person to fly over both the Atlantic and Pacific. In 1937, she mysteriously disappeared while trying to circumnavigate the globe from the equator. Since then, several theories have formed regarding Earhart's last days, many of which have been connected to various artifacts that have been found on Pacific islands—including clothing, tools and, more recently, freckle cream. Earhart was legally declared dead in 1939.

MARÍA TERESA LEÓN

She was a spanish writer, who was born in Logroño in . She was the first spanish woman who obtained doctorate in Philosophy and Letters, she studied in an Free Teaching Institution separated of religion. In 1929 she publicated her first book. Next to Alberti (A famous Spanish writer of 27 Generation) carried through lots of cultural initiatives, she also was very active in the theatre, like actrees, scene director and so on. During the Civil War she was secretary ot the Aliance of antiphastist writers and foughtto save Prado´s Museum works in Madrid.

"Somos lo que nos han hecho, lentamente al correr los años.

Cuando estamos definitivamente seguros de ser nosotros, nos morimos.

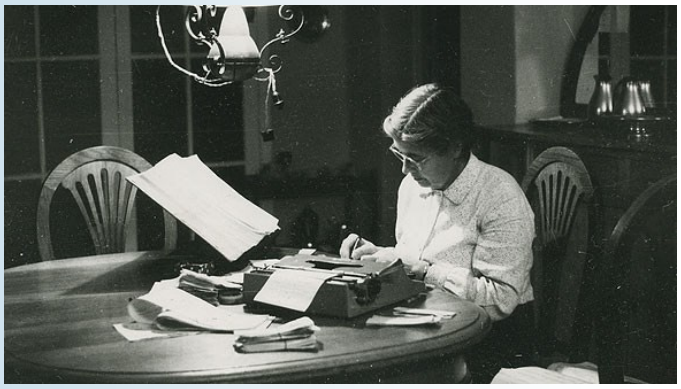
¡Qué lección de humildad!"

IMPORTANT WOMEN AROUND THE HISTORY

BERTA CÁCERES



MARIA MOLINER



MARIA TERESA LEÓN



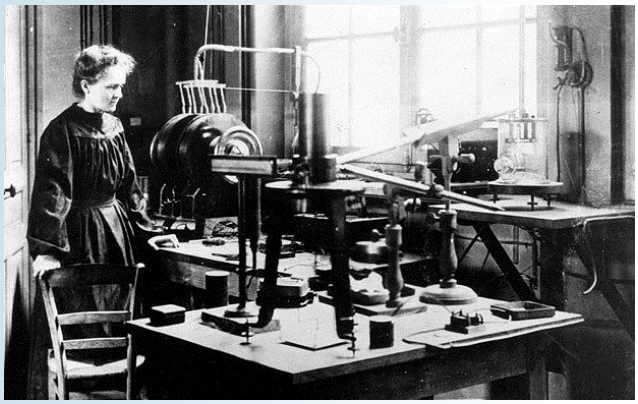
ELVIA CARRILLO PUERTO



FRIDA KAHLO



MARIE CURIE



ROSA PARKS



AMELIA EARHART



TASK 3

SIGNIFICANT CZECH WOMEN

NAME OF THE ACTIVITY	SIGNIFICANT CZECH WOMEN
OBJECTIVES	- to find out basic facts about life of significant Czech women ⇒ to practice past simple ⇒ to practice wh- questions
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1 – C1
TIME REQUIRED	30 – 40 min
TOPICS	Life stories of significant Czech women – Plaminkova, Horakova
TASKS	1. Tell students that they are going to read some information about life of two important Czech women. Make sure that the students know who the feminists were and which importance for position of women in the society they had - They fought for equality of rights. Point out, that there is some information missing from the text that you are going to get them. 2. Divide the students into Group A and Group B. Give each student the texts - for the student from Group A the text for Group A and for the student from Group B the text for Group B. 3. Ask the students to work with a partner. Firstly, each student must read the text and make wh-questions to ask for the information that he/she doesn't have in the text. Then students work with the partner and ask the questions and their partner answers. They should write the information into the blanks on their worksheet. 4. When they finish exchanging the information, the pairs compare their completed texts, which should be identical.
VOCABULARY	Resistance organisations, assassination, arrested, executed, councillor, National Assembly, stripped of all functions, tortured, communist party, to be sentenced, severely beaten, intransigence, show trial
LANGUAGE SKILLS	Speaking, reading, writing, practicing wh-questions and past simple
CLASS ORGANIZATION	pairwork
LOCAL CONTENTS	Czech
MAIN COMPETENCES	communication in foreign languages, learning to learn, intercultural competences
CRITERIA OF SUCCESS	This game doesn't have a winner. Successful is the pair which has the same information in the texts.

Student´s worksheet A

Františka Plamínková – Student A



Františka Plamínková was a Czech politician and a feminist. She was born (1) in Prague (2), into a family of shoemaker, as the third daughter. She dealt with the question of the status of women in society throughout her life. (3)she entered the Czech National Social Party and the same year (4)she became a councillor of Prague. _____(5) she became a senator and stayed in this position until the Senate was cancelled in mid-March of 1939 (6). She had a lot of contacts in the international feminist scene - for example she was a friend with Carrie Chapman Catt from the US, Maria Vérone from France and Lady Isabel Aberdeen from the UK. (7)she was at the resistance organisations. After the assassination of Heydrich she was arrested and transported to the concentration camp Terezín. She was executed on 30 June 1942(8).

Questions:

(1) _____

(3) _____

_____

(5) _____

_____

(7) _____

Student´s worksheet B

Františka Plamínková - Student B



Františka Plamínková was a Czech politician and feminist. She was born on 5 February 1875(1) in_____(2), into a family of shoemaker, as the third daughter. She dealt with the question of the status of women in society throughout her life. In 1918(3) she entered the Czech National Social Party and _____(4)she became a councillor of Prague. In 1925(5) she became a senator and stayed in this position until the abolition of the Senate in_____(6). She had a lot of contacts in the international feminist scene - for example she was a friend with Carrie Chapman Catt from the US, Maria Vérone from France and Lady Isabel Aberdeen from the UK. During the second world war(7) she was at the resistance organisations. After the assassination of Heydrich she was arrested and transported to the

Questions:

(2)

(4)

(6)

(8)

Teachers´ handout

Františka Plamínková



Františka Plamínková was a Czech politician and a feminist. She was born on 5 February 1875 (1) in Prague(2), into a family of shoemaker, as the third daughter. She dealt with the question of the status of women in society throughout her life. In 1918(3) she entered the Czech National Social Party and the same year(4) she became a councillor of Prague. In 1925(5) she became a senator and stayed in this position until the abolition of the Senate in mid-March of 1939(6). She had a lot of contacts in the international feminist scene - for example she was a friend with Carrie Chapman Catt from the US, Maria Vérone from France and

Questions:

(1) When was Františka Plamínková born?

(2) Where was Františka Plamínková born?

(3) When did she enter the Czech National Social Party?

(4) When did she become councillor of Prague?

(5) When did she become a senator?

(6) When was the senate cancelled?

(7) When was Františka Plamínková at the resistance organisations?

(8)When was Františka Plamínková executed?

Student´s worksheet A

Milada Horáková – Student A



Milada Horáková was a Czech politician. (1) she was at the resistance organisations. She was imprisoned and severely beaten, Nazis(2) wanted to kill her, but at the court she advocated herself and at the end she was sentenced to eight years in prison, where she was liberated by the US army. _____ (3) she was elected to the National Assembly. During the government's crisis in 1948(4) she was stripped of all her functions. _____ (5) she was arrested and tortured for the second time, now by communist party. At a show trial she was in year 1950(6) sentenced to death for conspiracy and treason. She was the only executed woman in the context of these proceedings. Thanks to her intransigence during her trial she became a symbol of resistance to totalitarianism of the ruling Communist Party.

Questions:

(1)

(3)

(5)

Milada Horáková – Student B



Milada Horáková was a Czech politician. During the second world war(1) she was at the resistance organisations. She was imprisoned and severely beaten, _____(2) wanted to kill her, but at the court she advocated herself and at the end she was sentenced to eight years in prison, where she was liberated by the US army. After the war(3) she was elected to the National Assembly. During the government's crisis in _____(4) she was stripped of all her functions. In autumn 1949(5) she was arrested and tortured for the second time, now by communist party. At a show trial she was in year _____(6) sentenced to death for conspiracy and treason. She was the only executed woman in the context of these proceedings. Thanks to her intransigence during her trial she became a symbol of resistance to totalitarianism of the ruling Communist Party.

Questions:

(2)

(4)

(6)

Teachers´ handout

Milada Horáková



Milada Horáková was a Czech politician. During the second world war(1) she was at the resistance organisations. She was imprisoned and severely beaten, Nazis(2) wanted to kill her, but at the court she advocated herself and at the end she was sentenced to eight years in prison, where she was liberated by the US army. After the war(3) she was elected to the National Assembly. During the government's crisis in 1948(4) she was stripped of all her functions. In autumn 1949(5) she was arrested and tortured for the second time, now by communist party. At a show trial she was in year 1950(6) sentenced to death for conspiracy and treason. She was the only executed woman in the context of these proceedings. Thanks to her intransigence during her trial she became a symbol of resistance to totalitarianism of the ruling Communist Party.

Questions:

(1) When was Milada Horáková at the resistance organisations?

(2) Who wanted to kill her?

(3) When was Milada Horáková elected to the National Assembly?

(4) When was she stripped of all her functions?

(5) When was she arrested and tortured for the second time? / When she was arrested and tortured by communist party?

(6) When was Milada Horáková sentenced to death?



TASK 4

SIGNIFICANT FOREIGN WOMEN

NAME OF THE ACTIVITY	SIGNIFICANT FOREIGN WOMEN
OBJECTIVES	To find out basic facts about life of significant foreign women To practice wh- questions
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1 – C1
TIME REQUIRED	30 min
TOPICS	Life stories of significant foreign women - C. Campoamor, G. G. Amaldi
TASKS	1.Tell students that they are going to read some information about lives of two significant women. Make sure that the students know who the feminists were and why they are important for position of women in the society - that they were fighting for equality of rights. Point out, that there is some information missing from the text that you are going to give them. 2. Divide the students into Group A and Group B. Give each student the texts - for student from Group A text for Group A and for student from Group B text for Group B. 3. Ask the students to work with partner. First each student must read the text and make questions to ask for the information that he/she doesn't have in the text. Then students work with the partner and ask the questions and the partner will answer. They should write the information into the blanks on their worksheet. 4. When they finish exchanging the information, the pairs of student compare their completed texts, which should be identical.
VOCABULARY	Recurring, inferiority, religious, determination, bloom, barren field, significant, suffragette, feministic lessons, Jurisprudence and Legislation, key leader, to face, voting right, framework
LANGUAGE SKILLS	Speaking, reading, writing, practicing wh-questions and past simple
CLASS ORGANIZATION	pairwork
LOCAL CONTENTS	worldwide
MAIN COMPETENCES	communication in foreign languages, learning to learn, intercultural competences
CRITERIA OF SUCCESS	This game doesn't have a winner. Successful is the pair which has the same information in the texts.

SIGNIFICANT FOREIGN WOMEN

Student A

Throughout the history of human civilization, as we study in …….. (1), we see recurring and almost unchanged position of absolute inferiority of woman to a man. For whole centuries the man was a head of a family. For many countries till the half of the 20th century woman had …….. (2). Still now in many countries of Eastern world, men can take (because of religious reasons) a woman as an object.



Now you'll read short stories about important women, who succeed with …….. (3) to bloom, like flowers in a barren field, in the recent darkest peroid of the whole Europe: the Second Wold War.

An incredibly significant politician, lawyer, feminist and …….. (4) **Clara Campoamor**, belongs between the most important women of Spain. She had been working as a secretary for the newspaper La Tribuna, later joined Juventud Universitaria Femenina, where she started to follow feministic lessons. After she had become a member of ……. …….. (5), she joined the International Federation of Women Lawyers and the Association University Women, where she always advocated equal rights and …….. (6) . The year of 1931 was the most important year for her, because she created Women's Republic Union, where se became a feminist key leader. In the same year she faced an EU parliament, where she won the voting right for Spanish women.



A woman of many skills, **Giovene Ginestra Amaldi** was …….. (7) popular scientist, who gave up on participing the Olympic Games to study at the …….. (8) She wrote many scientific books and books for colleges, including framework ideas about changes in teaching at secondary schools. Nowadays in Italy, she's well known for her scientific work „Alchemy of Our Time" from ……. (9).

Make your own questions:

1) ……

2) ……

3) ……

4) ……

SIGNIFICANT FOREIGN WOMEN

Student B



Throughout the history of …….. (1), as we study in historical books, we see recurring and almost unchanged position of absolute inferiority of woman to a man. For whole centuries the man was a head of a family. For many countries till the half of the 20th century woman had no law to vote. Still now in many countries of Eastern world, men can take (because of …… (2)) a woman as an object.

Now you'll read short stories about important women, who succeed with determination, to bloom, like flowers in a barren field, in the recent darkest period of the whole Europe: …… (3).



An incredibly significant politician, lawyer, feminist and suffragette, **Clara Campoamor**, belongs between the most important women of Spain. She had been working as a secretary for the newspaper La Tribuna, later joined Juventud Universitaria Femenina, where she started to follow …… (4). After she had become a member of Jurisprudence and Legislation, she joined the International Federation of Women Lawyers and the Association University Women, where she always advocated equal rights and political freedoms of women. The year of …… (5) was the most important year for her, because she created Women's Republic Union, where she became a feminist key leader. In the same year she faced an EU parliament, where she won the …….. (6) for Spanish women.

A woman of many skills, **Giovene Ginestra Amaldi** was Italian popular …… (7) who gave up on participating the ……..(8) to study at the University of Rome. She wrote many scientific books and books for colleges, including framework ideas about changes in teaching at secondary schools. Nowadays in Italy, she's well known for her scientific work „…… (9)" from 1936.

Make your own questions:

1……

2) ……

3) ……

4) ……

SIGNIFICANT FOREIGN WOMEN – Teachers´handout A

Student A

Throughout the history of human civilization, as we study in ***historical books*** (1), we see recurring and almost unchanged position of absolute inferiority of woman to a man. For whole centuries the man was a head of a family. For many countries till the half of the 20th century woman had ***no law to vote*** (2). Still now in many countries of Eastern world, men can take (because of religious reasons) a woman as an object.



Now you'll read short stories about important women, who succeed with ***determination*** (3), to bloom, like flowers in a barren field, in the recent darkest period of the whole Europe: the Second Wold War.

An incredibly significant politician, lawyer, feminist and ***suffragette*** (4), **Clara Campoamor**, belongs between the most important women of Spain. She had been working as a secretary for the newspaper La Tribuna, later joined Juventud Universitaria Femenina, where she started to follow feministic lessons. After she had become a member of ***Jurisprudence and Legislation*** (5), she joined the International Federation of Women Lawyers and the Association University Women, where she always advocated equal rights and ***political freedoms of women*** (6). The year of 1931 was the most important year for her, because she created Women's Republic Union, where she became a feminist key leader. In the same year she faced an EU parliament, where she won the voting right for Spanish women.



A woman of many skills, **Giovene Ginestra Amaldi** was ***Italian*** (7) popular scientist, who gave up on participating the Olympic Games to study at the ***University of Rome*** (8). She wrote many scientific books and books for colleges, including framework ideas about changes in teaching at secondary schools. Nowadays in Italy, she's well known for her scientific work „Alchemy of Our Time" from ***1936*** (9).

Make your own questions:

1) ……

2) ……

3) ……

4) ……

SIGNIFICANT WOMEN – Teachers´handout B

Student B



Throughout the history of **human civilization** (1), as we study in historical books, we see recurring and almost unchanged position of absolute inferiority of woman to a man. For whole centuries the man was a head of a family. For many countries till the half of the 20th century woman had no law to vote. Still now in many countries of Eastern world, men can take (because of ***religious reasons*** (2)) a woman as an object.

Now you'll read short stories about important women, who succeed with determination, to bloom, like flowers in a barren field, in the recent darkest period of the whole Europe: ***the Second Wold War*** (3).

An incredibly significant politician, lawyer, feminist and suffragette, **Clara Campoamor**, belongs between the most important women of Spain. She had been working as a secretary for the newspaper La Tribuna, later joined Juventud Universitaria Femenina, where she started to follow ***feministic lessons*** (4). After she had become a member of Jurisprudence and Legislation, she joined the International Federation of Women Lawyers and the Association University Women, where she always advocated equal rights and political freedoms of women. The year of ***1931*** (5) was the most important year for her, because she created Women's Republic Union, where she became a feminist key leader. In the same year she faced an EU parliament, where she won the ***voting right*** (6) for Spanish women.



A woman of many skills, **Giovene Ginestra Amaldi** was Italian popular ***scientist*** (7), who gave up on participating the ***Olympic Games*** (8) to study at the University of Rome. She wrote many scientific books and books for colleges, including framework ideas about changes in teaching at secondary schools. Nowadays in Italy, she's well known for her scientific work „***Alchemy of Our Time***" (9) from 1936.

Make your own questions:

1)……

2) ……

3) ……

4) ……

TASK 5 NENE HATUN



NAME OF THE ACTIVITY	Nene Hatun's Story
OBJECTIVES	Knowing about feminism in Turkey Knowing about life and facts of Nene Hatun
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	30 MINUTES
TOPICS	WOMEN RIGHTS
TASKS	Students reading the dialog about Nene Hatun and answer some questions.
VOCABULARY	WOMEN IN THE WAR AND CONNECTED WITH STUDENT'S KNOWLEDGE
LANGUAGE SKILLS	LISTENING/WRITING
CLASS ORGANIZATION	PAIR
LOCAL CONTENTS	TURKEY
MAIN COMPETENCES	communication in foreign languages, learning to learn, intercultural competences
CRITERIA OF SUCCESS	Al the question answered correctly

STORY ABOUT NENE HATUN

She was born in Erzurum. After living in Erzurum for 98 years, She was still living in Erzurum and had a pneumonia disease. Three months before her death, She was elected as the mother of the year by the Turkish Women's Union.

During the Ottoman - Russian War of 1877 - 1878, which was referred to as 93 War in our history, She worked heroically in the defense of the Aziziye Tabiası in Erzurum. Her name printed it like this. She participated in the war, leaving her younger son and daughter at home. She was a young girl in her 20s.

On the night of November 7, 1877, the Ottoman citizen of the region, the Armenian gangs, succeeded in entering Erzurum's Aziziye Tabyası.He killed the Turkish soldiers protecting the tab. Russian soldiers from the rear seized the tab without encountering any resistance. A man who succeeded in getting rid of the wounded, reached the city center and transported the black news to Erzurum. Immediately after the morning sermon was announced to the people of the city from the minarets. "Moskov seized the military Aziziye Tabyası". This news was inspired by the people of Erzurum in order to defend the country. Among the runners, there was also a bride-to-be pointing on the man's front. Her brother came injured from the front a day ago and died in her arms. He nursed a three-month-old baby and said, "God has given me to you, and I am indebted to him." After saying goodbye, a few hours ago, he took the throne of his deceased brother and burst out on the road.

QUESTIONS

1- What disease the Nene Hatun have ? .....

2-How many children have a Nene Hatun? .....

3-What weapons were used in the war? .....

4-How old was she, when she joined the war? .....

5-Where did Nene Hatun join ? .....

6-Where her brother was injured ?, ...

7-How many years after her death did she get the best mother's prize ?.....

8-Which army has successfully entered ? .....

TASK 6

LAS SIN SOMBRERO

NAME OF THE ACTIVITY TASK 6	LAS SIN SOMBRERO
OBJETIVES	Learn about a group of artist women
LANGUAGE English/Spanish	Spanish
LANGUAGE LEVELS	B1
TIME REQUIRED	10-15 minutes
TOPICS	Repression of women, art of women in Spain, feminist
TASKS	Listen to a rap, fill the gaps of the lyrics of the rap and connect the name of the women with their work
VOCABULARY	Machismo, opresión, lucha, derrotismo, angustia, mujeres del 27, esfuerzo
LANGUAGE SKILLS	Listening, reading, speaking (singing)
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	The name and the works of women
MAIN COMPETENCES	Competencia en comunicación lingüística, aprender a aprender, conciencia y expresiones culturales
CRITERIA OF SUCCESS	To that a lot of talented women are forgotten in history just because of the sex.



LAS SIN SOMBRERO

-Rellena los huecos de la canción con las siguientes palabras:



Abro la libreta y comienza mi _____,
en un mundo tan muerto la cultura es _____,
la _____ del mundo me causa emoción
al hablar de estas
en las que se inspira esta canción.

Pienso en la _____en esos versos y placeres,
me pasaría el día gritándolo con tal de que te enteres.
Que hoy disfrutas de la cultura y de quien eres
gracias a una generación de _____ mujeres.

Concha Méndez logró con _____ ser editora,
a pesar del _____ y de sus manos _____.
Maruja Mallo con Gasset logró ser pintora,
y María Teresa León una magnífica escritora.

Ser mujer en un mundo así no debió ser fácil,
me encanta De La Torre y su literatura,
los _____ de la vida te enseñan a ser más ágil
como Rosa Chacel y sus novelas de amargura.

Hubo tiempos duros de _____,
genios femeninos a los que nadie comprendía,
el _____ y la _____ nunca borro
encerradas entre los versos de la mejor poesía.

Cogieron sus _____ y los hicieron realidad,
a pesar del _____ y del rechazo social,
ninguna tenía alas pero todas podían volar,
lejos de las_____ de una _____ sociedad,
desde que las descubrí no he vuelto a ser el mismo
me enseñaron a olvidar la palabra
algunas cayeron en el infierno del
y otras continuaron su _____ contra el machismo
enamorado de Champourcín
y como arremete contra la sociedad
en cada nuevo verso que mete.

Aquí termina mi canción,
ahora si quieres vete,
pero quédate con las _____ ____ ____.

LAS SIN SOMBRERO

Son artistas femeninas de la generación del 27. Compartieron espacios, tiempo e incluso amistad con los hombres de esta generación. La obra de ellos es y fue reconocida a día de hoy, pero la de ellas quedó olvidada. En aquella época quitarse el sombrero era un acto de rebeldía. Algunas mujeres del 27 con compañía de Lorca y Dalí se quitaron el sombrero en la puerta del sol. De este echo tiene origen el término "SIN SOMBRERO".

Une los datos con la artista correspodiente tras la información de la canción

a) Escritora conocida por sus poemas
1898 1995 (Mexico) 1) Maruja Mallo

b) Poetisa, novelista y cantante lírica
1907 (Gran Canaria) 2002 (Madrid) 2) Rosa Chacel

c) Pintora surrealista
1902 (Vivero) 1995 (Madrid) 3) Champurcín

d) Autora de teatro
1903 (Logroño) 1988 (Madrid) 4) Concha Méndez

e) Escritora de novelas de amargura
1898 (Valladolid) 1994 (Madrid) 5) Maria Teresa León

f) Poetisa
1905 (Vitoria) 1999 (Madrid) 6) De La Torre

6.- Do you Know a woman from you country that did fight for their rights?

_____

_____

_____

7.-Field of your country that has not been reached the full equality:

_____

_____

8.- What are the differences between a woman from the XX Century and a woman from the XXI Century?

_____

_____

9.- When do you think woman can vote for the first time? Match the countries with the years

1945 - 1920 -1931 – 2003 – 1950 – 1893 – 1944 – 1918 - 1994 – 1938 – 1913 – 1934 - 1931

-New zeland: -Czechoslovakia: -Indie:

-Italy: -Turkey: -South Affrica:

-Spain: -United Kingdom: -Afganistan:

-Norway: -France: -Uruguay:

10.- What you can do to contribute to the gender equality?.

_____

_____

TASK 7

QUESTIONNAIRE

NAME OF THE ACTIVITY	Questionnaire
OBJECTIVES	Know what is the student´s level of knowledge about women rights
LANGUAGE English/Spanish	English.
LANGUAGE LEVELS	B1
TIME REQUIRED	10 minutes.
TOPICS	Suffragist, differences between men and women, feminist, Differences between two women of differences period,
TASKS	The student read and answer the questions.
VOCABULARY	Suffragist, works, fight, equality, women vote.
LANGUAGE SKILLS	Reading and writing.
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	No
MAIN COMPETENCES	LEARNING TO LEARN
CRITERIA OF SUCCESS	



Questionnaire

1.- Define suffragist:

_____

_____

2.-What do you think about this womans?

-Frida Kahlo:

-Marie Curie:

-Cleopatra:

-Malala Yousafzai:

3.- Different types of torture between mans and womens:

_____

_____

4.- Who were the without hat? Why do you think they are called like that?.

_____

5.- What of these works were exclusive for mans?

-Police officer -Architect

-Military service - Miner

-Politician -Journalist

6.- Do you Know a woman from you country that did fight for their rights?

_____

_____

7.-Field of your country that has not been reached the full equality:

_____

_____

8.- What are the differences between a woman from the XX Century and a woman from the XXI Century?

_____

_____

9.- When do you think woman can vote for the first time? Match the countries with the years
1945 - 1920 -1931 – 2003 – 1950 – 1893 – 1944 – 1918 - 1994 – 1938 – 1913 – 1934 - 1931

-New zeland: -Czechoslovakia: -Indie:

-Italy: -Turkey: -South Affrica:

-Spain: -United Kingdom: -Afganistan:

-Norway: -France: -Uruguay:

10.- What you can do to contribute to the gender equality?.

Erasmus+



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

SECTION 2.

WOMAN AND WAR

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

TASK 8

MEN AND WOMEN AT CONCENTRATION CAMPS

NAME OF THE ACTIVITY	Men and Women at concentration camp
OBJECTIVES	To know about the differences between women and men in Concentration camps
LANGUAGE English/Spanish	English/Spanish.
LANGUAGE LEVELS	B1.
TIME REQUIRED	20 minutes.
TOPICS	Women and men´s life at the concentration camps.
TASKS	Working in pairs with differents texts. They read the text and draw all that each one can understand about. After that, They explain it to their peer and they will try to rewrite the
VOCABULARY	Gaseamiento, guetos, esterilización, violación, aborto, Prisionero, latigazos, torturas , experimentos. Gas chamber, ghettos, forced labour, sterilization, abortion,
LANGUAGE SKILLS	Speaking , reading and writing.
CLASS ORGANIZATION	In pairs
LOCAL CONTENTS	No
MAIN COMPETENCES	Communication in foreign languages Social and civic competence
CRITERIA OF SUCCESS	Rewrite the text with the main ideas from the original one.

Mujeres y hombres en los Campos de Concentración…

La clase se divide en dos (alumnos con texto A y alumnos con texto B). Cada uno deberá tener una pareja con el texto contrario al suyo y tiene que leerlo, sin que el compañero lo vea, y comprenderlo. Cuando hayas comprendido el texto tendrás que dibujarle a tu compañero lo que has entendido y con el dibujo deberás explicarle el contenido del texto sin mirarlo. Una vez hecho esto tu compañero tendrá que reescribir el texto con la información que le has dado.



TEXTO A

Mujeres en los Campos de Concentración.

Las mujeres, especialmente las que tení-an niños pequeños, eran, a menudo, las primeras "seleccionadas" para gaseamiento en los campos de exterminio.
En los guetos y los campos, los nazis detení-an a las mujeres para realizar trabajos forzados. Los médicos nazis a menudo usaban a las mujeres judí-as y gitanas para experimentos de esterilización y otros experimentos humanos inmorales. En los campos y los guetos, las mujeres eran particularmente vulnerables al acoso y la violación. Las mujeres judí-as embarazadas a menudo trataban de ocultar sus embarazos o eran forzadas a hacer abortos.

TEXTO B

Hombres en los campos de concentración.

Era frecuente castigar a un prisionero a recibir una cantidad determinada de latigazos que el prisionero debía contar en alemán. Si se equivocaba se volvía a empezar. Otra forma de castigar consistía en encerrar a un prisionero en una pequeña celda, del tamaño de una tumba, y dejarlo morir de hambre. Las torturas, o los experimentos salvajes que se hacía con los prisioneros como introducir tinta en los ojos para convertirlos en ojos azules, cronometrar el tiempo que tarda una persona en morir sumergida en agua congelada, investigar formas nuevas de esterilizaciones masivas..., hacían que la vida en los campos fuera un auténtico infierno.

¿Qué diferencias fundamentales existen?
¿por qué crees que existían esas diferencias?

Women and Men in Concentration Camps…

Divide the class in two groups (students with text A and students with text B). They will work in pairs, each partner having a different text, and they'll read the text without showing it to their partners. When they've read and understood their texts, they'll draw a picture and explain it to their partners without looking at the text again. After this, each student will try to write their partner's text using the information they have been provided.

TEXT A

Women in Concentration Camps

Women, especially those who had small children, were often the first ones "selected" to be killed in the gas chambers of extermination camps. In ghettos and in the camps, Nazis detained women to make them do forced labour. Nazi doctors often used Jewish and Gypsy women to experiment sterilization and carry on other immoral human experiments. In the camps and the ghettos, women were specially exposed to harassment and rape. Jewish women who were pregnant often hid their pregnancy because they were forced to have an abortion.

TEXT B

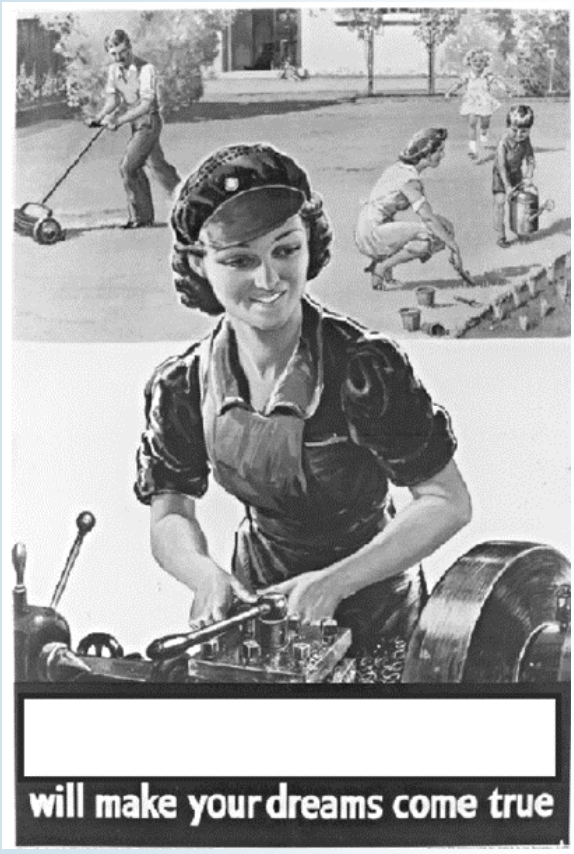
Men in Concentration Camps

Lashing punishment was common and the prisoner had to count the lashes in German. If he made a mistake, the lashing started again. Another method of punishment was to lock the prisoner in a small cell, the size of a tomb, and leave them to starve to death. Torture or savage experiments on prisoners like injecting ink in their eyes to turn them blue, timing how long it takes a person to die when submerged in icy water, investigating new methods of massive sterilization…, made life in the camps a real hell.

- What are the main differences?
- Why?
- Why do you think those differences existed?

TASK 9 POSTERS WITHOUT HEADINGS

NAME OF THE ACTIVITY	POSTERS WITHOUT HEADINGS
OBJECTIVES	To discuss possible ways how propaganda tried to involve people /women into war matters by public posters To imagine how pictures influence people´s mind To brainstorm and find the most likely solution in the group
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	20 minutes.
TOPICS	Wars posters. Women and war.
TASKS	Students have a look at poster without their headings. They analyze the pictures and brainstorm possible quotes which were removed. After a while, the students can use original heading, match them and confirm their guesses with reality.
VOCABULARY	War savings, posters
LANGUAGE SKILLS	Speaking
CLASS ORGANIZATION	In pairs or little groups
LOCAL CONTENTS	World wide
MAIN COMPETENCES	Communication in foreign languages Social and civic competence
CRITERIA OF SUCCESS	The winner is the one whose heading is the closest to the original one.



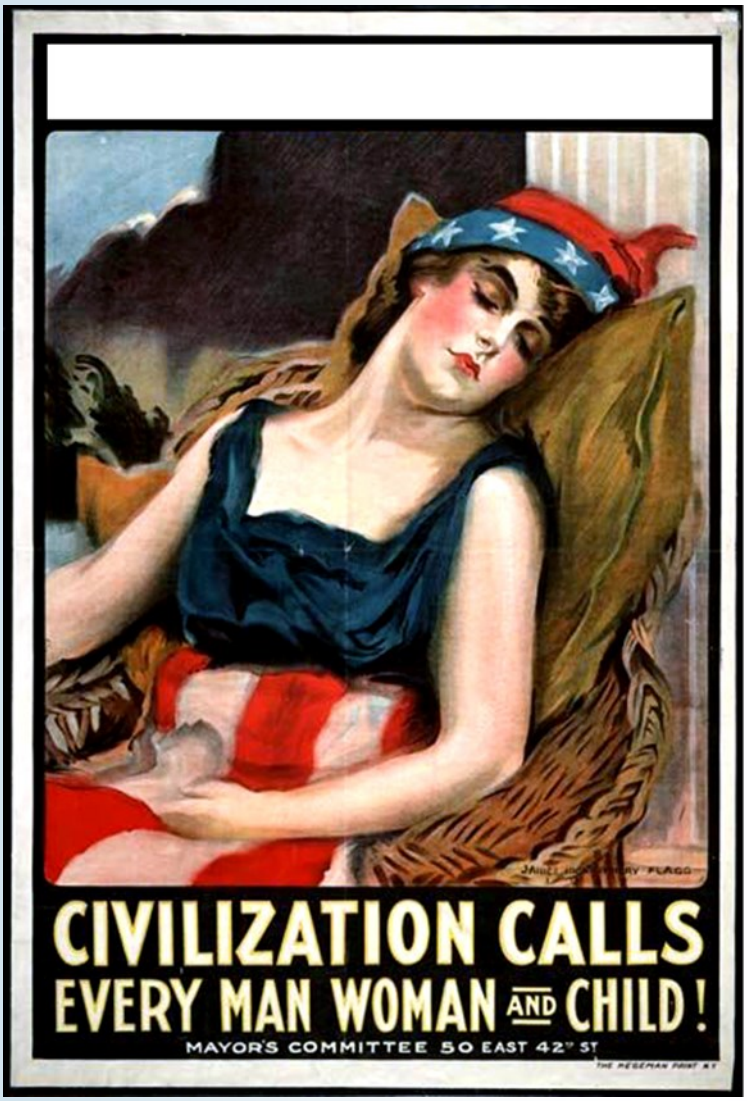
POSTERS – WITHOUT HEADINGS

Students have a look at posters without their headings. They analyze the pictures and brainstorm possible quotes which were removed. After a while, the students can use original heading, match them and confirm their guesses with reality.




WAR PRODUCTION CO-ORDINATING COMMITTEE


I'm patriotic as can be—
And ration points won't worry me!"


CIVILIZATION CALLS
EVERY MAN WOMAN AND CHILD!
MAYOR'S COMMITTEE 50 EAST 42ND ST


ZONE
X
TEMPORARY
0000
WOMEN ARE NEEDED ALSO AS:
FARM WORKERS
WAITRESSES
TIMEKEEPERS
LAUNDRESSES
TYPISTS
BUS DRIVERS
ELEVATOR OPERATORS
TEACHERS
SALESPEOPLE
TAXI DRIVERS
MESSENGERS
CONDUCTORS
—and in hundreds of other war jobs!
SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE

ORIGINAL POSTERS WITH HEADINGS













WAR SAVINGS

DO THE JOB
HE LEFT BEHIND

THE MORE WOMEN
AT WORK THE

WE CAN DO IT

WAKE UP,
AMERICA

OF COURSE
I CAN

TASK 10

MEMORY GAME-PEXESO

NAME OF THE ACTIVITY	Memory game-pexeso
OBJECTIVES	To revise basic facts about not only Czech women in wars To find logical connections between two playing cards/facts To remember the main milestones, faces and projects connected to war and women in Europe
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	A1-C2
TIME REQUIRED	20 minutes.
TOPICS	Significant women in war – Plaminkova, Horakova, Clara Campoamor, Lebensborn project, clothing and wars, voting right for women
TASKS	The game requires observation, concentration and a good memory. First, shuffle the cards, lay them faced down and the first player chooses 2 cards. If the cards match the player is awarded with another turn. If not, it is the next player turn. The game continues in this way until all cards are played. Additionally, we suggest an extra discussion afterwards. It should be focused on more detailed look at selected topics in the game.
VOCABULARY	a mugshot, a memorial, a postage stamp, rights to vote
LANGUAGE SKILLS	Speaking
CLASS ORGANIZATION	Individual, pair or group work – depends how fast the game needs to be and how meny players are needed to be involved. Originally, it is supposed to be an individual task.
LOCAL CONTENTS	The game is mainly focused on significant Czech women during war times – Milada Horakova, Frantiska Plaminkova
MAIN COMPETENCES	Communication in foreign languages Social and civic competence
CRITERIA OF SUCCESS	The winner is the one with the highest number of matching cards.

SOLUTION:



Milada Horáková



Mugshot of Milada Horáková



Memorial of Milada Horáková



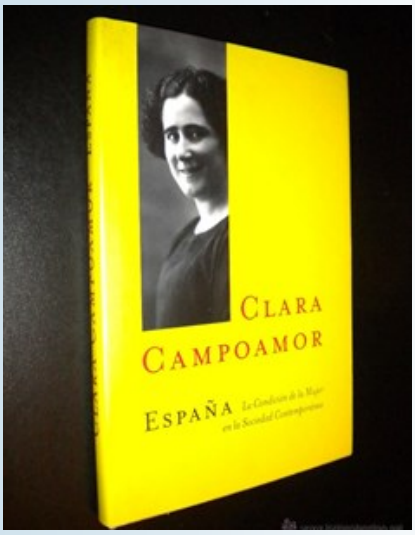
Postage stamp with Milada Horáková



Františka Plamínková



Memorial of Františka Plamínková



Book by Clara Campoamor



Clothing before the war



Clothing during the 1st world war



Clothing during the 2nd world war

2nd world war – **1.9.1939- 2.9.1945**

Name of the Nazi program- **Lebensborn**

Who started the Lebensborn project ? – **Heinrich Himmler**

One of the children of Lebensborn – **Anni-Frid Lyngstad**

Number of births in Lebensborn – **40 000**

Voting right for woman in Spain – **1.10.1931**

Spanish Suffragette – **Clara Campoamor**

In which century woman=man ? – **20th century**









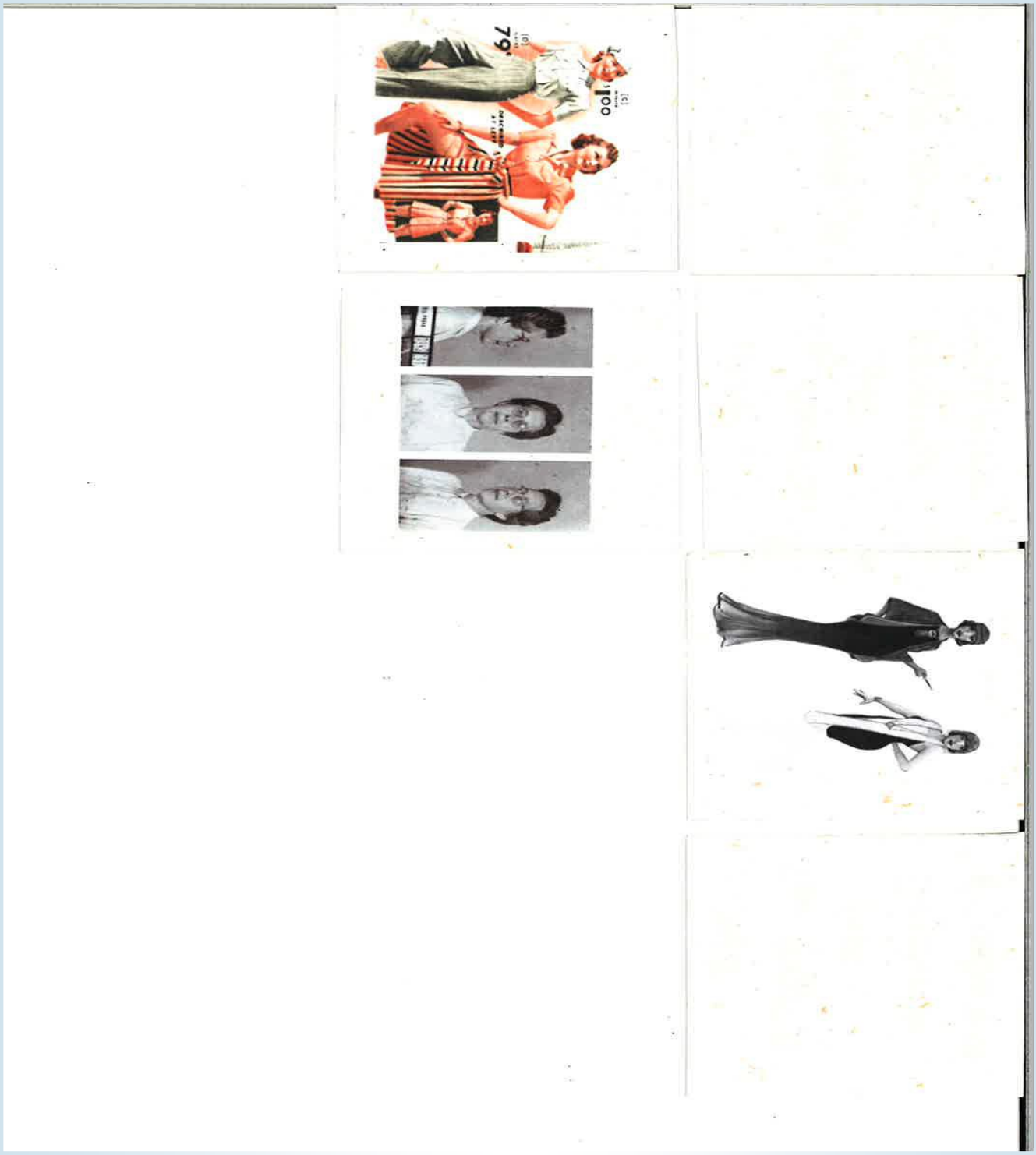






NUMBER
OF
BIRTHS
IN
LEBENSBORN





TASK 11 RESISTANCE WOMEN

NAME OF THE ACTIVITY	RESISTANCE WOMEN
OBJETIVES	Learn and see connections about resistance women and second world war in Norway.
LANGUAGE	English
LANGUAGE LEVELS	B2
TIME REQUIRED	20-30 min
TOPICS	Resistance women
TASKS	The students read a text about three Norwegian resistance women. Then they go together in groups and try to answer and reflect about some multiple tasks without knowing the answer. When each group has answered, they get to read the text, and try to answer the question once again. This is both a reflection and factual assignment, that gets the students to think about how the women felt, and what kind of recistance work they where doing.
VOCABULARY	Resistance women, couriers, distributed, concealed, engaged, foundation, tared apart, distinguished.
LANGUAGE SKILLS	Reading and speaking
CLASS ORGANIZATION	Pairs or groups
LOCAL CONTENTS	Norway/Europe
MAIN COMPETENCES	Communication in foreign languages. Get competences about Norwegian resistance women
CRITERIA OF SUCCESS	-

Resistance women

During the Second World War, there were not only men who was protecting their country in Norway. The resistance women in Norway risked their lives during the war. They were couriers who distributed with valuable information. They concealed people. They participated in the work of illegal newspapers. You are about to learn about some of the many resistance women in Norway.

Wanda Heger



Wanda Marie Heger also known as Wanda Hjort came to this world march 9th 1921. Heger was born in Norway. She was a resistance woman and a social worker. Her most known work is her effort on mapping and helping the Norwegians who was in captivity in Germany during World War II. She sent information about the prisoners, like the prisoners number and where they were located, to the families back home in Norway. This also contributed to the creation of an illegal card index, which contributed to helping many lives during "Folke Bernadotte`s" campaign in 1945, which has been called The white busses.

She is still engaged in peace efforts, among other through the foundation, White buses to Auschwitz. She has received numerous awards for her efforts.

Sigrid Steinnes



Sigrid Steinnes (Løkse) lived from 1918-2008, she sat in the secretariat of "the national resistance movement" management. No other women had higher position in the resistance movement. Steinnes was the link between the secretariat and the coordinating committee and had the entire network of contacts in her head. She was like a living databank.

- If she had been taken, much of the resistance movement would been tared apart. With that in mind, she was one of the most important people in "the national resistance movement".

Sigrid Steinnes



Sigrid Steinnes (Løkse) lived from 1918-2008, she sat in the secretariat of "the national resistance movement" management. No other women had higher position in the resistance movement. Steinnes was the link between the secretariat and the coordinating committee and had the entire network of contacts in her head. She was like a living databank.

- If she had been taken, much of the resistance movement would been tared apart. With that in mind, she was one of the most important people in "the national resistance movement".

Steinnes had an alias as Siri, she had up to 15 female employees around her. She performed many dangerous missions, like when she was carrying 150 000 kroner to contacts in Notodden. On the train she shared a coupe with germans.

Ingeborg Refling Hagen

Ingeborg Nancy Refling Hagen was born 19 of December 1895 in Stange, Norway. She worked as an author and teacher. In addition, she had a strong political interest, and her political attitude led to active resistance against the rise of fascism. Before the World War II, she had experienced the fascism with Mussolini. For that reason, she wrote many books to help the democracy. When World War II started, Ingeborg had distinguished herself so much that the Nazis had put her on the death list.

After the occupation of Norway, she started to work with illegal newspapers. She wrote a newspaper called "Jøssingposten", which was in a while Norway's largest illegal newspaper. Late in 1942 she was arrested for her resistance work.

Tasks to the text:

1. What did the resistance women in Norway do during World War II?
2. Which resistance women was seen as the most important women in “the national resistance movement”?
3. How do you think it would feel to be in the same coupe with the people who are occupying your land, while you are doing resistance work?.
4. Where did Ingeborg experienced the facism first?
5. What was the name of Ingeborg´s newspaper?
6. Place the right name to the right picture.



A



B



C

7. Draw a line between the connecting pieces.

Wanda Heger _____

Sigrid Steinnes _____

Ingeborg Refling Hagen _____

Had an alias as Siri, and performed many dangerous missions, like when she was carrying 150 000 kroner to contacts in Notodden.

She wrote the illegal newspaper “Jøssingposten”, and worked against fascism.

Her most known work is her effort on mapping and helping the Norwegians who was in captivity in Germany during World War II.

Sigrid Steinnes

Memory cards

Pair into groups of 1-2 people.

Each student gets one memory card, and have to find their match by asking the other students what their card says.

Women resistance tasks	The women resistance consisted of Illegal newspaper, "Inside work" by interacting with the German soldiers that distributed with valuable information, and by concealing people.
A Well known resistance women named Sigrid Steinnes.	
Lebensborn	Children of German soldiers and Norwegian civilians.
"German Whores"	Women who got in relationship with German soldiers.

Resistance movement	Asserting the legitimacy of the exiled government, and by implication the lack of legitimacy of Vidkun Quisling's pro-Nazi regime and Josef Terboven's military administration The initial defense in Southern Norway, which was largely disorganized, but succeeded in allowing the government to escape capture The more organized military defense and counter-attacks in parts of Western and Northern Norway, aimed at securing strategic positions and the evacuation of the government Armed resistance, in the form of sabotage, commando raids, assassinations and other special operations during the occupation Civil disobedience and unarmed resistance. *Wikipedia*

TASK 12

RESISTANCE WOMEN CROSSWORD

NAME OF THE ACTIVITY	
OBJETIVES	-Learn important words connected to this subject. -Learn to practice your English and vocabulary.
LANGUAGE	English
LANGUAGE LEVELS	B2
TIME REQUIRED	30 min
TOPICS	Resistance women, Second world war
TASKS	Task 1: The students gets to read the words that are used in the following crossword, its important to remember these words for task 2. Task 2: The students gets both crossword and a description of the Word they need to find to finish the task. It's important for the student to do task 1 properly.
VOCABULARY	Intergration, Primarily, scrutiny, relations, invasion
LANGUAGE SKILLS	B2
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	Norway/Europa
MAIN COMPETENCES	-communication in a foreign language -Get competence about the sentral words of this topic
CRITERIA OF SUCCESS	

CROSSWORD

TEACHERS' KEY

1-Lebensborn

2-….whores

3-…..work

4-Jøssingposten

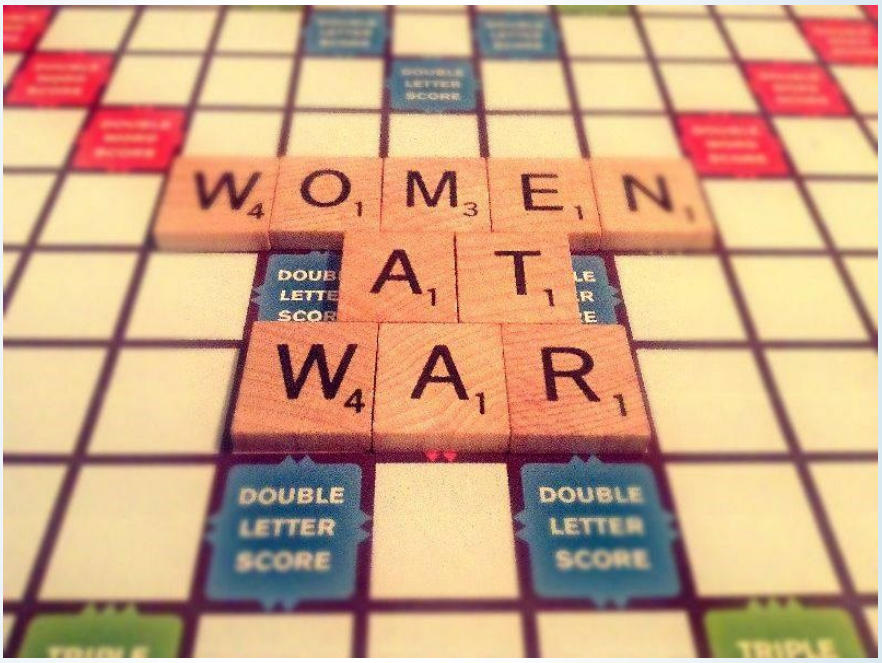
5-Grini

6-…..right activists

7-Intergration

8-Milorg

9-….clipping



Task . Read and remember the words before doing the crossword

Women's rights activists – Connected to the women that fought for Norway during the war

"German whores" – The women who had sexual relations to german soldiers.

Forced clipping – A type of punishment for the women called "german whores".

Intergration – measures taken by the government that would ensure that women had social or sexual relations with germans.

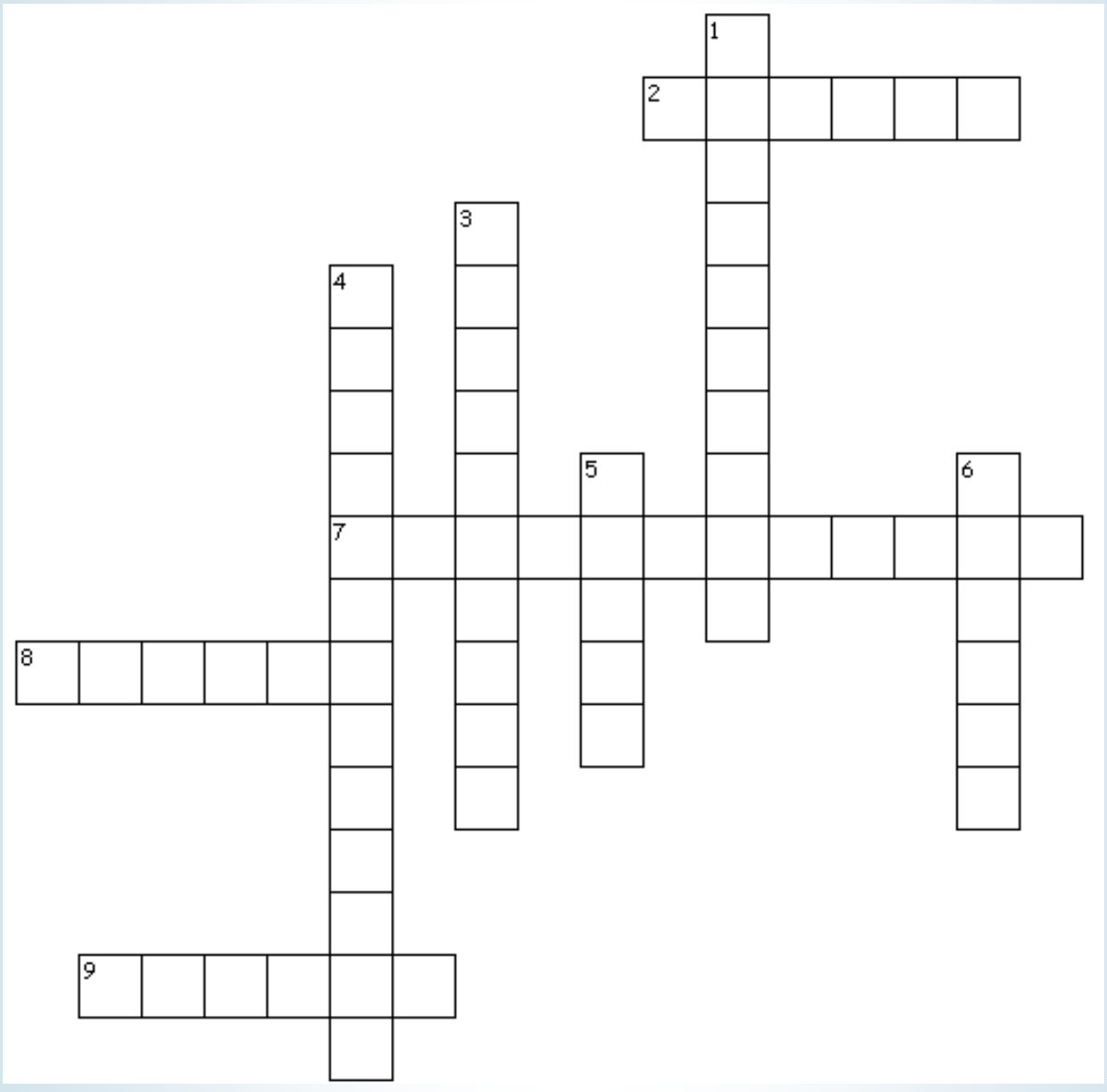
Grini – A camp for prisoners in Norway.

Resistance work - People who organized this work, letters written with secret writing, lists of radio stations, the English military intelligence ran in Norway and more.

Lebensborn - A German, Nazi welfare organization before and during World War II for unmarried mothers who had children with German soldiers, primarily members of the Schutzstaffel (SS), because these had already undergone scrutiny of family.

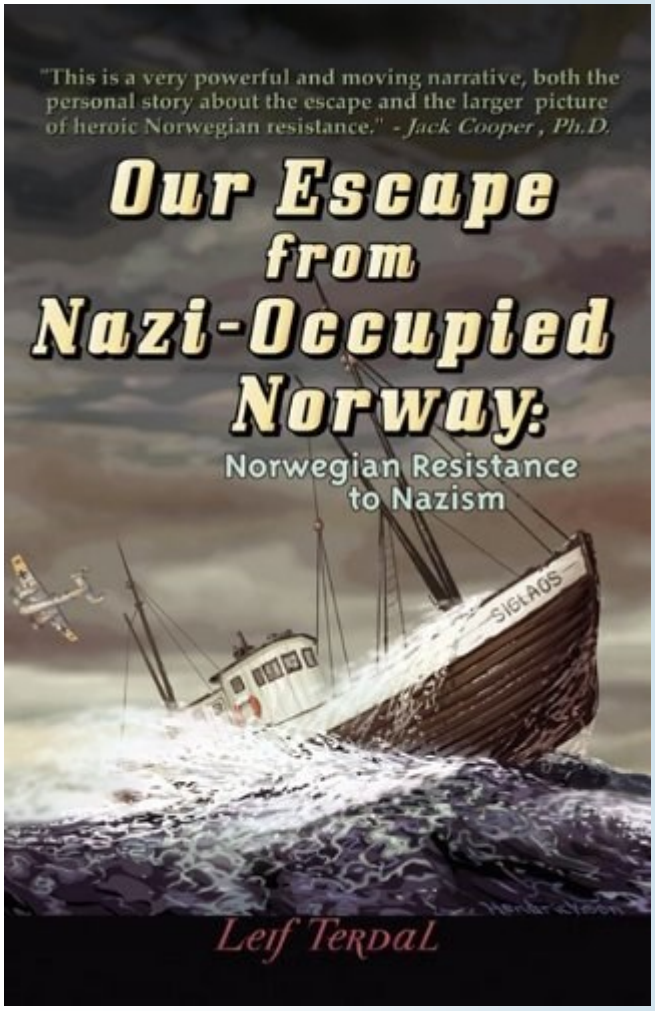
Milorg - Formed from military organization was a military resistance organization that was built up in Norway during World War II. The purpose was to prepare the liberation of the country and to support a possible Allied invasion. Milorg also ran an extensive intelligence apparatus and supported Allied operations in Norway, while the organization through the war was active with its own sabotage operations.

Jøssingposten – The first illegal newspaper in Norway made by Ingeborg Refling Hagen, a Norwegian resistance women.


1
2
3
4
5
6
7
8
9

1) A German, Nazi welfare organization before and during World War II for unmarried mothers who had children with German soldiers, primarily members of the Schutzstaffel (SS), because these had already undergone scrutiny of family.

2) ….whores. – The women who had sexual relations to german soldiers.



3) …..work - People who organized this work, letters written with secret writing, lists of radio stations, the English military intelligence ran in Norway and more.

4) The first illegal newspaper in Norway made by Ingeborg Refling Hagen, a Norwegian resistance women.

5) A camp for prisoners in Norway.

6) …..right activists - Connected to the women that fought for Norway during the war

7) Measures taken by the government that would ensure that women had social or sexual relations with germans.

8) Formed from military organization was a military resistance organization that was built up in Norway during World War II. The purpose was to prepare the liberation of the country and to support a possible Allied invasion. Milorg also ran an extensive intelligence apparatus and supported Allied operations in Norway, while the organization through the war was active with its own sabotage operations.

9) ….clipping - A type of punishment for the women called “german whores”

TASK 13

GERMAN "WHORES"

NAME OF THE ACTIVITY	
OBJECTIVES	-Learn and imagine how the Norwegian "German whores" was treated after the second world war. -Learn to reflect about their situation and see connections to the second world war. -Improve English skills
LANGUAGE	English
LANGUAGE LEVELS	B2
TIME REQUIRED	20-30min
TOPICS	Punishment of the German whores.
TASKS	The students read the text about the punishment of the German whores (in groups or Individual). After reading, try to reflect about the following questions.
VOCABULARY	Joy, violated, convicted, aftermath, accused, chased, legalized
LANGUAGE SKILLS	Reading and speaking
CLASS ORGANIZATION	Individual or groups
LOCAL CONTENTS	Norway/Europe
MAIN COMPETENCES	- Communication in foreign languages. - Get competences about the punishment of the "German whores"
CRITERIA OF SUCCESS	

Student work:

Task before:

Get in pairs and think about these questions before reading

Why did women get in a relationship with German soldiers?

Approximately how many women do you think got in a relationship with German soldiers?

What do you think these women worked with?



German Whores

During the world war 2, a lot of women fall in love with soldiers from the enemy's country, German. In fact, 50 000-100 000 Norwegian women was known as "german whores". These women were young, in average between 15 and 24 years old. The relations between the Norwegian women and the German soldiers varied from pure love relationship to relationship which intended to espionage and resistance work. They usually worked in the German regime as office assistance, cleaners or in military organizations.

The majority of relationships was pure love, and the Norwegian government didn't like what they saw. They wanted to build an ice front against the German occupiers, and such contact concerned them. Just before all radio communication were seized, Toralv Øksnevad gave Norwegian women this warning:

"Those women who has a relationship with the enemies from German, would pay a high price for it after the war."

Nevertheless, this warning wasn't enough to break strong bond of love. Some relationships resulted in children and marriage. The German regime considered Norwegian women as "women with good blood", and they wanted to exploit the relationship to spread the "Aryan blood". As a result, they established SS lebensborn. In Norway these children were regarded as people with poor German

Student work:

Get in pairs again and try to answer the before reading tasks

Punishment of the "German whores" after the war

When the joy rapture after 8 May 1945 had subsided, the nightmare began for thousands of Norwegian women. They had not violated any laws, they were not convicted by any court. Their crime was having a relationship with the Germans during the war.

In the aftermath of the war, the punishment of the women accused of being in league with the enemy was terrible. Some of them were victims of extensive and serious retaliation and abuse. The Norwegians who got married to Germans, lost their Norwegian citizenship and was detained and sent to Germany.

17. May 1945. In the heart of a Norway in bliss, "German whores" was forced to march halfway undressed up Karl Johan. They had to carry posters who said: "I am a German whore". They were treated badly by the Norwegians and the Norwegian soldiers.

Their hair was cut in public, they were chased through the streets and molested. They also had to wash floors and latrines in the military houses while people spit on them. Lists of their names were hung out and they lost their job. These young women were also victims of sexual abuse.

Nationality Act 1942 stated that a Norwegian woman who married a foreigner, remained a Norwegian citizenship while she was living in Norway. However, provisional of 17 August 1945 which was passed by Parliament the following year, changed this. In Odelsting No. 136, the ripped by Minister Jens Chr. Hauge, stated: "The majority of these married women by their dealings with the occupying forces soldiers and officers behaved in a most undignified manner. Because they marry Germans, their political affiliation with Norway should be broken. In addition, it is highly desirable that they leave our country as soon as possible. "Now, the women become German citizens even though they lived in their homeland. As Germans they were expelled from Norway.

Law professor Johs. Andenæs protested against this: "A man does not exhibit traitors, not German whores and their children, just exactly this category who have received their relationship legalized by marriage, and their children. If one says that to marry a German is so unworthy conditions for a Norwegian woman that she should lose her Norwegian citizenship and be expelled, it must be equally unworthy of a Norwegian man to marry a German woman". 28 Norwegian men married German women during the war and this group was never threatened with deportation.

Student work:

How where the "German whores" treated after the war?

Do you think the treatment of "German whores" after the war was unfair/fair? Why/why not?



TASK 14 WOMEN ARTISTS AND WAR

NAME OF THE ACTIVITY	Women artist during the World War II
OBJETCIVES	Finding out the women's important role in Art
LANGUAGE SKILLS	Understanding English in different contexts
LANGUAGE LEVELS	Advanced, B2
TIME REQUIRED	3/4 hours
TOPICS	Topic 4, Women's artists
TASKS	Surfing the net, using the Art course book
VOCABULARY	Palette, shape, distortion, Modernism, Abstractism, Milieu, excentric, different
LANGUAGE SKILLS	Describe paintings
CLASS ORGANIZATION	Groups of 4 students
LOCAL CONTENTS	GAM, Museum of Modern Art
MAIN COMPETENCES	Appreciating the features of a piece of art, connecting it with the social and historical context of its time
CRITERIA OF SUCCESS	Find many examples, provide a lot of pictures

Class 1

The teacher introduces the topic with particular references to some Jewish women artists who are not usually included in Art curriculum.

We don't have a lot of women painters in our Art of the 20th century, even if that period witnessed a lot of female creativity, with an important production.

The **Galleria d'Arte Moderna di Roma Capitale** celebrated the works of 15 women with a temporary exibition called " Artist of the '9oo between Jew vision and identity ". These artist characterized the Italian cultural background of a period full of changes, especially regarding the role of the women who still represented a minority. The stereotype required them to be mothers and housewives far from an active social life.

Class 2

The students go to the IT laboratory searching some names provided by the teacher

Corinna e Olga Modigliani





PAOLA LEVI MONTALCINI

GABRIELLA OREFICE





Class 3

Going to the GAM, in Turin,(or any Modern Art Gallery) to look for some examples of what they are studying, provide some sketches of 2/3 paintings shown by the gallery (students are provided with materials by the staff of the museum)

Class 4

Hanging the sketches on the classroom walls, without the name of the author, asking the mates to guess what the original painting reproduced.

Class 5

Describe orally how the artists had been affected by the Fascism.



TASK 15



NAME OF THE ACTIVITY	Lebensborn
OBJECTIVES	To find out facts about the project Lebensborn To learn something new about position of women in 2nd WW
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1 – C1
TIME REQUIRED	20 – 25 min
TOPICS	Women in the war - Lebensborn
TASKS	Students read 7 statements from a chart (**Handout B**) and tick True/False answer according to their opinion. Students compare their expected answers in pairs. Afterwards, students read the real statements from **Handout A** and discuss each topic with their teacher and other classmates
VOCABULARY	Women in labour, punished, humiliated
LANGUAGE SKILLS	Speaking, reading
CLASS ORGANIZATION	Individual, pair work
LOCAL CONTENTS	Worldwide
MAIN COMPETENCES	To think and discuss historical issues in English To learn new facts about 2nd WW Communication in foreign languages Social and civic competences
CRITERIA OF SUCCESS	This activity doesn't have a winner. The aim is to enrich students´ knowledge.

Handout A: Lebensborn

Did Germany try to create a new civilization?

TRUE – They wanted to have population without Jewish, gypsies and unwanted people. The target was pure Nazis world.

Women were persuaded to be a bride of Nazis' officer.

FALSE – Mostly women in labour were volunteers. Naturally not all of them chose their future voluntarily, contrarily they had to go to the Lebensborn and listened to the command. However, they trust to Hitler. Many from them wanted to have child right with him.

The whole programme started before The Second World War – exactly in 1935.

TRUE – That's true. Adolf Hitler was popular in Germany from the 30's thanks economic crisis. Heinrich Himmler started with programme Lebensborn.

Lebensborn was only in Nazis Germany.

FALSE – Stations were all around Germany empire – for example in Czech Republic but the biggest reaction was in North Europe – Norway (thanks blonde hair, blue eyes and the similarity to German nation).

After The Second World War these women were punished, terrorized, humiliated.

TRUE – People were very mean to the women in labour. During The War they adored them and were proud because the pure Germany nation was expanding. On the end of The War people changed their mind and started terrorized these women. For example, in Norway inhabits cut of hair to women or arrested their kids to psychiatry and told about them as madmen.

The singer from the music band ABBA - Anni-Frid Lyngstad – was one of the Nazis' kids.

TRUE – Her mom had her with a Germany soldier. After the end of The War her mother moved with her and grandmother to Sweden. Mother of Anni died very soon. Lyngstad met her father.

There is not any organization where these kids can meet each other.

FALSE – Actually it exists, it is called Lebenspuren.

Handout B:

Statement	TRUE	FALSE
Did Germany try to create a new civilization?		
Women were persuaded to be a bride of Nazis' officer.		
The whole programme started before The Second World War – exactly in 1935.		
Lebensborn was only in Nazis Germany.		
After The Second World War these women were punished, ter-		
The singer from the music band ABBA – Anni-Frid Lyngstad – was one of the Nazis' kids.		
There is not any organization where these kids can meet each other.		





TASK 16

THE ROLE OF THE WOMEN IN TIME OF WAR/ PEACE

NAME OF THE ACTIVITY	THE ROLE OF THE WOMEN IN TIME OF WAR/ PEACE
OBJETIVES	To practice conversation skills, To find out about the differences between women's role in war/ peace, To practice understanding poems in foreign language, o enrich vocabulary
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	20-30 min
TOPICS	Women's role in society in 20th century and the differences in women's role in the war times and peace periods
TASKS	1. Read the poem 2. Tell the students to make pairs Students should answer and discuss within their pairs the questions. At the same time they should be able to prove their answer to be right by giving evidence from the poem.
VOCABULARY	Legislation; guard; nationality; set above; demand; marries; Oblige; government; determine; define; in terms of
LANGUAGE SKILLS	Speaking; reading
CLASS ORGANIZATION	Pair work
LOCAL CONTENTS	Worldwide
MAIN COMPETENCES	Reading and understanding the text, Speaking, Discussing, Communication in foreign languages, Cultural awareness and expression

A. Poem from book called „Are women people?“ by Alice Duer Miller:

What Governments Say to Women

(The law compels a married woman to take the nationality of her husband.)

I

In Time of War

Help us. Your country needs you;

Show that you love her,

Give her your men to fight,

Ay, even to fall;

The fair, free land of your birth,

Set nothing above her,

Not husband nor son,

She must come first of all.

II

In Time of Peace

What's this? You've wed an alien,

Yet you ask for legislation

To guard your nationality?

We're shocked at your demand.

A woman when she marries

Takes her husband's name and nation:

She should love her husband only.

What's a woman's native land?

B. Questions:

a) Were women obliged to help the country they live in time of war?

b) In time of war, what should have been women's main interest?

c) Was the government pleased by women demanding the right to vote?

d) What determined wife's nationality in time of peace?

e) Try to explain the difference between the war and peace in terms of defining women's



TASK 17 WOMEN AT WORK

Name of the Activity	Women at work during the World War II
OBJETCIVES	Collecting data about Women at work in Turin in the period analised
LANGUAGE SKILLS	Using a different language to give information
LANGUAGE LEVELS	Advanced, B2/C1
TIME REQUIRED	4/5 hours
TOPICS	Topic 4
TASKS	Using data of the period to make a diagram
VOCABULARY	Figures and semantic area of the topic
LANGUAGE SKILLS	Understanding and producing
CLASS ORGANIZA-TION	All the class for the first part, then small groups of 2/3 students each
LOCAL CONTENTS	Archives of Fiat car industry
MAIN COMPETENCES	Using real documents, ability to communicate with adults outside the school Using Excel
CRITERIA OF SUCCESS	Using the archive and collect data

Class 1

Gather information about the Archives of Fiat, find how to be able to use them. Organise forms to fill in with the necessary information

Class 2 and 3

All the class goes to the Archives and consults the materials given by the staff, they also ask them some questions

Class 4 and 5

They go to the IT lab and try to organise the gathered information ia an Excel file(using different format)

Class 1

Gather information about the Archives of Fiat, find how to be able to use them. Organise forms to fill in with the necessary information

Class 2 and 3

All the class goes to the Archives and consults the materials given by the staff, they also ask them some questions

Class 4 and 5

They go to the IT lab and try to organise the gathered information ia an Excel file(using different format)



TASK 18

WOMEN DURING WW2

NAME OF THE ACTIVITY	Women during the World War II
OBJECTIVES	Putting the pictures in chronological order
LANGUAGE SKILLS	Focusing on the main idea of each photo
LANGUAGE LEVELS	Any
TIME REQUIRED	1 hour
TOPICS	Women and War
TASKS	Using photos of the period to show how the women's position changed from the Beginning of the 1900 to the '60s
VOCABULARY	Emancipation, rights, rules, weapon, manufacture, irony, streeotype, balloting
LANGUAGE SKILLS	Describing photos
CLASS ORGANIZATION	All the class , individual activity. The teacher shows all the pictures, they have to put them in chronological order from the oldest to the latest, brief description ofeach photo
LOCAL CONTENTS	Photos of Italian women of the time
MAIN COMPETENCES	Using real documents, understanding how it was hard for the women of the time to get some rights
CRITERIA OF SUCCESS	Matching the photos with the corerct description, providing a brief description

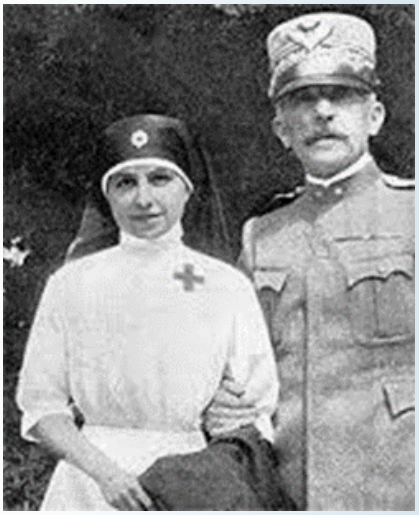

THESE WOMEN ARE
DOING THEIR BIT
LEARN TO
MAKE
MUNITIONS


For your country's sake today-
For your own sake tomorrow
GO TO THE NEAREST RECRUITING STATION
OF THE ARMED SERVICE OF YOUR CHOICE
















PEACE

Erasmus+



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













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

TASK 19

WOMEN DURING WW2

NAME OF THE ACTIVITY	Working Women during the World War II
OBJECTIVES	Typical songs of working women
LANGUAGE	English
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	60minutes
TOPICS	Women Rights
TASKS	Analising Songs
VOCABULARY	
LANGUAGE SKILLS	Listening, and wirting
CLASS ORGANIZATION	Pairs
LOCAL CONTENTS	
MAIN COMPETENCES	Learning to Learn
CRITERIA OF SUCCESS	

Use youtube and watch a video about le mondine, young women who worked on rice fields, in the region Piedmont.

Their songs can be compared to others typical of working groups, such us the slaves in the cotton plantations.

Find similarities and differences among these kind of popular and folkloristic songs/music

https://youtu.be/65kNZ-weLo4?list=PL58531E7F30F9EE24

	Italian peasants	Blues	Others
Protagonists			
Singers			
Setting			
Time			
Kind of music			
Lyric about			
Still popular?			
LAnguage			



TASK 20

FOOD DURING WWII

NAME OF THE ACTIVITY	Food during the World War II
OBJETCIVES	Find out the most commom recipes at wartime
LANGUAGE	English
LANGUAGE LEVELS	Any
TIME REQUIRED	2 hours or more
TOPICS	4
TASKS	Try to prepare a dish popular during the war
VOCABULARY	
LANGUAGE SKILLS	
CLASS ORGANIZATION	Grpup work
LOCAL CONTENTS	
MAIN COMPETENCES	
CRITERIA OF SUCCESS	Cooking a dish of the period which taste delicious

Women have already been very concerned about food and cooking it for the family, but at wartimes it is usually difficult to find good food and all the ingredients.

So the students have first to ask any oldest members of the family about the habits of the time, write down some recipes, considering that some ingredients were impossible to find and how it was possible to prepare them maintaining the same or very similar taste.

Class 1: give instruction to the students and start talking about what they already know about it (shotage of flour, butter, oil, etc., different cooking methods, tools, pans, etc.)

Class 2: they report what they have found out, some informal interviews are well accepted!

The teacher proposes recipes of today's typical family, such as spaghetti with tomato sauces, coffee, a cake

Ex.: an empnada or a savoury cake, …

Today's	Wartime
Ingredients 250g/9oz plain flour 1 tbsp baking powder 150g/5½oz soft goat's cheese, cut into small pieces 80g/2¾oz pistachios, roughly chopped 100g/3½oz prunes, roughly chopped 4 free-range eggs 150ml/5fl oz olive oil 100ml/3½fl oz milk 50g/1¾oz plain yoghurt 1 tsp salt pinch freshly-ground black pepper	**Wartime Vegetable Turnover** **Pastry** • 12 oz of plain (wholewheat) flour with 3 tea-spoons baking powder • large pinch of salt • 3 oz margarine (or dripping) water **Filling** • 10 oz scrubbed diced cooked potatoes (never remove the skins!) • 4 medium carrots diced • 1 large onion or 1 leek finely chopped (saute) herbs, salt, pepper

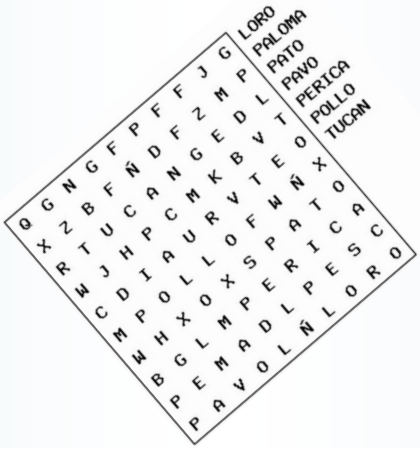
If the school is not provided with a kitchen, the students just underline which ingredients were the most difficult to be found/ very expensive



TASK 21

PUZZLE

NAME OF THE ACTIVITY:	SUMMARY PUZZLE
OBJETCIVES	TO LEARN THE MOST IMPORTAN VOCABULARY ABOUT FEMINISM
LANGUAGE	English
LANGUAGE LEVELS	B1-b2
TIME REQUIRED	30min
TOPICS	Feminism. Women and war
TASKS	Reading and Fill the gaps Make a Puzzle
VOCABULARY	**Anti fascist, Army, Auschwitz, Feminism, Mustafa Kemal Ataturk, Nene Hatun, World War Two, Worker**
LANGUAGE SKILLS	Reading
CLASS ORGANIZATION	Individual or groups
LOCAL CONTENTS	Turkey/ Europe
MAIN COMPETENCES	- Communication in foreign languages.
CRITERIA OF SUCCESS	Fill the gaps (90%) and find the words in the Puzzle (all of them)





WORD EXERCISE

The role of Australian women in World War I was _____ mainly upon their involvement in the provision of nursing services.2,139 Australian nurses _____ during World War I. Their contributions were more important than initially _____ , resulting in more respect for women in medical professions.

Some women _____ ANZAC biscuits which were _____ to the soldiers. The biscuits were _____ using a recipe that would allow them to remain edible for a long time without refrigeration.

Verbs: made , expected , focused , served , made , shipped

Fill the blanks with those verbs.

Fill in the blanks with the letters mentioned below

Anti-Facist __ ANZAC biscuits __ battle front __ Republic __

Under occupation __ Freedom __ Nurse __



A. Who is against fascism.

B. The Australians eat the name of sweet

C. Area / place where battles have taken place

D. The woman who heals the soldiers in battle

E Name given to the area under attack

F. That people have their own rights and can contribute to their own interpretation

Find the words from the word search puzzle.

E M H C Y D G X W O R L D W A R T W O
P U P D A Z S E H L X M X W D X H H U
T S M B I Z Z Q Q J Y I F W Y Q P W S
S T B I V Y E K R U T B G D W D G E Q
I A G E A U F X D K S X E P X U R E E
C F C I L C W Z H R F U V W L I J V W
S A P X S B R E K R O W E I F A G L I
A K Y S O L D I E R Q T U E C C A P H
F E M C G N T T X B X Y B B F Q U U Q
I M P R U T E A A J O A L R E D S N W
T A D X Y X Z O C Q C D D X M T C U V
N L A D S W W M B & N J O P I M H T K
A A S D O J Z Y # U Z V E X N M W A N
Y T P U T O K 3 B J S O G X I U I H E
J A W K I Y 0 K A E R O J V S G T E M
Y T H S T 5 R X C J B E Z K M L Z N O
Y U P J ; O K O L J U Y V W O L J E W
K R Y M R A Z I R O V E X C P D J N C
X K Q N N R R L M G O M H Q I I C E G

Anti fascist	Serife Bacı
Army	Soldier
Auschwitz	Titos Yugoslavia
Feminism	Turkey
Mustafa Kemal Ataturk	Women
Nene Hatun	
World War Two	
Worker	

TASK 22

FINAL KAHOOT

NAME OF THE ACTIVITY	
OBJETIVES	-Learn about the Norwegian resistance women. -Learn about the relationships between Norwegian women and German soldiers during WW2. -Improve English skills
LANGUAGE	English
LANGUAGE LEVELS	B1
TIME REQUIRED	7 min
TOPICS	Norwegian resistant women and German whores
TASKS	This is the final activity. After the students have done the activities about German whores and resistance women, they can end with a Kahoot. Every student need a pc or a device where they can play Kahoot. Open the link attached below. Start playing! You will learn it better by doing the Kahoot 2-3 times.
VOCABULARY	Average
LANGUAGE SKILLS	Reading and understanding
CLASS ORGANIZATION	One by one or small groups
LOCAL CONTENTS	Norway/Europe
MAIN COMPETENCES	- Get competences about the Norwegian girls who was in a relationship with a German soldier. Get competences about the Norwegian resistant women.
CRITERIA OF SUCCESS	Gain most points

Link to the Kahoot: https://play.kahoot.it/#/k/1baccc96-0abd-44fc-901e-c848c3130980

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

DallaRiberti Elena

Riva Giorgia

Bellettati Francesco

Saluzzi Martina

Chiodi Francesco

Teachers:

Giacoma Pace

NORWAY

Henrik Haug

Jenny Theisen

Elena Teigen

Marita Moe

Kristin Sagosen Smeby

Teachers:

Dag Cristoffersen

CZECH REPUBLIC

Šupíková Kateřina

Černíková Martina

Hlaváčová Barbora

Slavíčková Anastázie

Teachers:

Lenka Andrlová

SPAIN

Ana Isabel Palma Toro

Gema Rodríguez Vicente

Inmaculada Sánchez Sedano

Irene Ramos

Alicia Sedeño

Teachers:

Justina Castillo García

Pilar Vicente Zapata

TURKEY

Alpkan Yazaltın

Furkan Batuhan Güler-gün

Dilara Karabacak

Azhar Ainidinova

Teachers:

Kevser CAN

Ayfer ERDOĞAN