Title : The Power of Diversity: Solidarity is Strength

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Course: English as a Foreign Language

Primary Category: Civil Society

Grade: B2/C1 Language Students/ Intermediate High/Advanced Students- Ages 16-19

Time: 90 minutes

Summary : Students will examine the idea of social responsibility through art, literature, and film.

Context for Lesson : Using the target language, students will examine the context of social

responsibility.

Essential Question : What is my responsibility to my community?

Enduring Understandings : When faced with adversity, challenges can be overcome with the

help of others.

Materials :

1 copy of “The Fall of Icarus” by Bruegel for each student

1 Inference Grid graphic organizer for each student

1 close exercise handout of “Musee des Beaux Art” by W. H. Auden

Centropa Resource :Survival in Sarajevo

Objectives : Students will be able to:

1.Speaking

a. Identify and use target vocabulary within the lesson

b. Tell and retell a story from a personal perspectives in the target language

c. Incorporate and use the 2nd Conditional in basic discussion and conversation

2. Listening

a. Listen for general and specific information

b. Understand the

3. Reading

a. Read for comprehension

b. Analyze and interpret abstract concepts of a poem

c. Make personal connections from text to self and to others

4. Students will be able to demonstrate the ability to recognize a problem in their community and

identify potential solutions

Activity 1: Inference Grid

Using an Inference Grid, students will examine the painting, “The Fall of Icarus” by Bruegel.

With an Inference Grid, student will begin by labeling the work in the target language with nouns

and verbs. They then will write phrases or expressions to describe the work. Finally, students

will write statements or give opinions, based on their phrases/expressions, which can be

inferred from the work. Within the large group, students will then discuss their personal

observations of the painting. Once completed, the teacher should use the following guided

questions to lead a discussion.

Guiding Questions

In the painting, who helped Icarus?

Why do people turn a blind eye to others?

If you were there, what what would you have done?

Activity 2.

Students will complete a close reading activity of the poem, “Musee des Beaux Arts” by W.H.

Auden. Using a word bank, students will be required to fill in the blanks of the passage with

correct vocabulary words. In doing so, the close reading activity will be used to assess

students’ understanding of vocabulary. Note that the teacher will remove specific vocabulary

words from the poem prior to the activity. Students will then listen to a recording of Auden

reading the poem to check their responses for accuracy. The teacher should then follow up to

ensure a general understanding of vocabulary.

Working in small groups, students will discuss and interpret the poem. If time permits, the

teacher can use the TPCASTT strategy to help students analyze the poem (See below).

TPCASTT Strategy

The TPCASTT strategy is used for analyzing poems or other literary works. It consists of the

following elements of analysis:

T = Title What does the title mean literally? Complete this before reading the

poem.

P = Paraphrase After reading the poem, what does it mean literally in your own words.

C = Connotation What does the poem mean beyond the literal.

A = Attitude What are the feelings expressed by the author?

S = Shifts What changes in speaker(s) and attitudes occur in the poem?

T = Title Interpreted What does the title mean beyond the literal.

T= Theme What is the poet saying?

Once small groups have finished their analysis, the teacher should turn the discussion to a large

group discussion examining the ideas of the entire class. During the discussion, the teacher

should inform students that the poem was written in 1938 after the NAZIs invaded

Czechoslovakia and use the following guiding questions to help guide that large group

discussion.

Guiding Questions

1. Knowing that Auden wrote his poem after the invasion of Czechoslovakia, how does this

change your interpretation of it?

2. Do you believe the author is making a political or moral statement and if so, what do you

think that statement might be?

3. Who do you think is the Icarus in the poem?

Activity 3

Transition the lesson and inform students that they are now going to watch a film. Before

watching the film, use the following guiding questions and have students brainstorm responses.

Guiding Questions

What real-world problems do people face?

How do you think think they overcome these problems?

How do you think people can help others?

After a short discussion, have students watch the Centropa film Survival in Sarajevo. While

watching the film, students should take notes. Once the video is complete, the teacher will

debrief the students using the following guiding questions:

Guiding Questions

What were the problems faced by others in the film?

How did they overcome these problems?

If you were (insert the name of an individual mentioned in the film) what would you have done in

his/her situation?

Have students return to the essential question of the lesson. In small groups, have students

reflect and discuss what the they believe their responsibility is to their community. In a large

group, the teacher will debrief students on their new understanding and emotional reactions.

Exit Ticket

In writing, have students answer the following question:

“How has this exercise and film changed your perspective on social responsibility?”