

“Enseigner la Grande Guerre, Eduquer à la paix”



LICEO SCIENTIFICO «*ALBERT EINSTEIN*»

5ALS

**A CONTRIBUTION TO
ERASMUS +KA2**

a.s. 2015-2016

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April 11th, 2016

THE PROCESS



- **Introduction:** *A Message of Peace*
- **First step:** *Collecting Data*
- **Second step:** *Analysis of Literary Texts*
- **Third step:** *N. Giraldi's Novel - Diary*

Conclusion

A Shared Reflection and A Resolution For the Future

AIM. A MESSAGE OF PEACE



Project's aim: production of

- a handbook
- a pedagogical guide about the Great War



Approach: shared and cross-cultural

Focus of Project Title: studying WWI to promote PEACE

FIRST STEP. A SURVEY



THE STEPS OF THE SURVEY

Interviews to different generations



**how do people of different ages perceive
the First World War and the role of women?**

DATA COLLECTION ABOUT

- the students'
- the students' parents'
- the students' grandparents'



**Perception of WWI
and
The Role of Women**

Analysis and classification of the most frequent key words in different formats:

- tables
- spider grams
- histograms
- pie charts



SECOND STEP. TEXTUAL ANALYSIS



LITERARY TEXTS:

- Poetry
- Fiction



In view of a wider perspective



the perceptions of those who personally experienced the conflict

Poetry

- Rupert Brook, The Soldier
- John McCrae, In Flander Fields
- Wilfred Owen, Dulce et Decorum Est
- Siegfried Sassoon, They
- Siegfried Sassoon, The Glory of Women

Fiction

D.H. Lawrence's The Fox

Fiction



SECOND STEP. WAR POETRY

KEY WORDS FREQUENCY

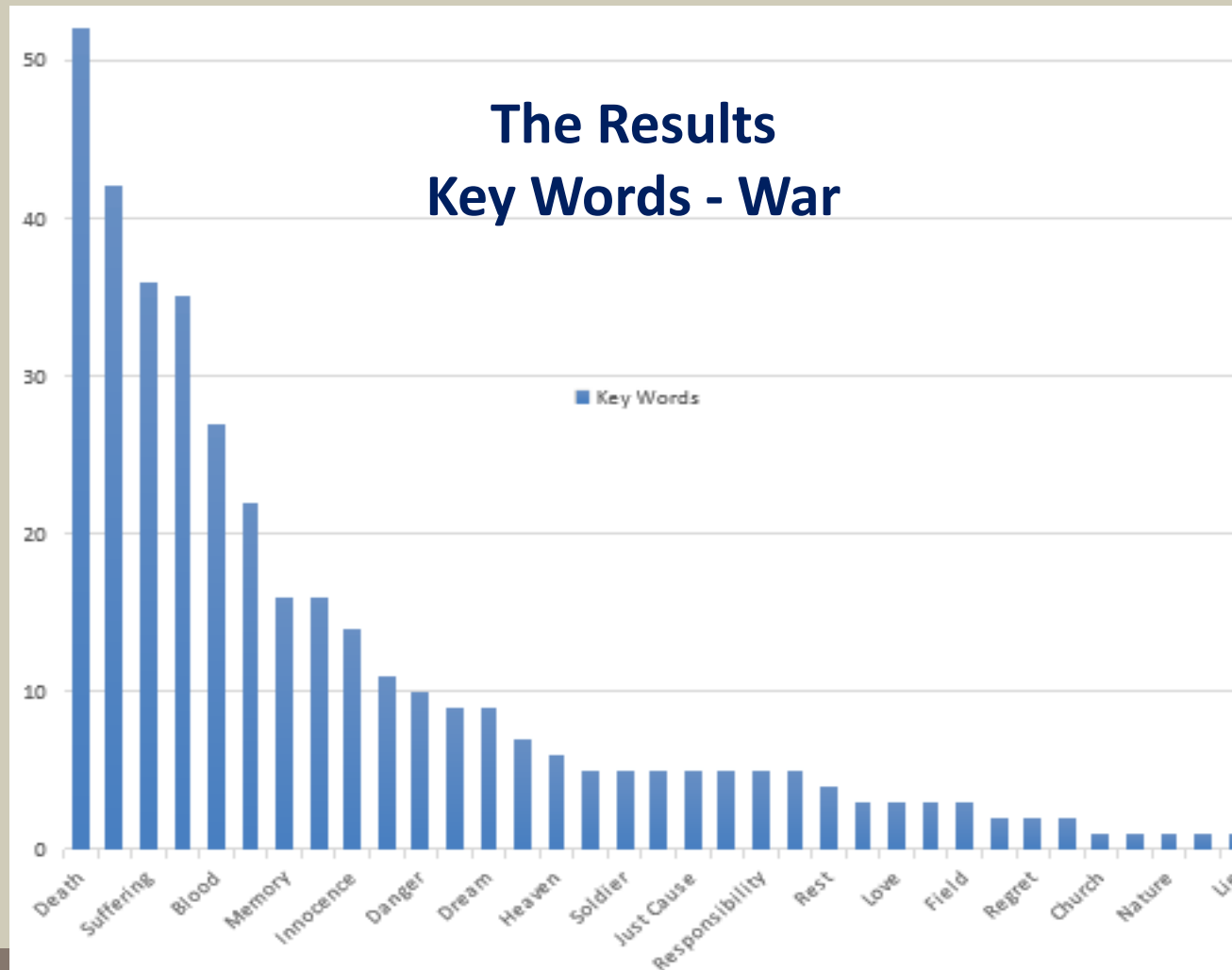


The Perception of War

5 most frequent key words

KEY WORDS	FREQUENCY
Death	52
Horror	42
Suffering	36
Home Country	35
Blood	27

SECOND STEP. ANALYSIS OF WAR POETRY



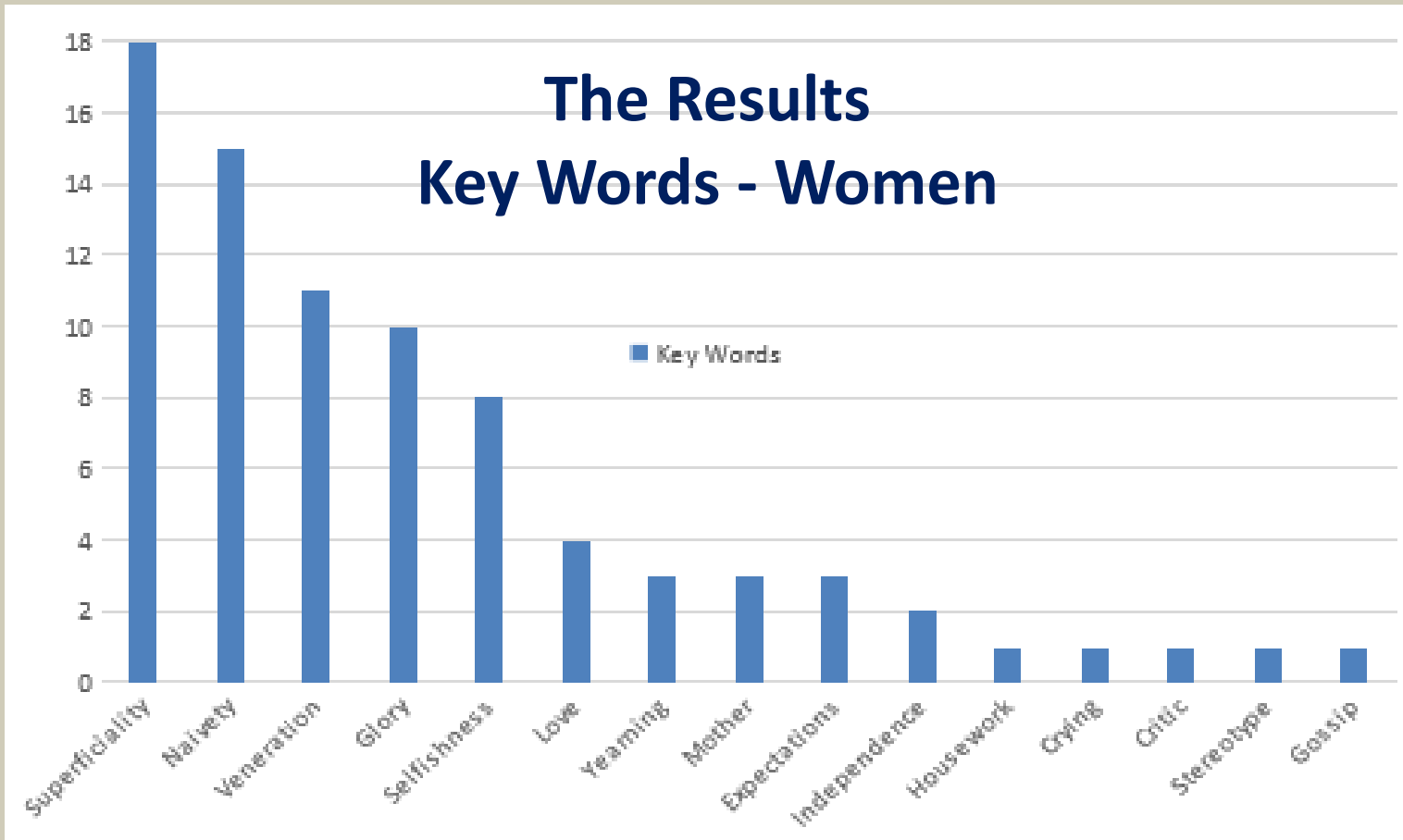
SECOND STEP. ANALYSIS OF WAR POETRY



The Role of Women 5 most frequent key words

KEY WORDS	FREQUENCY
Superficiality	18
Naivety	15
Veneration	11
Glory	10
Selfishness	8

SECOND STEP. ANALYSIS OF WAR POETRY



SECOND STEP. ANALYSIS OF FICTION

D.H. LAWRENCE, THE FOX



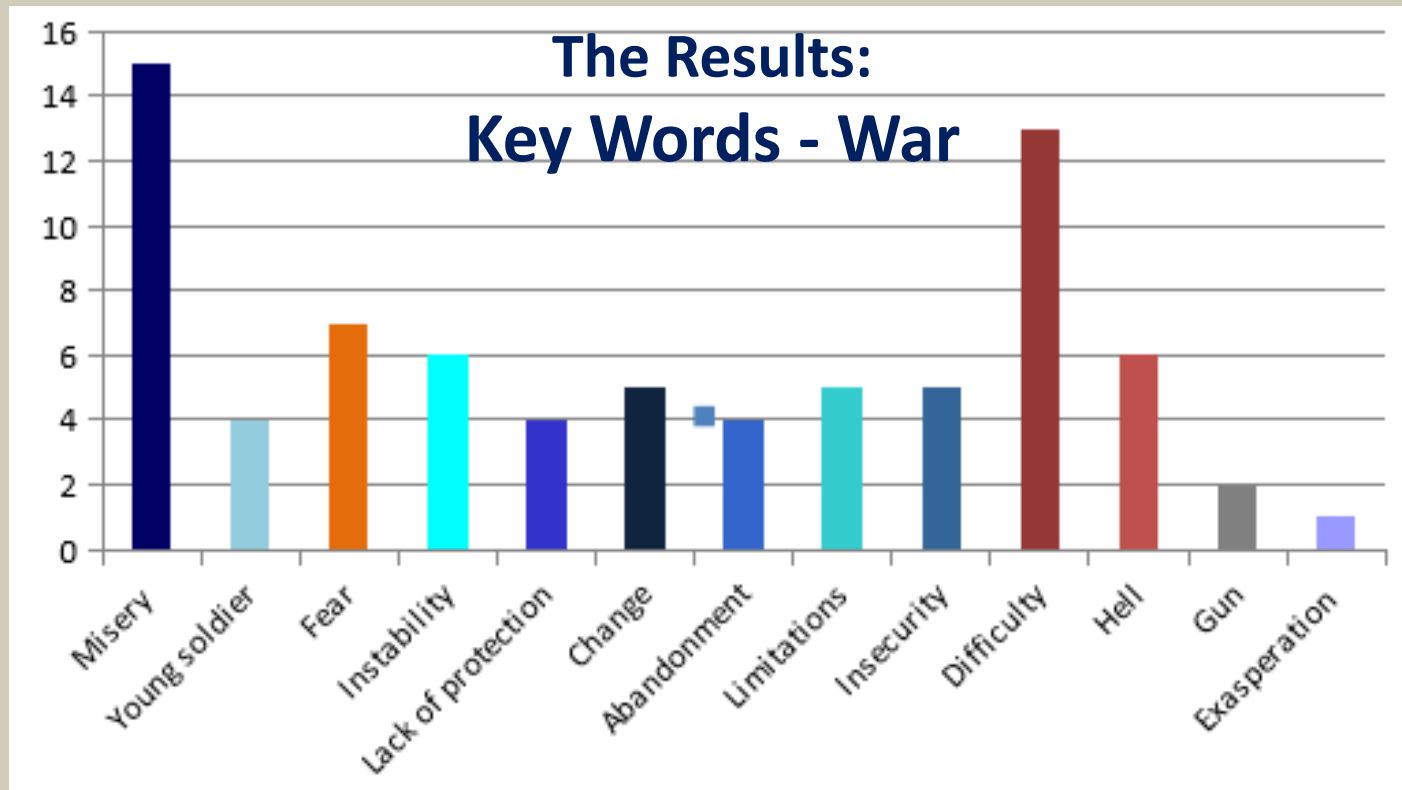
The Perception of War

5 most frequent key words

KEY WORDS	FREQUENCY
Misery	15
Difficulty	13
Fear	7
Instability	6
Hell	6

SECOND STEP. ANALYSIS OF FICTION.

D. H. LAWRENCE, THE FOX



SECOND STEP. ANALYSIS OF FICTION

D.H. LAWRENCE, THE FOX



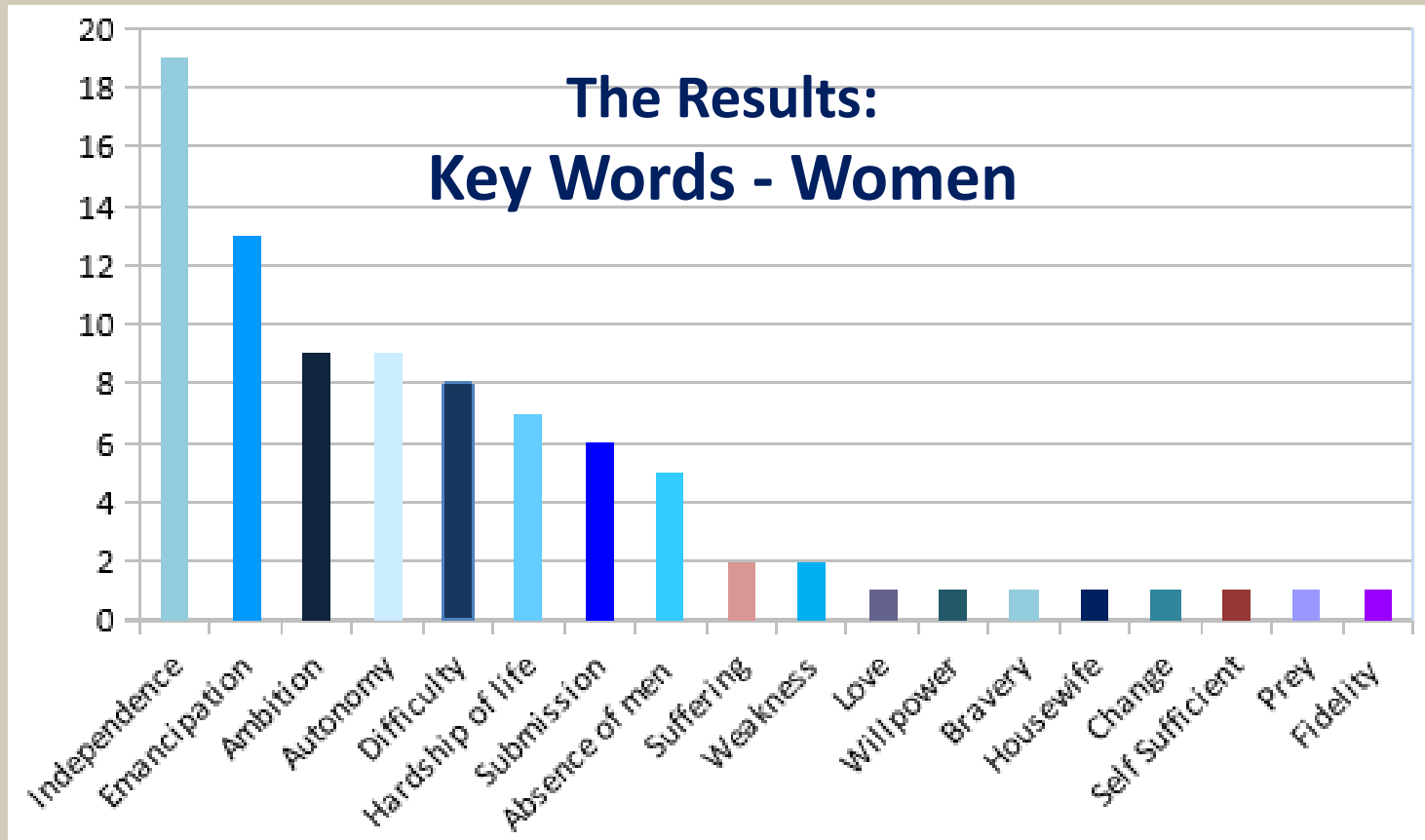
The Role of Women

5 most frequent key words

KEY WORDS	FREQUENCY
Independence	19
Emancipation	13
Ambition	9
Autonomy	9
Difficulty	8

SECOND STEP. ANALYSIS OF FICTION

D. H. LAWRENCE, THE FOX



THIRD STEP. A NOVEL - DIARY



ITALIAN FICTION

N. GIRALDI'S *La Grande Guerra a piedi. Da Londra a Trieste sui luoghi del primo conflitto mondiale*

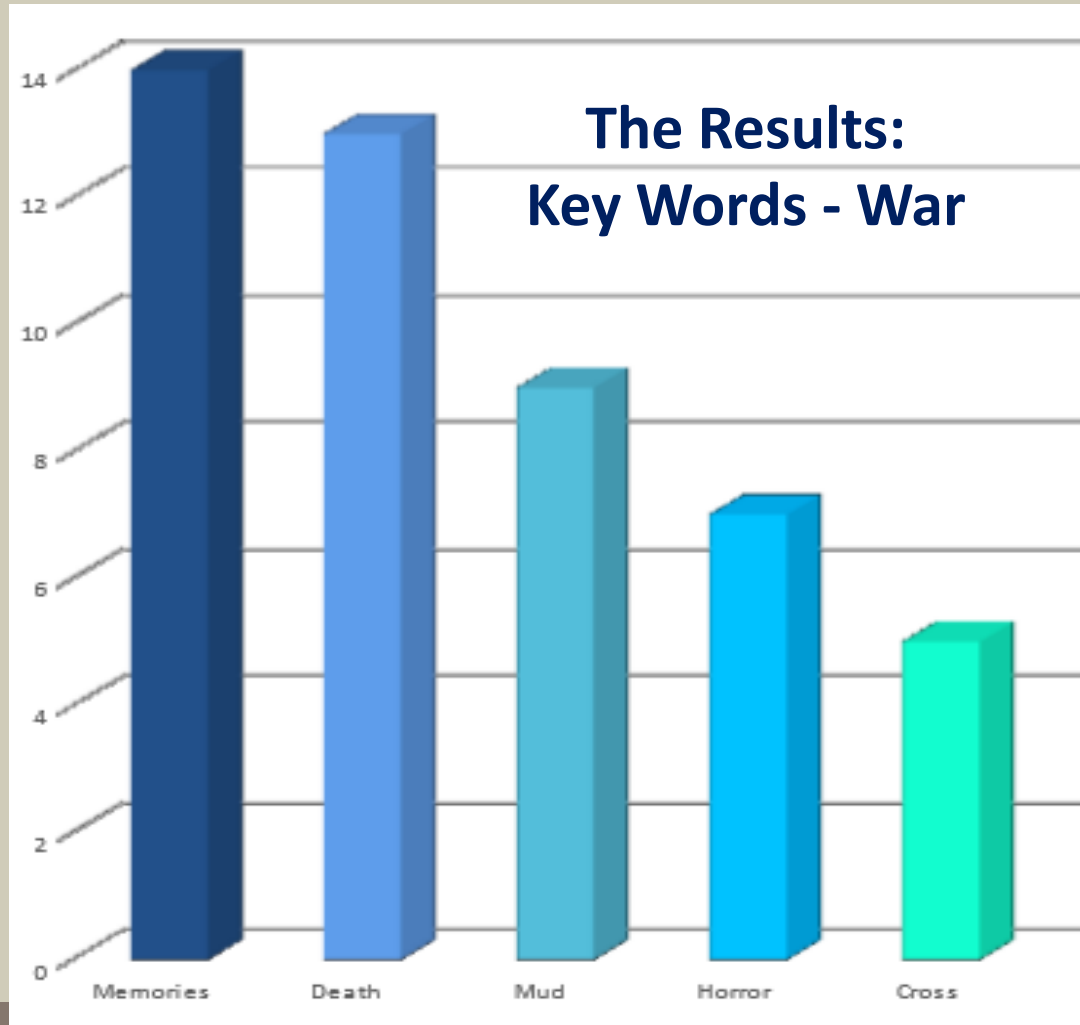
Focus of our study: England's sites of N.Giraldi's walk .

A walk along the western frontline to retrace the most symbolic scenarios of the conflict.

During the activities the writer was invited to tell about his experience in our class.



THIRD STEP. A NOVEL - DIARY



THIRD STEP. A NOVEL - DIARY



The Perception of War 5 most frequent key words

KEY WORDS	FREQUENCY
Memories	14
Death	13
Mud	9
Horror	7
Cross	5

CONCLUSION. A SHARED REFLECTION AND A RESOLUTION FOR THE FUTURE



Our conclusion shares **C. A. Duffy's message** in her two poems

- **Last Post**
- **The Christmas Truce**



Mutual peace and understanding

PEACE is not necessarily granted.

War is still a contemporary tragedy.

AND SO WHAT ?

Awareness calls for action and invites not to forget war atrocities

Hamlet's words resonate in our ears

"to take arms against a sea of troubles"

OUR TASK



**FIGHTING FOR A BETTER WORLD,
ONE OF MUTUAL UNDERSTANDING AND PEACE**



**WEAPONS TO REACH
OUR AIM:**

Communication:

- Listening
- Interaction
- Dialogue
- Reflection sharing

RESOLUTION

exchange of complex
"food for thought"
one
that has come to us
through
the lines of poetry.

OUR AWARENESS



Close reading and research provided a complex point of reflection:

You cannot give simple answers to complex questions

Everybody knows

«Nothing worthwhile is easy

The real things in life always demand a lot from us»

(Jeanette Winterson)

WHAT WE HAVE LEARNT

WHAT WE HAVE LEARNT



*«Active studying **does not confine itself to seek and keep memory.** It rather implies «**digging deep**» into the texts **in search for a concrete message: one useful for life, freedom, peace, mutual understanding and self- fulfilment**»*

THANK YOU FOR LISTENING



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