



Memory of Europe: Historical intersections and their message  
for the contemporary generation  
Short-term joint staff training events



## **Module 4 – Innovative cross-curricular methodologies and lesson plans**

### **WWII literary heroes**

#### **Expert-Teachers Open class activity**

**Teacher experts on mother tongue or English language  
teachers**

*(C8 - Short-term joint staff training event in Italy)*

## Lesson plan 1

### War Concepts-Kinds of Narration

### Book thief and The diary of Anne Frank

Title	Innovative cross-curricular methodologies and lesson plans - WWII literary heroes
Subject area	Literature
<p><b>Description of educational activity</b></p> <p>(duration, students age, organization of the class of pupils; The aim of the lesson; Support materials; Evaluation and assessment method; Description of the activities)</p>	<p><b>Duration:</b> 2 hours (90 minutes)  <b>Students age:</b> 15 - 17  <b>Organization of the class of pupils:</b> frontal, pair work, group work</p> <p><b>The aim of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. to practise vocabulary – war and peace concepts</li> <li>2. to improve digital skills – create a word cloud and a presentation</li> <li>3. to practise writing definitions for war and peace concepts</li> <li>4. to improve their listening skills-a short youtube video and a Voki character</li> <li>5. to compare literary narrative types</li> <li>6. to improve writing skills – rewrite an excerpt from a book changing its narrative type</li> </ol> <p><b>Support materials:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Book thief by Markus Zusak and The diary of Anne Frank</li> <li>• Youtube video – Who was Anne Frank?</li> <li>• Wordart</li> <li>• Voki</li> <li>• Quizlet</li> <li>• PowerPoint or Prezi</li> <li>• Padlet</li> </ul> <p><b>Handouts :</b></p> <ul style="list-style-type: none"> <li>• Online tools - learningapps</li> <li>• Quiz in Kahoot</li> </ul> <p><b>Description of the activities</b></p> <p>This lesson plan will familiarise students with concepts related to WWII and the different types of literary narration. They will improve their listening, speaking and writing skills.</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to the lecture by showing a wordcloud to the students and have them guess its topic (WWII) and provide an appropriate title. They make additions to the words and comment on the content. (5 minutes)  <a href="https://wordart.com/biol750sdoo8/wwii">https://wordart.com/biol750sdoo8/wwii</a></li> <li>• Students are asked to create their own word clouds with words related to the</li> </ul>

	<p>concept of peace. They use the following link to create their word clouds. (5 minutes) <a href="https://wordart.com/">https://wordart.com/</a></p> <p><b>Task 2</b></p> <ul style="list-style-type: none"> <li>Students familiarise themselves with the vocabulary of the word cloud visiting the following link and using the flashcards or learn option. Then they practise by choosing between the tags test or match. Finally in pairs they create on <a href="https://quizlet.com/">https://quizlet.com/</a> their own set of flashcards for the words they used in their word clouds for peace. (15 minutes) <a href="https://quizlet.com/_c52z03?x=1jqt&amp;i=1w8axx">https://quizlet.com/_c52z03?x=1jqt&amp;i=1w8axx</a> <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>Each pair shares their link with other pairs and they do the matching activity. (5 minutes)</li> </ul> <p><b>Task 3</b></p> <ul style="list-style-type: none"> <li>Students watch an informative video about <i>Anne Frank: The Diary of a young Girl</i> <a href="https://www.youtube.com/watch?v=ond6r5pafjw">https://www.youtube.com/watch?v=ond6r5pafjw</a> Then they listen to a Voki character talking about <i>The Book Thief</i> novel. <a href="https://tinyurl.com/2fyntag">https://tinyurl.com/2fyntag</a> Then they play a Kahoot quiz (15 minutes) <a href="https://create.kahoot.it/details/4a1136bd-e9b2-409d-be33-861c868863c9">https://create.kahoot.it/details/4a1136bd-e9b2-409d-be33-861c868863c9</a></li> </ul> <p><b>Task 4</b></p> <ul style="list-style-type: none"> <li>Students work in small groups to create a short PowerPoint or Prezi presentation in order to explain how the concepts of Judaism, brutality, famine and shelter are depicted in both books. The groups present their findings. (20 minutes)</li> </ul> <p><b>Task 5</b></p> <p>Students go to <a href="https://learningapps.org/">learningapps</a> and do a matching activity in order to familiarise themselves with the different types of narration in literature. (5 minutes) <a href="https://learningapps.org/watch?v=p42eb6bpc22">https://learningapps.org/watch?v=p42eb6bpc22</a></p> <p><b>Task 6</b></p> <ul style="list-style-type: none"> <li>Students discuss the types of narration used in the two books and comment on their effectiveness. (5 minutes)</li> <li>Students in pairs or groups choose an excerpt from one of the books and they change the type of its narrative. They upload their writing task to the padlet of their class. As a variation, one of the groups could create a Voki character depicting Liesel Meminger who will narrate her story. The Voki character is uploaded to the padlet. (15 minutes)</li> </ul>
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<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies)</p>	<p><b>Grade: Secondary:</b> 1.-2. Grade</p> <p><b>Curriculum:</b> War Concepts-Kinds of Narration, Book thief and The diary of Anne Frank</p> <p><b>Knowledge:</b> The learner knows and understands the difference between the main characters and they can compare their different faiths.</p> <p><b>Skills:</b> Pupils are able to use reliable websites about literary characters during WWII. They are improving their critical thinking about sources and information. Development of Solving problems; Development of critical thinking; Team work; Using of ICT tool</p> <p><b>Competence:</b> Pupils know what the impact of the war was on the everyday life of people and understand the difference between the literary characters and their traits.</p>
<p>Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year</p>	<p>Markus Zusak, Book thief, Knopf Books for Young Readers, 978-0375842207, 608 pages, September 11, 2007</p> <p>Anne Frank: The Diary of a Young Girl, Bantam, ISBN-10 9780553296983, 283 pages, June 1, 1993</p>
<p>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p><a href="https://wordart.com/biol750sdoo8/wwii">https://wordart.com/biol750sdoo8/wwii</a> (digital tool for interactive classroom)</p> <p><a href="https://wordart.com/">https://wordart.com/</a> (digital tool for interactive classroom)</p> <p><a href="https://quizlet.com/_c52z03?x=1jqt&amp;i=1w8axx">https://quizlet.com/_c52z03?x=1jqt&amp;i=1w8axx</a> (digital tool for interactive classroom)</p> <p><a href="https://quizlet.com/">https://quizlet.com/</a> (digital tool for interactive classroom)</p> <p><a href="https://www.youtube.com/watch?v=ond6r5pafjw">https://www.youtube.com/watch?v=ond6r5pafjw</a> (internet source for an informative video about Anne Frank: The Diary of a young Girl)</p> <p><a href="https://tinyurl.com/2fyntag">https://tinyurl.com/2fyntag</a> (internet source for a Voki character talking about The Book Thief novel.)</p> <p><a href="https://create.kahoot.it/details/4a1136bd-e9b2-409d-be33-861c868863c9">https://create.kahoot.it/details/4a1136bd-e9b2-409d-be33-861c868863c9</a> (digital tool for interactive classroom)</p> <p><a href="https://learningapps.org/watch?v=p42eb6bpc22">https://learningapps.org/watch?v=p42eb6bpc22</a> (digital tool for interactive classroom)</p>

## Lesson plan 2

### Character comparison

### Book thief and The diary of Anne Frank

Title	Innovative cross-curricular methodologies and lesson plans - WWII literary heroes
Subject area	Literature
<p><b>Description of educational activity</b></p> <p>(duration, students age, organisation of the class of pupils; The aim of the lesson; Support materials; Evaluation and assessment method; Description of the activities)</p>	<p><b>Duration:</b> 3 hours (135 min)  <b>Students age:</b> 15 - 17  <b>Organization of the class of pupils:</b> frontal, individual, group work</p> <p><b>The aim of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. Practising vocabulary - personality traits</li> <li>2. Comparison of the main characters of Book thief and The diary of Anne Frank via quotes - Sorting out the quotes from Book thief and The diary of Anne Frank</li> <li>3. Personality traits – Anne Frank and Liesel Meminger</li> <li>4. Writing an acrostic</li> <li>5. Portraits – drawing, painting</li> <li>6. Comparing Anne and Liesel</li> <li>7. Comparative trailer</li> </ol> <p><b>Support materials:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Book thief by Markus Zusak and The diary of Anne Frank</li> <li>• Short video - How to animate your self-portrait with PhotoSpeak</li> <li>• Quotes</li> <li>• Canva, powtoon</li> </ul> <p><b>Handouts :</b></p> <ul style="list-style-type: none"> <li>• Online tools - learningapps</li> <li>• Youtube video</li> <li>• Quizz in genial.ly</li> <li>• Worksheet</li> <li>• PhotoSpeak app</li> </ul> <p><b>Description of the activities</b></p> <p>This lesson plan will provide an introduction to the character traits of the main characters.</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to the lecture by vocabulary revision where the students will improve their vocabulary connected with character traits via matching the synonyms in learningapps (5 min):  <a href="https://learningapps.org/watch?v=psm2hykgc22">https://learningapps.org/watch?v=psm2hykgc22</a></li> </ul> <p><b>Task 2</b></p>

	<ul style="list-style-type: none"> <li>• Quizz - In the genial.ly tool the students try to guess which quotation belongs to which literary character (10 min): <a href="https://view.genial.ly/62f9e79adc30cf001898c22a/interactive-content-liesel-vs-anne">https://view.genial.ly/62f9e79adc30cf001898c22a/interactive-content-liesel-vs-anne</a></li> </ul> <p><b>Task 3</b></p> <p>The students are divided into pairs or groups. The following task of the students is to work with the worksheet where the students write down 5 personality traits describing each literary heroine. And they should write an acrostic about each literary heroine (20 min).</p> <p><b>Task 4</b></p> <ul style="list-style-type: none"> <li>• Each group is going to make a portrait of Liesel and Anne and then their task will be to create a portrait of these heroines with PhotoSpeak app. (25 minutes)</li> <li>• The students watch the following link which will help them to create these portrait in PhotoSpeak. (25 min)</li> <li>• <a href="https://www.youtube.com/watch?v=PvbilT-VzdQ">https://www.youtube.com/watch?v=PvbilT-VzdQ</a></li> </ul> <p><b>Task 5</b></p> <p>Each group will make a list of similarities and differences between Liesel and Anne. Their task is to create a comparative trailer. The students can use canva.com, powtoon.com, etc. (40 min)</p> <p><b>Task 6</b></p> <p>Outcome presentations (10 min)</p>
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies)</p>	<p><b>Grade: Secondary:</b> 1.-2. Grade</p> <p><b>Curriculum:</b> Character comparison, Book thief and The diary of Anne Frank</p> <p><b>Knowledge:</b> Pupils have learned new adjectives for describing personality traits. They learn and understand different quotations in the English language. The students can work with PhotoSpeak and are able to create a trailer.</p> <p><b>Skills:</b> Pupils are able to use reliable websites for creating trailers and they are able to use PhotoSpeak. They are improving their critical thinking about sources and information. Development of Solving problems; Development of critical thinking; Team work; Using ICT tools. Computer programming</p> <p><b>Competence:</b> Students are able to identify and separate out the key components of problems and situations. They actively participate in a team, encouraging cooperation. They are aware of the needs of others and respond flexibly. They share information and support other team members.</p>
<p>Bibliographic reference to be</p>	<p>Markus Zusak, Book thief, Knopf Books for Young Readers, 978-0375842207, 608 pages, September 11, 2007</p>



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used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year	Anne Frank: The Diary of a Young Girl, Bantam, ISBN-10 9780553296983, 283 pages, June 1, 1993
Short description of digital sources (applications, games, webpages, FB pages etc.)	<a href="https://learningapps.org/watch?v=psm2hykgc22">https://learningapps.org/watch?v=psm2hykgc22</a> (digital tool for interactive classroom) <a href="https://view.genial.ly/62f9e79adc30cf001898c22a/interactive-content-liesel-vs-anne">https://view.genial.ly/62f9e79adc30cf001898c22a/interactive-content-liesel-vs-anne</a> (digital tool for interactive classroom)  <a href="https://www.youtube.com/watch?v=PvbilT-VzdQ">https://www.youtube.com/watch?v=PvbilT-VzdQ</a> (internet source for helping to create these portrait in PhotoSpeak)

### Lesson plan 3

#### Escape room game

#### Book thief and The diary of Anne Frank

Title	Innovative cross-curricular methodologies and lesson plans - WWII literary heroes
Subject area	Literature
<p><b>Description of educational activity</b></p> <p>(duration, students age, organisation of the class of pupils; The aim of the lesson; Support materials; Evaluation and assessment method; Description of the activities)</p>	<p><b>Duration:</b> 2 hours (90 min)  <b>Students age:</b> 15 - 17  <b>Organization of the class of pupils:</b> frontal, individual, group work</p> <p><b>The aim of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. Reading literacy – improving the reading skills</li> <li>2. Listening – improving the listening skills</li> <li>3. Learning about the historical background of Anne Frank and Book thief</li> </ol> <p><b>Support materials:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Book thief by Markus Zusak and The diary of Anne Frank</li> <li>• Short Youtube videos</li> </ul> <p><b>Handouts :</b></p> <ul style="list-style-type: none"> <li>• Online tools - genial.ly</li> <li>• Youtube video</li> </ul> <p><b>Description of the activities</b></p> <p>This lesson plan will provide an online tool with all the historical background of the books, short excerpts from each book, and the students will improve their reading and listening skills.</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to the lecture by working with the following online tool where the students will learn about the historical background of the Book thief (20 min):  <a href="https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief">https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief</a></li> </ul> <p><b>Task 2</b></p> <ul style="list-style-type: none"> <li>• Excerpts - In the genial.ly tool the students have to read and watch some short excerpts from the book “Anne Frank” and from the movie and in a form of escape room game they have to compete. The students work in pairs (25 min):  <a href="https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-plan3anne-frank">https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-plan3anne-frank</a></li> </ul> <p><b>Task 4</b></p> <ul style="list-style-type: none"> <li>• The students will learn about the historical background of Book thief (20 min):</li> </ul>



	<p><a href="https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room">https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room</a></p> <p><b>Task 5</b></p> <ul style="list-style-type: none"> <li>Excerpts - In the genial.ly tool the students have to read and watch some short excerpts from the book “Anne Frank” and from the movie and in a form of escape room game they have to compete. The students work in pairs (25 min): <a href="https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room">https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room</a></li> </ul> <p><b>Task 6</b></p> <ul style="list-style-type: none"> <li>Outcome - The students have to compare the different historical backgrounds of these books and make a genial.ly presentation.</li> </ul>
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies))</p>	<p><b>Grade: Secondary:</b> 1.-2. Grade</p> <p><b>Curriculum:</b> Escape room game, Book thief and The diary of Anne Frank</p> <p><b>Knowledge:</b> Pupils have learned about the historical background of Anne Frank and the Book thief. They learn and understand about the history and they are able to understand the difference between the two social statuses of the main characters during WWII. The students can work with genial.ly tool and are able to create a presentation.</p> <p><b>Skills:</b> Pupils are able to use reliable websites for creating presentations and they are able to use genial.ly. They are improving their critical thinking about sources and information. Development of Solving problems; Development of critical thinking; Team work; Using ICT tools. Computer programming</p> <p><b>Competence:</b> Students are able to identify and separate out the key components of problems and situations. They actively participate in a team, encouraging cooperation. They are aware of the needs of others and respond flexibly. They share information and support other team members.</p>
<p>Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of</p>	<p>Markus Zusak, Book thief, Knopf Books for Young Readers, 978-0375842207, 608 pages, September 11, 2007</p> <p>Anne Frank: The Diary of a Young Girl, Bantam, ISBN-10 9780553296983, 283 pages, June 1, 1993</p>



pages, year	
Short description of digital sources (applications, games, webpages, FB pages etc.)	<p><a href="https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief">https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief</a> (digital tool for interactive classroom for the historical background of the Book thief)</p> <p><a href="https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-plan3anne-frank">https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-plan3anne-frank</a> (digital tool for interactive classroom for short excerpts from the book “Anne Frank”)</p> <p><a href="https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room">https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room</a> (digital tool for interactive classroom for the historical background of Book thief)</p> <p><a href="https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room">https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room</a> (digital tool for interactive classroom for the historical background of Anne Frank)</p>

## Lesson plan 4

### How to live after the war? The drama of the war generation.

Title	Innovative cross-curricular methodologies and lesson plans - WWII literary heroes
Subject area	Literature
<p><b>Description of educational activity</b></p> <p>(duration, students age, organisation of the class of pupils; The aim of the lesson; Support materials; Evaluation and assessment method; Description of the activities)</p>	<p><b>Duration:</b> 2 hours (90 min)  <b>Students age:</b> 15 - 17  <b>Organization of the class of pupils:</b> frontal, individual, group work</p> <p><b>The aim of the lesson:</b></p> <p><b>Support materials:</b></p> <p><b>Handouts :</b></p> <p><b>Description of the activities</b></p> <p>This lesson plan will provide a tool with all the historical background of the book, short excerpts from a book, and the students will improve their reading and listening skills.</p> <p><b>Subject: How to live after the war? The drama of the war generation.</b></p> <p>METHOD: Metaplan - a method of discussion in which, during a debate, participants jointly create a poster which is a graphic summary of the debate. The metaplan discussion can be conducted in a large group or in small teams</p> <ol style="list-style-type: none"> <li>1. The pupils of the “brainstorm” method will concern together which premises could a German philosopher and sociologist Theodor W. Adorno formulating thought: “writing a poem after Auschwitz is barbar”.</li> </ol> <p><b>Sample answers:</b> Auschwitz is a symbol of the end of European culture, a sign of its crisis, it is the death of morality, a certain artistic sensitivity, aesthetics that will not bear the burden of the camps.</p> <ol style="list-style-type: none"> <li>2. Reading the poem “Survivor” by T. Różewicz.</li> <li>3. Conversation about the piece. Identification of the lyrical subject, presentation of the lyrical situation of the person speaking in the poem. Preliminary reading of the idea of the poem:</li> </ol> <p>a/ What historical time does the lyrical monologue in the poem "Ocalony" refer to?  b/ What do we learn about the speaker?  c/ What is the function of the passages in which the speaker repeats "saw"?</p>

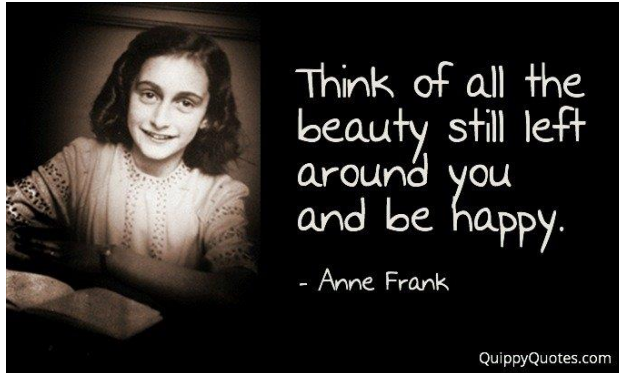
	<p>d/ How has the world changed after the Second World War? What happened to the concepts and hierarchy of values that have been recognized so far?</p> <p>e/ What happened to the language that explained the world and connected people?</p> <p>f/ What does the "survivor" expect from the "teacher and master"?</p> <p><b>4.</b> Group work - creating the metaplan -the drama of the generation that survived the "slaughter". The groups post all answers on the posters, organise them and present them to the whole class. Then the students jointly work out the final conclusions in the discussion.</p> <p><b>5. Homework:</b> "Life without God is possible / life without God is impossible" - said T. Różewicz. What does the presence of two completely contradictory judgments in one sentence mean? Answer in writing in 8-10 sentences.</p>
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies)</p>	<p><b>Grade: Secondary:</b> 1.-2. Grade</p> <p><b>Curriculum: Aftermath of the WWII</b></p> <p><b>Knowledge:</b> Pupils have learned what is a metaplan. They learn and understand WWII poems in the English language. The students can create a metaplan.</p> <p><b>Skills:</b> Pupils are able to read and understand poems with WWII themes. They are improving their critical thinking about sources and information. Development of Solving problems; Development of critical thinking; Team work; Using ICT tools. Computer programming</p> <p><b>Competence:</b> Students are able to identify and separate out the key components of problems and situations. They actively participate in a team, encouraging cooperation. They are aware of the needs of others and respond flexibly. They share information and support other team members.</p>
<p>Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of</p>	<p>T. Różewicz, "Survivor", Princeton University Press, ISBN 9780691013329, 368 pages, February 21, 1977</p>



pages, year	
Short description of digital sources (applications, games, webpages, FB pages etc.)	.
<b>Results/ What we learned / Outcomes</b>	<b>The expected Outcomes and Effects of the Activity on students and teachers of the WWII literary heroes</b>
	<p>The teachers participating in this activity will reinforce the habit of knowing how to work in a group and to cooperate with teachers from different countries. They will be led towards respecting the ideas and times of the other members. It will be a stimulus for comparison and constructive sharing from this working method. They will expand their language skills. All the participants will enrich their ways of teaching with newly-created innovative cross-curricular methodologies, materials and lesson plans. The activities will focus on expansion of the students' language skills and historical knowledge for the purpose of mobility and flexibility within the community for learning foreign languages; expansion and consolidation of the students' lexical knowledge in English. The activities will produce study materials not only in paper format in foreign language, and mother tongue but also downloadable digital content, e-activities. All methodologies, materials and activities will be implemented in the participating schools' curriculum. And they will be available on eTwinning and the schools' websites.</p>

## Task 1

Write down 5 personality traits describing Liesel and 5 describing Anne.



Anne: \_\_\_\_\_

\_\_\_\_\_

Liesel: \_\_\_\_\_

\_\_\_\_\_

## Task 2

Write an acrostic about each literary heroine. The following instructions will help you.

### What is an acrostic example?

An acrostic poem is a poem where the first letter of each line (or the last letter of each line) spells out a specific word. Examples of Acrostic Poem:

**S**unshine warming my toes,  
**U**nderwater fun with my friends.  
**M**aking homemade ice cream on the porch,  
**M**any long nights catching fireflies.  
**E**arly morning walks to the creek,  
**R**eveling in the freedom of lazy days.

### Creating an Acrostic in Five Easy Steps

1. Decide what to write about.
2. Write your word down vertically.
3. Brainstorm words or phrases that describe your idea.
4. Place your brainstormed words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.



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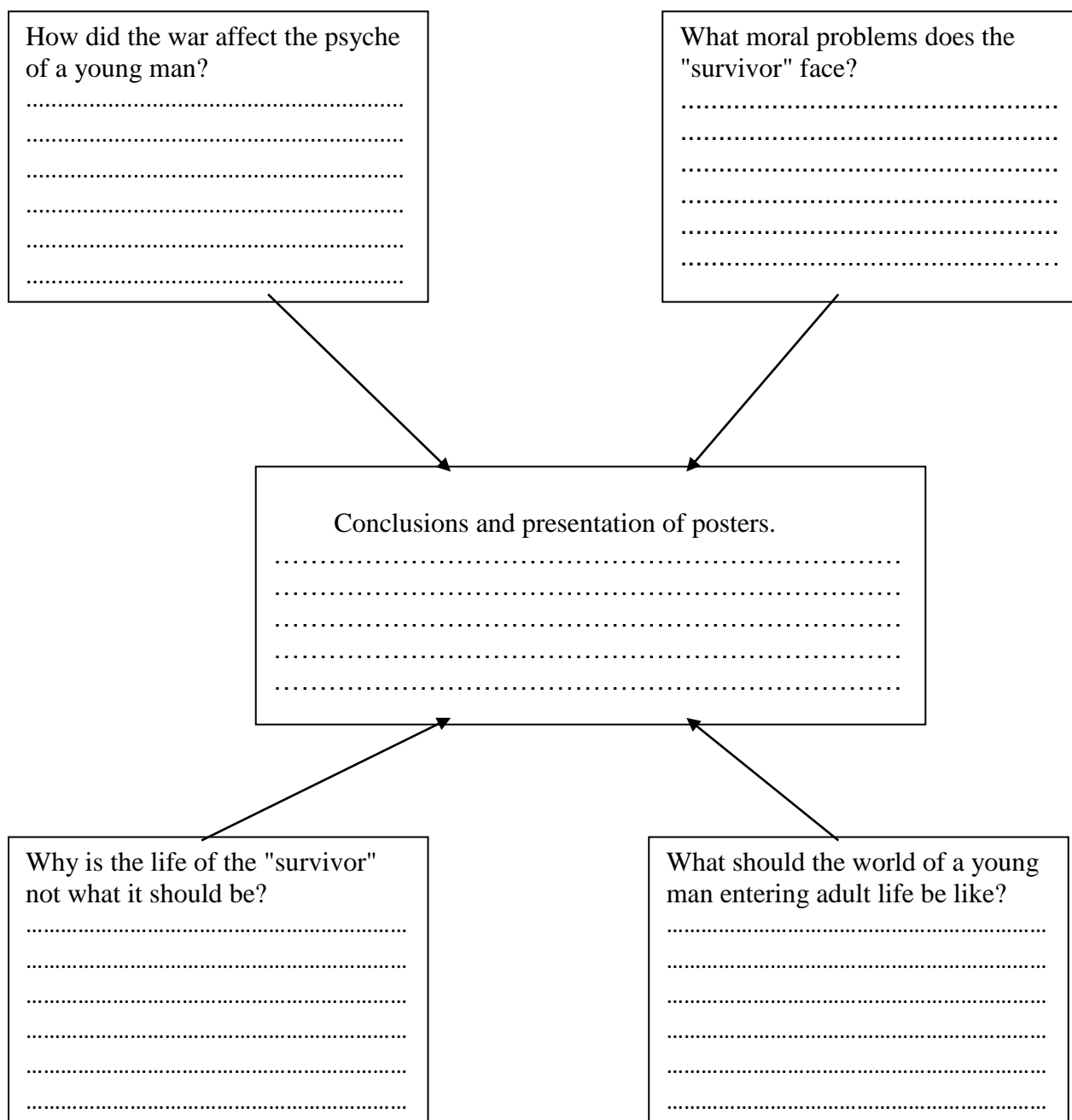
**Erasmus+**

## Worksheet

### Lesson plan 4

### How to live after the war? The drama of the war generation.

METAPLAN- What is the drama of the "survivors" generation?





**T. Różewicz „Survivor”**

I am twenty-four  
I survived  
being led to slaughter.

The following are empty and synonymous names:

man and animal  
love and hatred  
enemy and friend  
darkness and light.

They kill a man like they kill animals

I have seen:

wagons carrying chopped up people  
who would not be saved.

The notions are only just words:

virtue and vice  
verity and deceit  
beauty and eyesore  
valour and cowardice.

The value of virtue and vice is equal

I have seen:

a man who was both  
virtuous and vicious.

I seek a teacher and master

who would restore my sight, my hearing, and my speech  
who would name things and notions again  
who would separate light from darkness.

I am twenty-four  
I survived  
being led to slaughter.