



MEMORY OF EUROPE



Co-funded by the
Erasmus+ Programme
of the European Union

Gymnázium Pavla Jozefa Šafárika -
Pavol Jozef Šafárik Gimnázium Rožňava

I Liceum Ogólnokształcące im. St. Dubois

LICEI Canudo-Marone- ITI Galilei

Geniko Lykeio Mouzakiou

MEMORY OF EUROPE



Gymnázium Pavla Jozefa Šafárika -
Pavol Jozef Šafárik Gimnázium Rožňava

Geniko Lykeio Mouzakiou

I Liceum Ogólnokształcące im. St. Dubois

LICEI Canudo-Marone- ITI Galilei

2023



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- 01** **Introductory words**
- 02** **WWII witnesses**
- 03** **Outcomes of students**
- 04** **LINKS**
Outcomes of students
- 05** **Samples of expert
teachers' lesson plans**
- 06** **IMPRESSUM**
- 07** **In conclusion**

Introductory words

Memories are the key not just to the past, but to the future as well.

This quotation was our initial idea when we established our new project with our project partners from Greece, Italy, Poland and Slovakia. Our main purpose was to teach our students to learn from our own mistakes and the mistakes of our ancestors. As it was the 75th anniversary of the end of WWII which influenced all the people around the world in many aspects of their lives, we decided to dedicate this project to our mutual history „Memory of Europe: Historical intersections and their message for the contemporary generation.“

During WWII there was not a single family who did not lose at least one member either directly in a battlefield or in one of the death camps. Many families were separated and lost their fathers, husbands or brothers. Many citizens were forced to leave their houses, give up their property, many children witnessed horrors of WWII.

During our three-year cooperation we could meet some of the WWII witnesses. One of the most emotional discussions we had was with Max Eisen a truly remarkable man whose courage, strong will and wisdom can be an example for us.

We could meet as well Mrs. Eva Mosnáková who survived only thanks to the good people who hid them during WWII. During the project we participated in many discussions, workshops and meetings where the students could recall the memories of important moments of our mutual history. These creative workshops, meetings and co-operations with institutions showed us sorrowful events which gave the whole cooperation an even deeper dimension that we could have ever expected. The students became more familiar with this topic and they could improve their skills in many ways. The teachers created cross-curricular teams and they cooperated together and finally they managed to produce methodologies, lesson plans and activities which will enhance students' understanding of the reasons and consequences of WWII. Seeing the topic globally, from different points of views will allow students to get a better insight into the topic and thus to raise their awareness of the importance of such issues like tolerance, cooperation and understanding different cultures, nationalities and races.

We hope that we could enhance the social, communication, digital and economic competencies of our students and this project taught us that the best memories of our life can never be captured in pictures, they are always captured by our hearts and that we will try to avoid the mistakes of our ancestors.

Eva Szanyiová
project coordinator

*"And even if we are too different,
Even if our cities, our schools or our countries are different,
Even if we were raised in different ways, with different options
and possibilities,
Even if our past was full of controversies and wars,
Now we can live together,
We can imagine together,
We can create together something better,
Because as once an Italian friend of ours said (in a Polish hotel
with Slovak friends)
We are all like an orchestra,
It does not matter if each of us plays a different instrument,
It does not matter if each of us likes different music,
It does not matter if everything seems strange and awkward,
What matters is that music unites us all,
And we can feel all the same rhythm,
So we can all be synchronized,
And sing and play."*

Quoted by the Greek partners



WWII witnesses

Max Eisen

A truly remarkable man whose courage, strong will and wisdom can be an example to all of us. As a 15-year-old Jewish boy, Tibor "Max" Eisen, a native of Moldava nad Bodvou, survived a nightmare that we can no longer even imagine. Max shared with us his personal story, marked by incredible human anger and hatred. A story about years in a concentration camp and the courage of a young boy, despite the fact that none of his family survived.

Max's message to our generation is: "Be responsible. Be careful what you buy. Think for yourself. Be an UPstander, not a BYstander. "

Such stories are essential to us. Our goal is to make a collection of real stories from the lives of World War II witnesses within the project. We must know all the horrors of this period in order to avoid the same mistakes.

The diary of Max Eisen

Day 15: Selection

This day was very interesting, but not in a pleasant way. Me, my dad and my uncle were witnesses of American bombing on the part of Auschwitz, and we saw just failure of defending the factory that was occupied. The guards tried to shoot for the planes, but as the guns did not have the range to reach the planes flying above the camp, their shooting was pointless. This continued through the whole day. But later, something unexpected happen. I woke up in the middle of the night. I could not realize what was happening, but suddenly I heard one of the loudspeakers: 'Achtung, Achtung!'. I knew that this is not a sign for anything good. All of us, including me, went to another block for selection. Unfortunately, the worst scenario became reality. My dad and my uncle were selected. I thought that they are just going somewhere for the rest of the day and they will come back soon. I went to sleep, hoping that they will come back.

Day 16: Hopelessness

I woke up very early in the morning, and first thing that I thought of was if dad with uncle already returned. They were still gone. I did not know where they are, why both of them were selected and what were they doing. I was thinking about this for a whole day through my work period, but I could not think about anything what was this all connected with. They have not done anything wrong, did they? In the evening, I came back from the work. I was extremely tired and the only thing I wanted to discover was that if both of them are safe and if they already came back. But when I came to their beds, no one was lying there. I was scared and insecure about it, because hundreds of questions were running through my head, but not even one answer for them. Suddenly, I realized one thing. I thought of the quarantine area which they were sent to, and it fitted together perfectly. I ran as fast as I could and luckily, I met them there. I was happy and sad in one moment, because I saw them across the wires. My dad knew that they probably unfortunately won't survive, so he gave me last blessing and told me, that if I survive I need to speak about all of this to the world. As the pressure from guards of the tower on us was big, I sadly had to say last goodbye to him and run out of there, because they would shoot on me if I did not go away. As I was going to my part of the camp, my mind and life were ruined. I was alone in the middle of this cruel place with inhuman conditions and I could not do anything about it.

Written by the students during the LTTA in Slovakia

Dear diary!

My name is Max Eisen and now I'm 92 years old. I want to tell you something. I don't know where to start because everything what happed was very diffucult. I had very unhappy childhood, no one deserves such a childhood. I grew up in Moldava nad Bodvou and I had two younger brother and younger sister Juditte. We lived cheerful life, exactly as every child imagines. When I was 15 years old suddenly everything has changed. Our town was attacked by soldiers and the whole family, including me, was taken to concentraction camp. The soldiers took us everything, literally everything, what we had... like gold, money, rare things... I had no idea what was going on, I didn't understand it, but I know that the journey to that hell took 3 days. We had no water, no toilets, no food, simply nothing. When we arrived there we were divided into men and women together with children. We knew that were labor camps, but now we all know that was not the case. When we asked them when we would get water, they told us that if we went to take shower. Of course it was a big lie. Many poeple have been fooled into taking shower. They locked them in a big room and gradually began to pour deadly gas on them, and poeple slowly but surely died. The dead bodies were thrown cold-bloodedly into the furnace and they was waiting for black smoke. And this i show it worked for several years, and i tis still sad that it was done with the consent of the whole world. I would like to write a lot more, but the most important things there are...

Written by the students during the LTТА in Slovakia



WWII witnesses

Eva Mosnáková

A brave woman who survived the Holocaust, but also experienced the bullying of the communist regime.

Mrs. Eva Mosnáková witnessed a rapidly growing hatred, departures without returns and constant fear. Eva Mosnáková was ten years old and lived with her parents in Handlová at a time when Nazism was already „flourishing“ in Germany. Her father was of Jewish descent, so the whole family was in danger. More than 70 years after the end of the war, she claims that she survived only thanks to the good people who hid them.



Eva
Mosnáková

Where there's hope, There's life



It was a gloomy night in 1940. I was peacefully sleeping until I was woken up by explosions. I looked out of the window and noticed soldiers helping citizens escape in a panic. My brother and I were terrified. We ran out of the room and found our mum packing. "Why are you packing?" I asked.

"We have to run, pack your things."

We spent a few days traveling to find safe refuge. We felt appeased to have found a hideout. We were taken in by a generous couple. Henrich and Terka provided us with a safe space and home. We spent seven months hiding underground to protect ourselves from the terror roaming the streets. I spent most of my time reading, playing games, drawing, and wondering what was going on in the world outside. We occasionally had a chance to go to other people, fields, and vineyards. It made me feel nostalgic. I missed the life I had before.

Finally, Christmas came around. The Konrads prepared a joyful celebration. They made us meals such as Karp, potato salad and cabbage soup. "Hmm, that tastes good," I said. During that moment I felt so calm and at home. Every day at the hideout was the same. Eventually Terka's brother Vlado took responsibility for our hiding. He was quite charming. We got along very well and developed a deep connection. Eventually the day we were waiting for arrived. As I stepped outside for the first time in months I could feel the warmth of the sun and the breeze of the wind on my skin. Freedom had never felt better.



Olivia Piwo
Taura Hegyová
Emma Hajdi
Sofia Košťál
Simona Gerge
Carlotta Rue



1939 - 1945





WWII witnesses

Primo Sammarchi

Primo Sammarchi is one of the latest witness of World WarII 'PARTIGIANI ' in Italy.

He was born in Milan in 1933, he was one of the few partisans who survived WWII.

His battle name was “Pineo” which literally means “relay child”.

His testimony is collected in the book “Noi, Partigiani”.

He was a firefighter his whole life, as well as his brother Elio Sammarchi, partisan who died in Valstrona.

“In Milan, he saw the trains of the deportees leave, and he didn´t just watch...” it has been said in an interview.

<https://www.youtube.com/watch?v=K6-W9oyB3KY>

It all started...

It all started
in a lovely town,
full of lovely memories.
But then something came
and caused us a lot of suffering and worries.

Everything suddenly changed,
thousands of lives,
children lost their fathers,
husbands lost their wives.

There wasn't a way out,
nowhere to hide,
many people didn't even know,
how many others died.

People were questioning themselves,
"Is my life still worthy?"
Of course, it was.
But not for someone else.

In the middle of this mess,
there he was, a young boy,
wondering when the day will come,
when he will finally feel the pure joy.

Time was passing,
day by day,
some were predators
and some were prey.

Nights full of thinking,
what happened to his loved ones?
Hope was slowly sinking
as he was hearing shots from guns.

In the end,
when no one thought,
the better days will come,
somebody finally brought
a forgotten feeling of freedom.

Written by the students during the LTTA in Italy



WWII witnesses

Georgios Psarris

George Psarris 90 years old. He lived during the world as a child (7 years old) in a poor family in the agricultural area of Mouzaki. Later he became a military officer of Nato.

Blurry eyes-

Behind the blinds
I see through my blurry eyes
I see paradise
Full screams and shout end cries

I heard my heart skip a beat
Watching the fire in defeat
Helpless, sad and on my own
Wish that angels took me home

Home with only white not red
Safe in my mother's arms
White in my eyes as she bled and bled
And bled...

But I ran,
Ran and ran till my fast breath
Hoping for a better way,
Hoping for a better end.

Written by the students during the LTTA in Greece





WWII witnesses

Polla Psarri

TPolla Psarri is Georgios Psarris ´wife. She is 88 years old she lived during the world (at the age of 5+ years old) in Athens in a well being family.

*Feeling just the same I felt back then,
oftentimes hoping I would not feel that way again.
Without freedom, without a chance to go outside,
praying to never again feel this power of pride.*

*Nightmares waking me up throughout the night,
keeping myself together, trying to fight.*

*Even though I was suffering a lot,
can not even imagine how many other souls were lost.*

*In spite of being in constant apprehension and danger,
the one who helped could be a complete stranger,
stranger with a heart filled with self-sacrifice,
would help you and risk it all for any price.*

*Wishing that the events which happened during these times,
will never happen again as the time flies.*

*But people do remember,
they remember forever.*

*In defiance of horrible events which took part,
recently, in recent past,
people have not had to live in anxiety and fear,
who or when will see them, or hear.*

*Memories enduring in deep inside of me,
even though I want to forget them,
they will never leave.*





WWII witnesses

Lazaros Kalampalikis

Lazaros Kalampalikis is 94 years old and during WWII he was 12 years old and he went through the destruction of Mouzaki during the war and after that he was forced to go to another Greek region (Agrinio) so he became a shepherd in order to live.



My name is Maria Puchałowicz. I am 93 years old,

WWII witnesses

Maria Puchałowicz

On September 17, 1939, the Soviet Union armedly attacked Poland. In this way, Stalin fulfilled the secret agreement with Hitler in August (the Molotov-Ribbentrop Pact), which provided for joint aggression against Poland, the seizure and division of its territory, and the actual liquidation of the Polish state. In just over 2 weeks, the Third Reich and the USSR initiated the outbreak of World War II.

Soon the Soviet Union started deportations of Poles to the north and east of the Soviet Union. The deported people were mainly military families, officials, employees of the forest service and railways from the eastern part of the country, teachers, social activists, refugees from the western part of Poland and entire families previously arrested by the NKVD. One third of the deportees ended up in the north of European Russia, in the Arkhangelsk region and the Republic of Komiysk. Many were resettled to Krasnoyarsk Krai and Omsk Oblast in Siberia.

In Siberia, in Soviet labor camps, places of slave labor, Poles died of cold, diseases and exhaustion, some of them on their way to Siberia. Others remained forever away from their homeland, thousands still live there, as well as their descendants.

Maria Puchałowicz with her family, as a daughter of a Polish soldier (who never returned from the war), was one of the millions of Poles deported to Siberia. Happily, she managed to return to Poland and now she is telling a story about her fate before, during and after the exile.

Propaganda speech

Friends, believers, countrymen, lend me your ears!

It is certain that never was a change of government attended with such far-reaching results as those following God's plan. According to The Great Prophet of the past, Domingo The Enlightened by the Third Eye of God's knowledge, our nation has been chosen not only to obey given rules, but also to lead others towards the greatness we can only find in God. GOD CHOSE US. Now is OUR moment to answer the God's will. This could be achieved through the following rules.

The moment of birth builds the strongest bridge between humankind and God. Therefore, the youngest are the core of our society. He alone who owns the youth gains the future. Their pure-hearted souls bring with them a greater awareness of the presence of God. The innocence they hold makes us, women and men, the adults hardened against the Word of God, responsible for their well-being.

Women will take care of the clothes. To show their purity, young girls shall wear pink sparkly shirt and purple skirt. Their head must be dominated by a pink headband. Young boys show their dynamic nature wearing blue shirt, a pair of green pants and golden shoes. Pulling away from God with age, the colors of our clothes follow the movement of our souls. They become bland, used only for the comfort to fulfill our individual roles. Watching others dressed the same way will make you feel as an integral part of community.

We have to defend our values. For that reason, our social system will be reformed. The life of the children will be the core of our society. Women take care of them on daily base, interpreting their behavior, providing nutrition for their body and their soul, in form of physical activities and education.

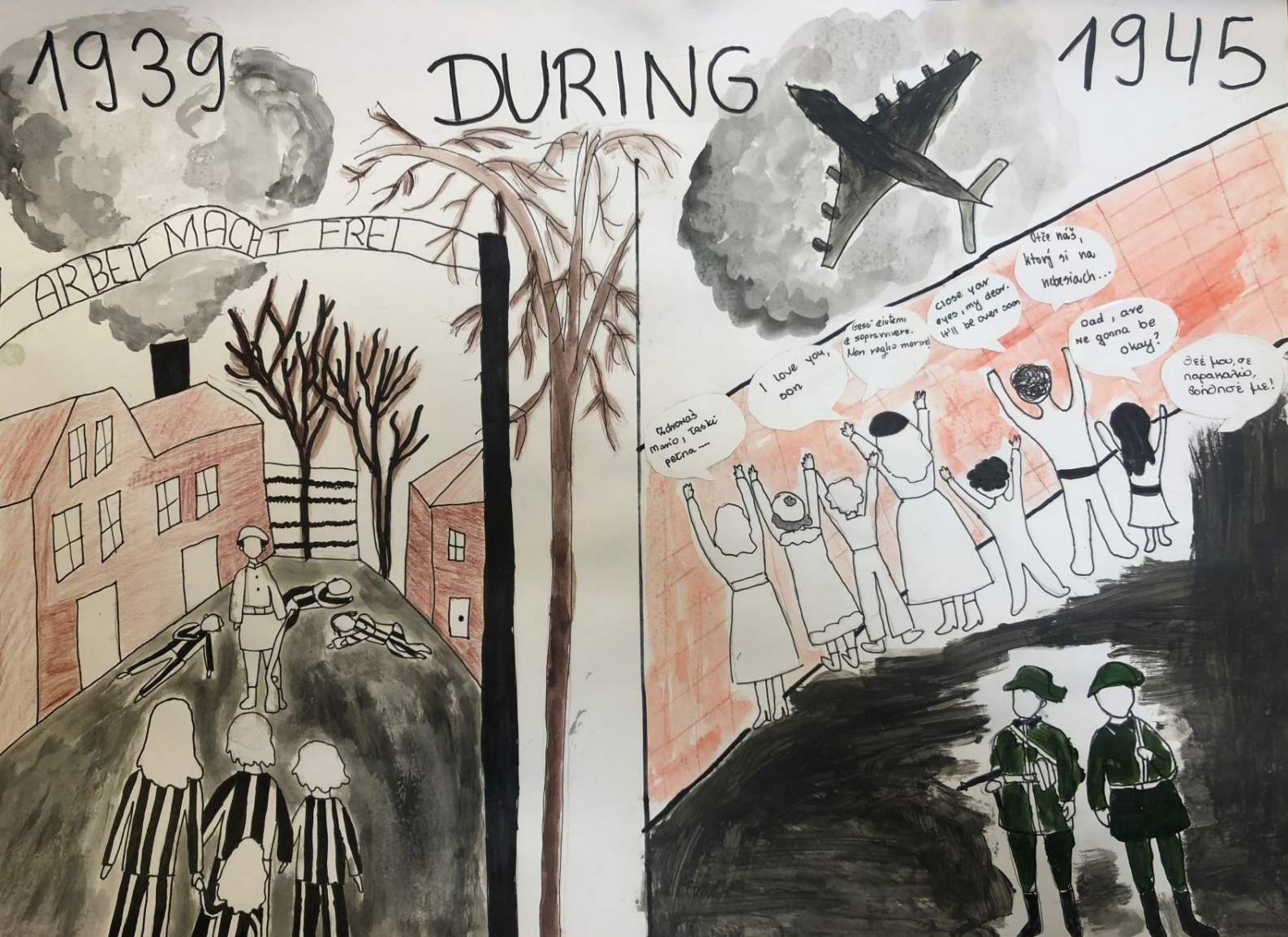
Moreover, lands need our work to bloom. To reconnect with God, men have to take on the role of productive workers and providers for their families.

But you don't have to act alone, you have to obey, you have to give in and submit to the overwhelming need for obedience!

Written by the students during the LTTA in Poland.

Outcomes of students

such as posters, comics,
poems, or short stories



The misery of war

The glowing sun in the sky,
peacefully gazing on the birds flying high.

"The war is coming!" so they heard,
peace burned for days, the world was burned.

Suddenly, everything got dark,
there are no more stars, neither hope nor sun.
The whole nature seems withered, with no more spark,
there is no other option but to run.

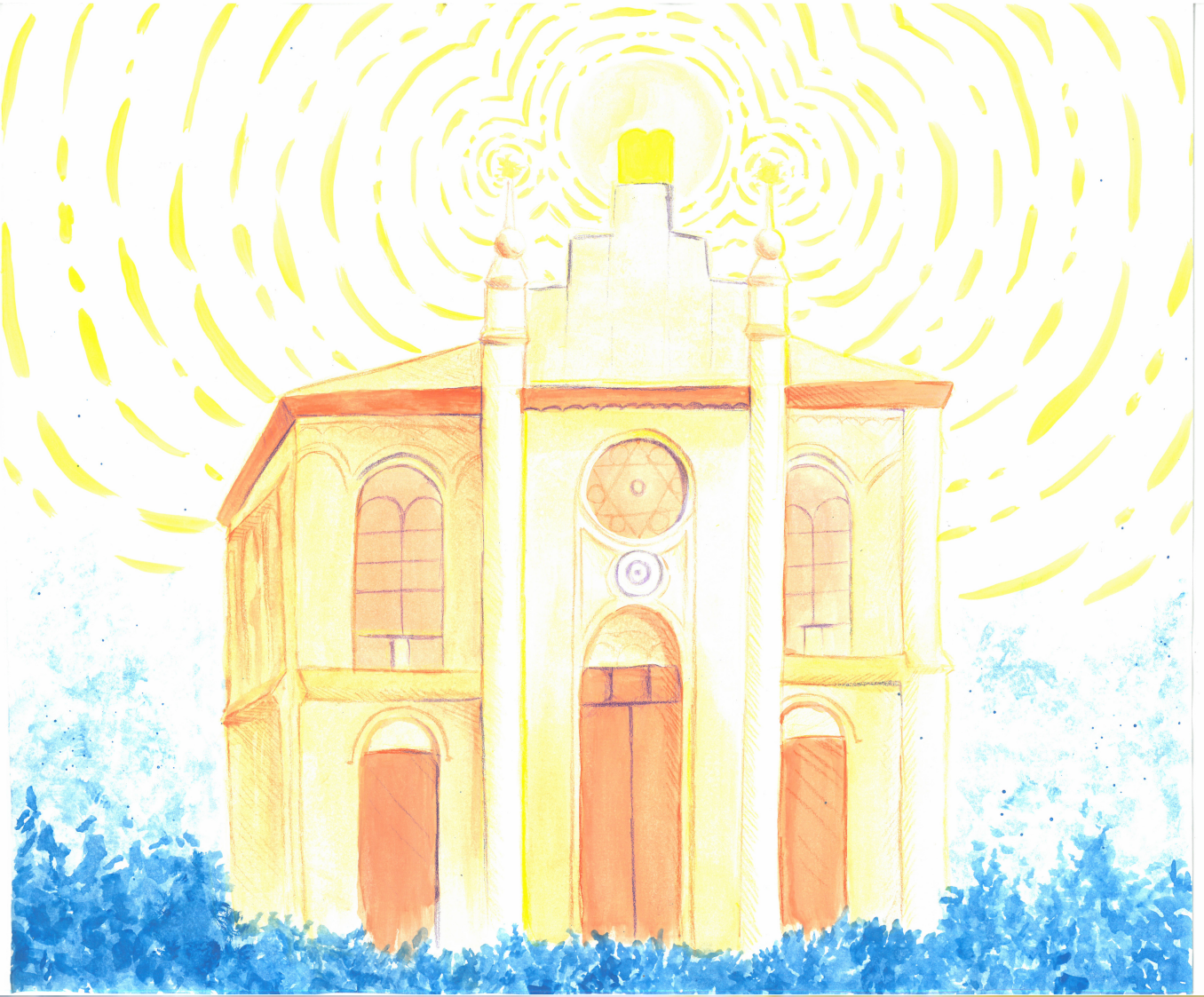
The war took our hearts and homes,
families broken and with death in their souls.
Children cried lakes and rivers,
seeing their town filled with killers.

False promises of better life,
they lied, and lied, and lied.
The hope was the only thing that kept them alive,
they couldn't tell the truth but at least they tried.

Oh Lord, we know how miserable it can be,
to lose your freedom and your rights.
You are doomed not to have any delights,
it's the time to oppose in order to be free.

Do you still remember these days and nights?
Like children we dreamed in the heights,
about the future without tears in our eyes.
We had no worries and we didn't live in lies.

Today when we know what we have lost,
it's important to keep this message alive.
So that no one else has to pay the same cost,
because of that we need to spread peace and thoughts of love.



BEFORE



Feeling just the same

**Feeling just the same I felt back then,
oftentimes hoping I would not feel that way again.
Without freedom, without a chance to go outside,
praying to never again feel this power of pride.**

**Nightmares waking me up throughout the night,
keeping myself together, trying to fight.**

**Even though I was suffering a lot,
can not even imagine how many other souls were lost.**

**In spite of being in constant apprehension and danger,
the one who helped could be a complete stranger,
stranger with a heart filled with self-sacrifice,
would help you and risk it all for any price.**

**Wishing that the events which happened during these times,
will never happen again as the time flies.
But people do remember,
they remember forever.**

**In defiance of horrible events which took part,
recently, in recent past,
people have not had to live in anxiety and fear,
who or when will see them, or hear.**

**Memories enduring in deep inside of me,
even though I want to forget them,
they will never leave.**

Julias story

Šimons story

Marias story

*People are born in different times. Some are thought,
some easier. But whatever happens, they create how a
generation lives, how they think, how they act.
Sometimes it is for the better, sometimes for the
worse.*

*My whole life felt lonely. From my childhood, through
my teenage years and now its all coming back. My
house is empty, cold and gloomy. I have lived here for
many years and only a few times have I had any
visitors. As a result I have tried to find comfort in
many books, but i can truly relate to only one. A
journal from the time i was a child. Sometimes I open
it and read stories from people who had the same
experiences as me.*



Acrostics

A little lady brave and strong
Naturally loved her home.
Nazis were the cause of her hiding.
Elder sister sang her songs with joyful laughing.

Fear, horror, even these words cannot describe what she
lived in,
Remarkably perceptive and honest,
All the experience to her diary she was writing.
Now everyone knows her life was modest,
Knowing that whole world around was lighting.

Loving child who loved the world
Impossible not to love this girl
Even she was just a child
Strength and power were on her
Everyday she wondered why
Loved ones weren't in her life

Mother, father all have died
Escaped to the better side
Memories never flew away
In her head they forever stayed
Not only she was brave,
Gained her knowledge through risky ways
Empathy run through her veins
Rarely she had showed her pain.



Acrostics

Lot of noise reached us last night,
I won't forget that chilling sight.
Everyone was pale as never,
Sole of theirs were gone forever
End of this was so much quicker,
Leaving me with pain and shiver.

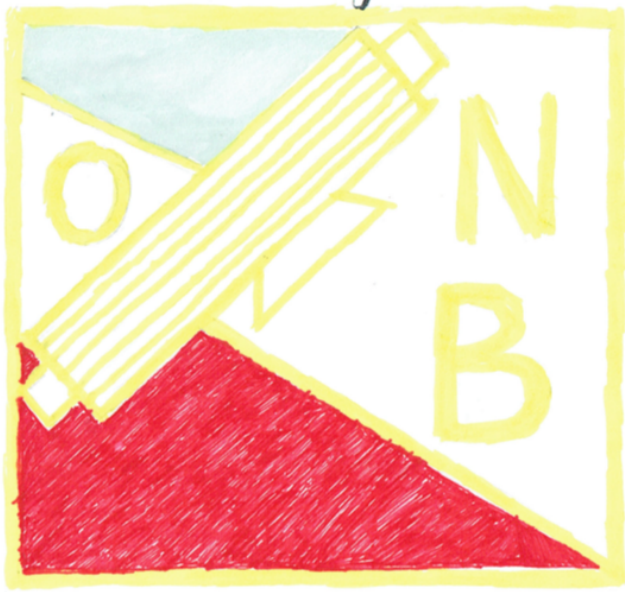
My heart suffered, but my mind said:
„Every nightmare has an end.”
Memories are just like bane

I was haunted by them mind once again. Now I'm wakened, free of all fear
Giving you words that kept me here:
„Enjoy small things, keep your faith,
Read a book and you'll be safe."

Anne means Grace, I wonder if they knew, that
Not name makes stories, but experiences do.
Neither of us thought they'd blame people for their issues, yet the
Echos of cries told all about deviance and misuse

Fairness is a strong word, a luxury we did not have, as
Rain was the only one that wiped tears so many wept.
And I wrote of things that happened in my own words
Nice and bad things, scary and sad, but
Knowing there's still same beauty left.

Luigi's typical day



in Mussolini's
government

ONB (Opera Nazionale Balilla)

Opera Nazionale Balilla was an Italian Fascist youth organization functioning between 1926 and 1937. Initially, membership was voluntary, but it was later made compulsory for boys between the age of 6 and 18 and girls between the age of 8 and 14.

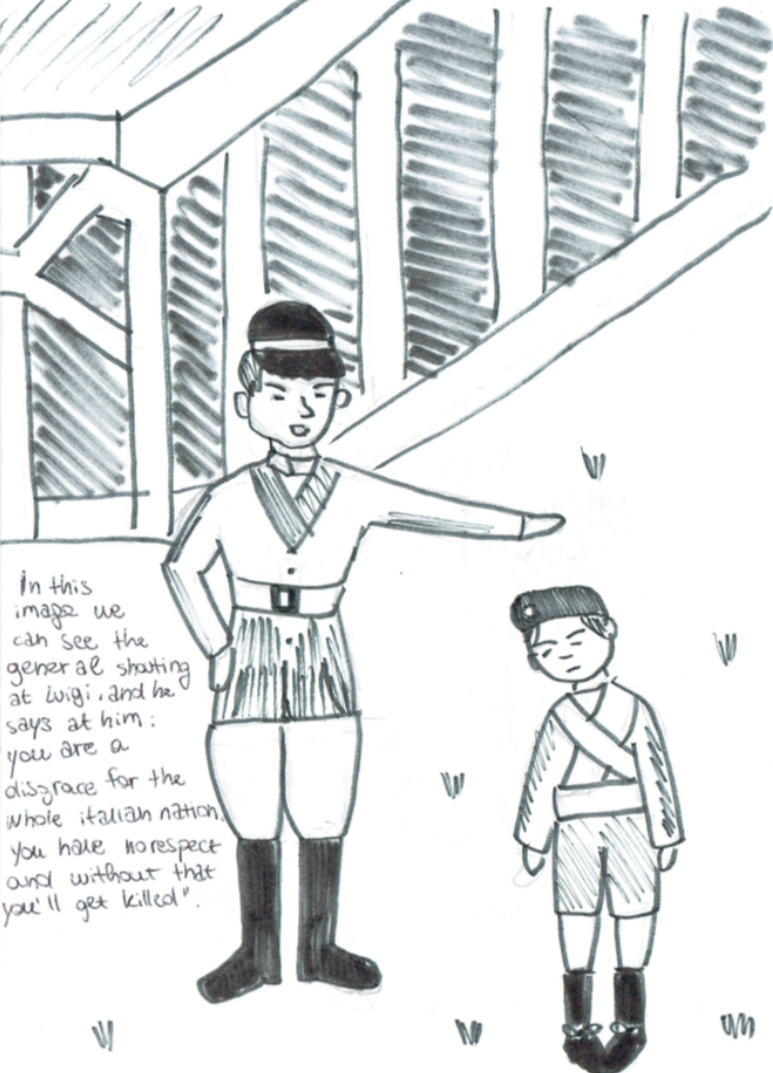
The organization surpassed its purpose as a cultural institution that was intended to serve as the ideological counterpart of school, and served as a paramilitary group. It carried out indoctrination with a message of Italian-ness and Fascism, training youth as "the fascists of tomorrow". Moreover, the ONB took charge of all activities initiated by schools, and pressured teachers to enlist all students. Aside from the usual "Fascist Saturday" children would spend their summer in camps. Male children enrolled wore a uniform adapted from that of the Blackshirts: the eponymous black shirt, grey-green trousers, black fasces emblems, and azure bandanas.



This illustration shows Luigi with all his school mates. They are standing in lines, as to represent the message of order that the regime wanted to give.



In this draw we can see how the children were equipped. In fact Luigi is holding a machine gun in his hands, serious face and no emotions show through his face.



In this image we can see the general shouting at Luigi, and he says at him: you are a disgrace for the whole Italian nation, you have no respect and without that you'll get killed".



Whenever a child didn't follow the strict rules, they were punished by the generals, because they wanted to clarify their power. They usually used belts or truncheons to beat the children.

Luigi is praying and then he goes to sleep.



Sweet Madonna, Holy Bride and Mother, pray to the Lord to bless my aspirations as a Christian and Italian boy. May I grow up good, strong and industrious. May the house be my kingdom on a happy tomorrow, the church my comfort, the school my smiling memory.

Bless my parents and all those who educate me.

Bless my uniform.

Pray for the family of the Sovereigns and Princes of Italy: Families where men are Soldiers and women are mothers.

LINKS

Outcomes of students

such as interactive
games, timelines, videos,
workshops



LINKS:

Workshops:

<https://view.genial.ly/6065683a7e2ace0cd7da3c27/horizontal-infographic-timeline-the-book-thief>

<https://view.genial.ly/606afeeea3e7440dadbb816f/interactive-image-schindlers-list>

<https://view.genial.ly/6068776fccc9790cde5a10cd/interactive-content-wwii-the-guernsey-literary-and-potato-peel-pie-society>

<https://view.genial.ly/607c095e6dd96a0d4b4b6202/interactive-content-the-boy-in-the-striped-pajamas>

<https://view.genial.ly/6072f4d96f2a060d1f43ea79/video-presentation-the-zookeepers-wife>

Videos:

https://youtu.be/kOXYsFr7b_w - Historical movie

https://youtu.be/-EbHf65_1a8 - Meeting with Paolo Covella, a local History expert about World War II and South Italian Resistance

<https://youtu.be/K6-W9oyB3KY> - Meeting with Primo Sammarchi an Italian witness

<https://youtu.be/gDZ8PLGJVws> - Meeting with Primo Sammarchi an Italian witness

<https://youtu.be/N88WMATcgCQ> - Meeting with Eva Mosnáková a Slovak witness

https://youtu.be/_O3xMyOy_6A - Meeting with Max Eisen a Slovak/Canadian witness

<https://www.youtube.com/watch?v=K6-W9oyB3KY> - Primo Sammarchi is one of the latest witness of World War II 'PARTIGIANI' in Italy

<https://www.youtube.com/watch?v=gDZ8PLGJVws&t=20s> -

Online meeting with students, experts, teachers and survivor of WWII during COVID TIME

<https://youtu.be/CLWCmp5PjhA> - Greek WWII witnesses

<https://youtu.be/C5tbGIYne-M> - A Polish WWII witness

Timelines:

[https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?](https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1LgfzucVTftm89s4c07Jh1p_Gb0fHQYFLQAZuGlXcrsl&font=Default&lang=en&initial_zoom=2&height=650)

[source=1LgfzucVTftm89s4c07Jh1p_Gb0fHQYFLQAZuGlXcrsl&font=Default&lang=en&initial_zoom=2&height=650](https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1LgfzucVTftm89s4c07Jh1p_Gb0fHQYFLQAZuGlXcrsl&font=Default&lang=en&initial_zoom=2&height=650)

Games:

<https://learningapps.org/view24749565>

<https://view.genial.ly/6423eaa51992510012922a11/interactive-content-memory-of-wwii>

<https://view.genial.ly/6423e1e4dfdea00012767333/presentation-basic-presentation>

<https://view.genial.ly/641973eb290da600118c7b1c/presentation-basic-presentation>

<https://view.genial.ly/626014872ae8b00019444978/interactive-content-tlac-board-game-wwii>

<https://view.genial.ly/6246bbbed6c245400112131be/interactive-content-board-game-wwii>

<https://view.genial.ly/62fa659c5c2d410018c6ef7e/interactive-content-memory-of-europebook-hunting>

https://www.canva.com/design/DAFjtm43B4k/_WvWYsJHY8gyQcSv2JjA5A/edit?utm_content=DAFjtm43B4k&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

https://www.canva.com/design/DAFjt8t9W_w/IV-cB62J1xlyN5rjKA-QQA/edit?utm_content=DAFjt8t9W_w&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Wall reading game

Book thief:

<https://docs.google.com/forms/d/e/1FAIpQLSdwGTgYvlZQqd9Sp2lcz-f31kQZ1EzmE2LGmF3Nm8s97s9Enw/viewform>

When the tree sings:

https://docs.google.com/forms/d/e/1FAIpQLSdYgEykfCokpOJVe0bgUVRNpvarTAHIDoQ894Jhv_A1DVIvcw/viewform

Beneath a scarlet sky:

https://docs.google.com/forms/d/e/1FAIpQLSeuJtwNwJ2SVlv8KVvxgGZkcBK-g_ACsjDGT8YyX7wPDj-XuQ/viewform

The Krakow ghetto pharmacy:

<https://docs.google.com/forms/d/e/1FAIpQLSd9txCE7WVyzYMvRGamikBZbxZrwDKaK8WEepZQwlLv3iFl7A/viewform>

Hana:

<https://docs.google.com/forms/d/e/1FAIpQLScyB8iZDh1blzS9RFMtVK5RjuFH7mB9OeJK85VWsiQDolpaWQ/viewform>

Samples of expert teachers' lesson plans

During the project expert teachers prepared new innovative methodologies and lesson plans which are available for teachers of different schools. The expert teachers focused on cross-curricular approaches involving History, IT, physics, mother tongue, English language, economics and math.



Rise of militarism and dictators during the WWII

Teacher experts on history

Second World War

Title	Causes and outbreak of World war II.
Subject area	History
<p>Description of educational activity</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>Duration: 2 hours (90 min)</p> <p>Students age: 15 - 17</p> <p>Organization of the class of pupils: frontal, individual, group work</p> <p>The aim of the lesson:</p> <ol style="list-style-type: none"> 1. Introduce the Causes and Outbreak of WWII 2. Briefly describe economical, political and social situation in Europe during the Interwar period <p>Support materials:</p> <ul style="list-style-type: none"> • Internet • Student books • Short video • Pictures and photos <p>Handouts :</p> <ul style="list-style-type: none"> • presentation • pictures and photos • youtube clips <p>Description of the activities</p> <ol style="list-style-type: none"> 1. The first part of the lesson describes causes and the outbreak of world war II. <ul style="list-style-type: none"> • Introduction to the lecture by showing one of the short videos: https://www.youtube.com/watch?v=AUD1HSWoMVQ&ab_channel=HistoryVids • Teacher gives a lecture (30 min) to the class introducing and briefly explain the topics (ppt): • Brief description of political and social situation in Europe in interwar period https://www.youtube.com/watch?v=7kbM_F51pc0

	<p>Causes of World war II</p> <p>https://www.youtube.com/watch?v=AUd1HSWoMVQ</p> <ul style="list-style-type: none"> • Outbreak of World War II • Students are introduced to the topic of causes and outbreak of world war II through questions and short videos. After watching the video students answer several questions about the topic. • Student exercises (15min): • Exercise 1: Questions about causes and outbreak of WWII <p>https://learningapps.org/view24749565</p> <ul style="list-style-type: none"> • Exercise 2: Discussion about political, economical and social changes in Europe during interwar period <p>Editor Political situation during the interwar period (genial.ly)</p> <ul style="list-style-type: none"> • Exercise 3: Quizizz exercise about causes and outbreak of WWII <p>https://quizizz.com/admin/quiz/623d8acb54c599001e8d120d/causes-and-outbreak-of-wwii?queryId=4771813305890737-1648452084222</p> <p>Questions for students :</p> <ol style="list-style-type: none"> 1. Give four reasons for discontent in Germany after World War I. ? 2. Which party was responsible for the Munich Putsch? Who was its leader? 3. Name the military force which was set up to support the Nazi. 4. What title did Hitler give himself on the death of Hindenburg in 1934? 5. What was the main difference between SA and SS forces? 6. What kind of organization was the GESTAPO? 7. Give reasons why German people followed the Nazis? 8. Describe what happened during „The Night of Broken Glass“? 9. Name four important Nazis apart from Adolf Hitler. 10. What were Nuremberg Laws? What did they do?
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills,</p>	<p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: Causes and outbreak of World war II.</p> <p>Knowledge: The activities will teach the pupils that poor decisions and their ramifications in history can help them to avoid similar situations in the future.</p>

<p>Competencies)</p>	<p>Learning about history will give them encouragement that anything is possible and people unify when they care.</p> <p>Skills: Pupils are able to read from history books and watch videos about the causes and outbreak of WWII and they are able to understand the historical texts in the English language.</p> <p>Competence: Pupils know about political, economical and social changes in Europe during the interwar period.</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>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://www.youtube.com/watch?v=AUD1HSWoMVQ&ab_channel=HistoryVids (internet source for the outbreak of WWII)</p> <p>https://www.youtube.com/watch?v=7kbM_F51pc0 (internet source for political and social situation in Europe in interwar period)</p> <p>https://www.youtube.com/watch?v=AUD1HSWoMVQ (internet source for the Causes of World war II)</p> <p>https://learningapps.org/view24749565 (digital tool for interactive classroom)</p> <p>Editor Political situation during the interwar period (genial.ly) (digital tool for interactive classroom)</p> <p>https://quizizz.com/admin/quiz/623d8acb54c599001e8d120d/causes-and-outbreak-of-wwii?queryId=4771813305890737-1648452084222 (digital tool for interactive classroom)</p>

WWII literary heroes

Teacher experts on mother tongue or English language teachers

Lesson plan

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
Description of educational activity (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>Duration: 2 hours (90 min) Students age: 15 - 17 Organization of the class of pupils: frontal, individual, group work</p> <p>The aim of the lesson:</p> <ol style="list-style-type: none"> 1. Reading literacy – improving the reading skills 2. Listening – improving the listening skills 3. Learning about the historical background of Anne Frank and Book thief <p>Support materials:</p> <ul style="list-style-type: none"> • Internet • Book thief by Markus Zusak and The diary of Anne Frank • Short Youtube videos <p>Handouts :</p> <ul style="list-style-type: none"> • Online tools - genial.ly • Youtube video <p>Description of the activities 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>Task 1</p> <ul style="list-style-type: none"> • 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): https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief <p>Task 2</p> <ul style="list-style-type: none"> • 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): https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-

	<p>plan3anne-frank</p> <p>Task 4</p> <ul style="list-style-type: none"> The students will learn about the historical background of Book thief (20 min): https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room <p>Task 5</p> <ul style="list-style-type: none"> 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): https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room <p>Task 6</p> <ul style="list-style-type: none"> Outcome - The students have to compare the different historical backgrounds of these books and make a genial.ly presentation.
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies))</p>	<p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: Escape room game, Book thief and The diary of Anne Frank</p> <p>Knowledge: 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>Skills: 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>Competence: 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	
<p>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://view.genial.ly/62fa0cf2aac31c0011a0f461/horizontal-infographic-timeline-lesson-pla3the-book-thief (digital tool for interactive classroom for the historical background of the Book thief)</p> <p>https://view.genial.ly/604cd5bfa5488d0d22a85cd3/presentation-lesson-plan3anne-frank (digital tool for interactive classroom for short excerpts from the book “Anne Frank”)</p> <p>https://view.genial.ly/62f504daa57bfd0012ac43a9/interactive-content-book-thief-escape-room (digital tool for interactive classroom for the historical background of Book thief)</p> <p>https://view.genial.ly/62f4de820ae83a001908d302/interactive-content-the-diary-of-anne-frank-escape-room (digital tool for interactive classroom for the historical background of Anne Frank)</p>

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>Description of educational activity</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>Duration: 2 hours (90 min) Students age: 15 - 17 Organization of the class of pupils: frontal, individual, group work</p> <p>The aim of the lesson:</p> <p>Support materials:</p> <p>Handouts :</p> <p>Description of the activities</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>Subject: How to live after the war? The drama of the war generation.</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"> 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". <p>Sample answers: 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"> 2. Reading the poem "Survivor" by T. Różewicz. 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: <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"? 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? 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>4. 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>5. Homework: "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>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: Aftermath of the WWII</p> <p>Knowledge: 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>Skills: 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>Competence: 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 pages, year</p>	<p>T. Różewicz, "Survivor", Princeton University Press, ISBN 9780691013329, 368 pages, February 21, 1977</p>

Economic situation before and after WWII

Teacher experts on economics

ABOUT LIFE AFTER THE HOLOCAUST

Title	Innovative cross curricular methodologies and lesson plans - Economic situation before and after WWII
Subject area	Economics
<p>Description of educational activity</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>Duration: 3 hours (135 min) Students age: 15 - 17 Organization of the class of pupils: frontal, individual, group work</p> <p>The aim of the lesson: Support materials:</p> <ul style="list-style-type: none"> • Internet • Excerpts from Cilka's journey – Heather Morris, Hana – Alena Mornštrajn, By chance alone – Max Eisen • Short video - The Aftermath of the Holocaust • Canva, genial.ly • https://encyclopedia.ushmm.org/ <p>Handouts :</p> <ul style="list-style-type: none"> • Liveworksheet • Video • Introduction in genial.ly • Excerpts from Cilka's journey – Heather Morris, Hana – Alena Mornštrajn, By chance alone – Max Eisen <p>Description of the activities This lesson plan will provide an introduction to THE AFTERMATH OF THE HOLOCAUST: EFFECTS ON SURVIVORS</p> <p>Task 1 CRITICAL THINKING QUESTIONS Warm up</p> <ol style="list-style-type: none"> 1. What can we learn from the massive size and scope of the Holocaust? Across Europe, the Nazis found countless willing helpers who collaborated or were complicit in their crimes. 2. What motives and pressures led so many individuals to persecute, to murder, or to abandon their fellow human beings? 3. Were there warning signs of what was to come before the Nazis came to power in 1933? Before the start of mass killing in 1941? <p>1.slide: https://view.genial.ly/63da2877cc8191001114c2f6/interactive-content-images-timeline</p> <p>Task 2</p>

The students learn about some key facts connected with the THE AFTERMATH OF THE HOLOCAUST: EFFECTS ON SURVIVORS via genial.ly

2. slide: <https://view.genial.ly/63da2877cc8191001114c2f6/interactive-content-images-timeline>

Task 3

The students watch the following video connected with The Aftermath of the Holocaust

<https://encyclopedia.ushmm.org/content/en/article/displaced-persons?series=89>

Their task is to work with the following worksheet Worksheet_1_lesson plan_1_The aftermath of the Holocaust or a worksheet created in liveworksheet.com

<https://www.liveworksheets.com/lr3335460pm>

Task 4

CRITICAL THINKING QUESTIONS

What challenges faced survivors of the Holocaust?

How did various countries respond to the plight of survivors?

The students are divided into groups, each group is assigned with a different listening. They listen to the stories of the Holocaust victims.

Group 1: Thomas Buerghenthal

Group 2: Aron and Lisa Derman

Group 3: Regina Gelb

Group 4: Blanka Rothschild

Group 5: Norman Salsitz

<https://encyclopedia.ushmm.org/content/en/article/about-life-after-the-holocaust>

Task 5

After listening to the life stories of the Holocaust victims the students create an infographics in genial.ly where they introduce the facts about these victims and they present it to the other groups.

Task 6

The students are now divided into three different groups. Their task is to read the excerpts from three different books:

Group 1: Cilka's journey – Heather Morris: Worksheet_2_lesson plan_1_Cilka's journey

Group 2: Hana – Alena Mornštrajn: Worksheet_3_lesson plan_1_Hana

Group 3: By chance alone – Max Eisen: Worksheet_1_lesson plan_4_By chance alone

Each character had a different fate after they survived the concentration camp.

Task 7

The students are divided into groups of three. In each group must be a student who read Cilka's journey – Heather Morris, Hana – Alena Mornštrajn, By chance alone – Max Eisen.

Their task is to create a Venn's diagram in canva.com where the students have to come to conclusion what these three characters have in common.

Each group presents their outcomes.

<https://www.canva.com/graphs/venn-diagrams/>

<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies)</p>	<p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: ABOUT LIFE AFTER THE HOLOCAUST</p> <p>Knowledge: Pupils have learned what is about the life of people after the Holocaust. They learn and understand stories of the Holocaust victims in English. The students can create a Venn's diagram.</p> <p>Skills: Pupils are able to use, listen and understand stories of the Holocaust victims. 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>Competence: Students are able to identify and separate out the key components of problems and situations. They actively participate in a team, encouraging cooperation. Able to pick up and assimilate relevant information quickly and easily. Learns new tasks rapidly. Responds swiftly and appropriately.</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>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://view.genial.ly/63da2877cc8191001114c2f6/interactive-content-images-timeline (digital tool for interactive classroom for key facts connected with the THE AFTERMATH OF THE HOLOCAUST: EFFECTS ON SURVIVORS)</p> <p>https://view.genial.ly/63da2877cc8191001114c2f6/interactive-content-images-timeline (digital tool for interactive classroom for key facts connected with the THE AFTERMATH OF THE HOLOCAUST: EFFECTS ON SURVIVORS)</p> <p>https://encyclopedia.ushmm.org/content/en/article/displaced-persons?series=89 (internet source containing a video connected with The Aftermath of the Holocaust)</p> <p>https://www.liveworksheets.com/lr3335460pm (digital tool for interactive classroom for The aftermath of the Holocaust)</p> <p>https://encyclopedia.ushmm.org/content/en/article/about-life-after-the-holocaust (internet source for stories of the Holocaust victims)</p> <p>https://www.canva.com/graphs/venn-diagrams/ (digital tool for interactive classroom for Venn's diagram in canva.com)</p>

Technological advancement caused by WWII

Teacher experts on history, IT and physics

ABOUT INVENTIONS DURING THE WWII

MEDICAL INVENTIONS DURING WORL WAR II

Title	MEDICAL INVENTIONS DURING WORL WAR II
Subject area	TECHNOLOGY
<p>Description of educational activity</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>Duration: 3 hours (125 min) Students age: 16 - 18 Organization of the class of pupils: frontal, individual, group work</p> <p>The aim of the lesson:</p> <ol style="list-style-type: none"> 1. Practising vocabulary – SCIENTIFIC AND MEDICAL VOCABULARY 2. Revising the main events of WWII 3. Get to know the 3 main medical inventions made in WWII: flu vaccines, penicillin and blood plasma transfusion 4. Get to know the first researchers of the time in the medical field 5. Understanding the key features of vaccines, penicillin, and blood plasma 6. Understanding how diseases were treated before and after the 3 inventions 7. Developing civic and digital competences <p>Support materials:</p> <ul style="list-style-type: none"> • YouTube • Online newspapers (The Conversation, The Washington Post, The National WW2 Museum) • Genially <p>Handouts:</p> <ul style="list-style-type: none"> • Quiz in Genially • Worksheets • Presentation in Canva <p>Description of the activities</p> <p>This lesson plan will provide a revision on WWII's main events.</p> <p>Task 1 (15 min) After watching a YouTube video (https://www.youtube.com/watch?v=tGIRJKsRozA) to revise the main events of WW2, the students will answer the following questions:</p> <ul style="list-style-type: none"> - What was the cause of World War II? - Which countries fought in World War II?

- Which were the turning points of World War II?
- Why did Adolf Hitler start World War II?
- How did World War II end?

<https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions>

Task 2 (10 min)

Presentation of photos to the students to guess which were the main inventions made in the medical field during WWII.

<https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions>

Task 3 (50 min)

The students are divided into 3 groups in order to become experts on their topic. They have to analyse the articles present in the presentation in Genially and then answer the following questions:

GROUP 1 – FLU VACCINES (<https://theconversation.com/how-world-war-ii-spurred-vaccine-innovation-39903>):

- Who was the inventor of the first flu vaccines and why did it become an urgent necessity to invent them during WW2?
- How did WW2 spread the development of the flu vaccine?
- In what sense the approach to vaccine development was a cooperative, duty-driven one?

GROUP 2 – PENICILLIN

(<https://www.washingtonpost.com/history/2020/07/11/penicillin-coronavirus-florey-wwii-infection/>):

- Who discovered penicillin?
- Why was it important to speed up medical research during WW2, especially after the USA's entry into the war?
- How did Florey and Heatley finally manage to mass-produce penicillin?

GROUP 3 - BLOOD PLASMA TRANSFUSION

(<https://www.nationalww2museum.org/sites/default/files/2017-07/blood-plasma-fact-sheet.pdf>):

- What is the difference between blood and plasma?
- How did blood plasma transfusion help in WW2?
- Who was the first scientist able to preserve plasma?

<https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions>

Task 4 (10 min)

QUIZ - In Genially the students have to take a quiz of 16 questions about the medical inventions made during WW2.

<https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions>

Task 5 (40 min)

As final task, the students have to write and then present in Canva an impossible interview to the inventors.

<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies))</p>	<p>https://www.canva.com/it_it/</p> <p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: MEDICAL INVENTIONS DURING WORLD WAR II</p> <p>Knowledge: Students understand what were the main inventions made in the medical field during WWII. They learn and understand the medical inventions made during WW2.</p> <p>Skills: Pupils are able to discuss the medical inventions made during WW2. 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>Competence: Students are able to pick up and assimilate relevant information quickly and easily. They learn new tasks rapidly. They respond swiftly and appropriately. They can think on their feet in rapidly changing environments. 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 pages, year</p>	
<p>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://www.youtube.com/watch?v=tGIRJKsRoZA (internet source for the main events of WW2)</p> <p>https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions (digital tool for interactive classroom for what was the cause of World War II)</p> <p>https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions (digital tool for interactive classroom for the main inventions made in the medical field during WWII)</p> <p>https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions (digital tool for interactive classroom to analyse the articles present in the presentation in Genially)</p> <p>https://theconversation.com/how-world-war-ii-spurred-vaccine-innovation-39903 (internet source for FLU VACCINES)</p> <p>https://www.washingtonpost.com/history/2020/07/11/penicillin-coronavirus-florey-wwii-infection/ (internet source for PENICILLIN)</p> <p>https://www.nationalww2museum.org/sites/default/files/2017-07/blood-plasma-fact-</p>

	<p>sheet.pdf (internet source for BLOOD PLASMA TRANSFUSION)</p> <p>https://view.genial.ly/64423e84f8bb270019d335a1/interactive-content-world-war-ii-medical-inventions (digital tool for interactive classroom for a quiz of 16 questions about the medical inventions made during WW2)</p> <p>https://www.canva.com/it_it/ (digital tool for interactive classroom for an impossible interview to the inventors)</p>
--	--

TECHNOLOGY AND WAR

Title	Technology in the service of war
Thematic section	Technology / Society
Description of the educational activity <ul style="list-style-type: none"> • Duration • Age • Working method • Goals • Sources • Means, materials • Purpose of the lesson • Course description, assignments • An assessment 	<p>Duration: 2 hours (100 minutes)</p> <p>Students aged: 15 - 17</p> <p>Working method : Frontline , Working groups</p> <p>Objective i of the lesson:</p> <ol style="list-style-type: none"> 1. What is the purpose of technology development? 2. What factors create the development of technology? 3. What are the ethical barriers to the means used to develop technology? 4. In what areas did technology develop during World War II? 5. What means were used for this development? 6. What was the application of these developments during and after the war? <p>Sources :</p> <ul style="list-style-type: none"> • School library / individual • Newspaper articles • Compositions • Internet • Interview • Organisations / bodies <p>Tools</p> <ul style="list-style-type: none"> • Mobile phones • PC • Applications / programs (PowerPoint or Prezi , Padlet) • Brainstorming app • Stationery <p>Description of the activities</p>

In this lesson plan, an approach to the development of technology, the means it uses, the rules of ethics, the consequences of its increase will be attempted. There will also be concerns about the use and development of technology in wars and especially in World War II. Will be sought and relevant proposals will be made.

Task 1

- Introduction:
Watch a short video about an application of technology to a young child with mobility problems. (5 minutes)
<https://youtu.be/-J0tByEfPzY>
- Students are asked to look for the moments in the video that are mentioned
 - the conditions that impose technological solutions - the conditions to create technological achievements
 - the good of technology
 - the possible negatives of the processes they saw and the possible negative results
 And to record their thoughts. This task will be done in groups (10 minutes).
At the end they will present their conclusions (10 minutes).

Task 2

- Students will look for technological advances during World War II and record some of them (5 minutes).
- Workers in groups will recognize, as they did in task 1,
 - the conditions that impose technological solutions
 - the conditions to create technological achievements - the good of the technology - the possible negatives from the processes they saw and the possible negative results. (10 minutes)
- Students will present their research findings (10 minutes)

Task 3

- With critical thinking and reflection the students, divided into new groups:
 - will find the similarities between the elements they have discovered in tasks 1 and 2.
 - they will find the differences between the elements they have discovered in tasks 1 and 2.
 - they will present their findings (10 minutes)
- In the plenary session and with brainstorming, we will look for
 - the purpose of technology

	<ul style="list-style-type: none"> - the ethical limits that must be set in the process of developing technology - the mechanism that will impose the rules on technology - the processes that will make technology acceptable to society <p>(15 minutes)</p> <p>Task 4</p> <ul style="list-style-type: none"> • Students in plenary will check the degree of achievement of the objectives • Students will suggest ways to improve the process and whether or not to continue the action • Each group will create a presentation related to the topic they worked on <p>(10 minutes) (15 minutes)</p>
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies))</p>	<p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: Technology in the service of war</p> <p>Knowledge: Students understand the concerns about the use and development of technology in wars and especially in World War II. They learn and understand the development of technology, the means it uses, the rules of ethics, the consequences of its increase.</p> <p>Skills: Pupils are able to discuss the everyday inventions made in WWII and the development of technology in wars and especially in World War II. 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>Competence: Students are able to identify and separate out the key components of problems and situations. They actively participate in a team, encouraging cooperation. Able to pick up and assimilate relevant information quickly and easily. Learns new tasks rapidly. Responds swiftly and appropriately.</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>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://youtu.be/-J0tByEfPzY (internet source for application of technology to a young child with mobility problem)</p>

Breaking the „Enigma” – the most essential contribution to the victory of the Allies in World War II

Title	Innovative cross curricular methodologies and lesson plans - Inventions during the WWII
Subject area	Science and Technology
<p>Description of educational activity</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>Duration: 1 hour (45 minutes) Students age: 15 - 17 Organization of the class of pupils: frontal, individual, group work The aim of the lesson: To allow students to experience how ciphers can conceal and protect information, demonstrate effective written, oral, and graphic communication skills.</p> <p>Support materials:</p> <ul style="list-style-type: none"> • Internet • Short videos – Enigma - Kate Winslet & Dougray Scott, Keeping It a Secret • genial.ly • liveworksheets • learningapps <p>Handouts :</p> <ul style="list-style-type: none"> • Liveworksheet • YouTube videos • Study material in genial.ly <p>Description of the activities During this lesson students will learn about new technology's impact on the Second World War, they will identify advanced technologies utilised during WWII.</p> <p>The aim of the lesson:</p> <p>Objectives of the classes</p> <ul style="list-style-type: none"> • General: a reminder of the most important contribution of Poles to the victory of the Allies in World War II - breaking the Enigma code and awareness of its contemporary effects. <p>Specific:</p> <ul style="list-style-type: none"> • The presence and role of cryptology in the history of the world - students understand the importance of secrets in the history of the world and can indicate examples of measures used to protect it. • The importance of breaking the Enigma code in the historical dimension - students know about breaking the Enigma code and are able to indicate its impact on the fate of the war. • Long-term effects of the success of cryptographers: digital civilization, cryptology around us - students understand the connection between war effort of

cryptographers and the creation of the earliest electronic computers; they can point out examples of modern applications of cryptology in our immediate environment.

Support materials:

- Internet
- Student books
- Short video – Ed puzzle
- Pictures and photos of the main characters of the story of breaking the Enigma; Marian Rejewski, Jerzy Różycki and Henryk Zygalski, photos of the Enigma machine, photos of the Castle in Poznań and the Saski Palace in Warsaw.
- Learningapps
- Kahoot

Description of the activities

1. The first part of the lesson describes the main ways of hiding information:
 - ☐ Steganography;
 - ☐ Codes;
 - ☐ Cyphers
2. The teacher gives a lecture (15 min) to the class introducing and briefly explaining the topic:
 - ☐ the beginning of encryption machines such as „Enigma”
 - ☐ brief description of the beginning „Cipher Bureau” in the structure of Polish intelligence
 - ☐ photos of „Enigma” machine and photos of Marian Rejewski, Jerzy Różycki and Henryk Zygalski
<https://enigmacentrum.pl/index.php?id=1892>
3. Students are introduced to the topic of breaking the „Enigma” codes through questions and video (Edpuzzle).
 Exercise 1: <https://edpuzzle.com/media/644c16198017d442c0c9c183/edit>
4. Exercise 2. <https://learningapps.org/watch?v=pqtr9aw9j23>
5. **Evaluation:**

 Exercise 3. Kahoot
<https://create.kahoot.it/share/breaking-the-enigma/62a1baba-00d4-4f36-841f-2e3ea21972b9>
6. **Homework:**
 - ☐ Students are supposed to find examples of cryptology applications in our immediate environment

	<ul style="list-style-type: none"> • encryption of transmission between the ATM and the bank's IT system • HTTPS protocol - encrypted http; secure online transactions • A3 and A5 algorithms, used to encrypt conversations via mobile phones • programs for encrypting SMS and telephone calls
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies))</p>	<p>Grade: Secondary: 1.-2. Grade</p> <p>Curriculum: Breaking the „Enigma” – the most essential contribution to the victory of the Allies in World War II</p> <p>Knowledge: Students understand the importance of breaking the Enigma code in the historical dimension - students know about breaking the Enigma code and are able to indicate its impact on the fate of the war. Students understand the new technology's impact on the Second World War, they can identify advanced technologies utilised during WWII. They learn and understand how to encrypt and decrypt messages.</p> <p>Skills: Pupils are able to summarise the positive and negative side of breaking enigma code. They are improving their critical thinking about sources and information. Development of Solving problems; Development of critical thinking; Team work; Using ICT tools.</p> <p>Competence: 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 pages, year</p>	
<p>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>https://enigmacentrum.pl/index.php?id=1892 (internet source for „Enigma” machine)</p> <p>https://edpuzzle.com/media/644c16198017d442c0c9c183/edit (digital tool for interactive classroom for the topic of breaking the „Enigma” codes through questions and video (Edpuzzle))</p> <p>https://learningapps.org/watch?v=pqtr9aw9j23 (digital tool for interactive classroom)</p> <p>https://create.kahoot.it/share/breaking-the-enigma/62a1baba-00d4-4f36-841f-2e3ea21972b9 (digital tool for interactive classroom for a Kahoot game)</p>

IMPRESSUM

Project website:

<https://school-education.ec.europa.eu/en/etwinning/projects/memory-europe-historical-intersections-and-their-message-contemporary-0-0/pages>

<https://gymrv.edupage.org/a/pamati-europy-historicke>

<https://www.facebook.com/memoryofeurope>

<https://www.instagram.com/memory.of.europe/>

Teachers that contributed in the process of creating the Memory of Europe Curriculum (lesson plans) and the LTTA activities for 4 Project Modules.

Slovak team of teachers participating in the Memory of Europe project

Eva Szanyiová – Project coordinator - English language teacher and British and American literature teacher - szanyiova.eva@gmail.com

Tatiana Chocholová – English language teacher and economy teacher

Andrea Slabá – English language teacher and Civics and economy teacher

Stanislava Strinková – English language teacher and culture and art teacher

Adriana Šalamonová - Mother tongue teacher

Štefan Hronec - English language teacher and history teacher

Laura Kováčová - IT teacher

Italian Teams of teachers teachers participating in the Memory of Europe project

Pietrina De Giorgi - Project Coordinator -English teacher - piera.degiorgi@gmail.com

Giovanna Cancellara- Headteacher

Rosa Taranto- Math Teacher

Silvana Barile – Italian and History teacher

Concetta Forte- Art Teacher

Stella Loredana Lippolis- History and Phylosophy teacher

IMPRESSUM

Greek team of teachers participating in the Memory of Europe project

Nikolaos Mouziouras – Project coordinator - IT teacher -

nikosmouziouras@gmail.com

Georgios Filippou - Physic teacher

Vivian Georgolopoulou – English language teacher

Aikaterini Kati – English language teacher

Evangelia Sohali - Mother tongue teacher

Sofia Plitsi – Mother tongue teacher

Marina Kryou – Mother tongue teacher and history teacher

Thomas Kalampalikis – Physic teacher

Polish team of teachers participating in the Memory of Europe project

Ewa Wołkowska – Project coordinator - English language teacher -

e.wolkowska@liceumdubois.pl

Katarzyna Sapieja – English language teacher - k.sapieja@liceumdubois.pl

Natalia Jankowska – History teacher

Agnieszka Naszydlowska- History teacher

Iwona Tworek- Literature and Polish language teacher

Anna Bartosik- Maths and Physics teacher

Katarzyna Czerwińska - IT teacher

In Conclusion

" For General High School of Mouzaki, Memory of Europe was the first large-scale European program that we participated in. If we had to describe in a few words what ME meant to us, we would say that it was a unique experience of travel, knowledge, acquaintances, interaction, self- search and self-improvement for all of us. Our students came into contact with huge historical events in a diverse experiential way, fully understanding the causes that led to World War II as well as the effects it had on all aspects of human life. At the same time, it was a first-class opportunity to meet and interact with our Slovak, Polish and Italian partners and now friends. In conclusion, it was the basis for our students to acquire a European culture and perspective and for our teachers to always have a European component in their work. Thank you very much Erasmus!!!! You have influenced us forever!"

Nikolaos Mouziouras

Project coordinator from Greece

"Being part of an Erasmus Project is always an opportunity of growth from a personal and professional point of view. Working during these years with the group of teachers of the project 'Memory of Europe' has been a unique and enriching experience. The determination of the coordinator, the numerous activities planned and organised, the wide production of materials, the ability in motivating European teachers and students also during Covid time which has been a difficult period for working in European projects have been only some elements of this travel in the Erasmus project 'Memory of Europe'. Students and teachers have faced not only the problems and cruelty coming from the horrors of World War II, but the works of the project have focused also on many aspects: the economic point of view, the social point of view, the everyday life, the impact on literature, the inventions of the time. All the activities have taken into consideration true sources and great impact has been given by the voices of testimonies in every country. Working, planning, producing materials, spending time together with the European teachers of the project will forever be a precious part in my life. A friendship to be proud of. A work to be proud of in order to remember the devastating consequences of wars on humanity."

Piera De Giorgi

Project coordinator from Italy

In Conclusion

„Memory of Europe”- this phrase really caught attention of us- teachers and students from a Polish high school. The project called this way must have been a success! For Poland, history and especially the aspect of preserving the memory of The Second World War has been very important. Although the topic of the World War II has been dominating in our cooperation, little did we expect that what was going to come would enrich the project so much. At the beginning, we were confronted with the Covid-19 pandemic, later we had to work with the threat of the Russia-Ukraine War at our borders. Despite all these obstacles, the Slovak coordinator – and the whole team, made it possible for students and teachers to work, learn and have fun together and the title “Memory of Europe” has received a new meaning. The abundance of activities for both students and expert teachers has been unique: the use of digital tools, modern technologies and innovative approach to teaching proposed by the partners greatly improved teachers’ agency in each country. Each meeting- first online then in reality, brought so much for the understanding of our common history and made it possible for us all to come even closer. Experiencing other countries’ history by visiting memorial sites and listening to first-hand stories of survivors has been an eye-opening experience for every person who was a part of this well-planned and organised project. Rarely do we have a pleasure to cooperate with people so devoted to their work. An absolutely fantastic team of teachers, always helpful, always understanding and above all always professional, together with passionate and energetic students, created a project which will stay in our memories for a long time. A new “Memory of Europe”!

Katarzyna Sapieja

Project coordinator from Poland



