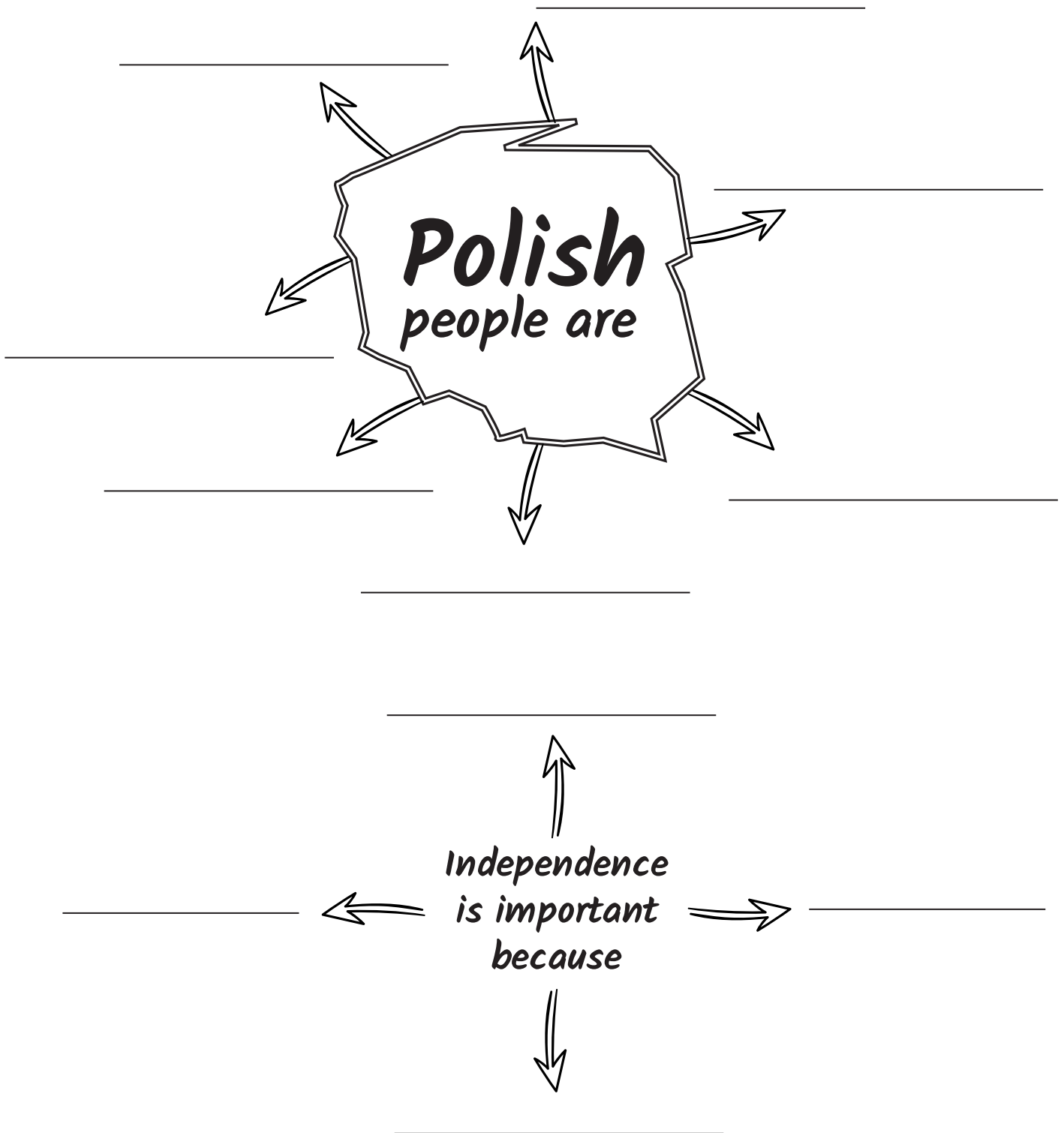


# 100 - lecie niepodległości



**1** Draw a mind map.

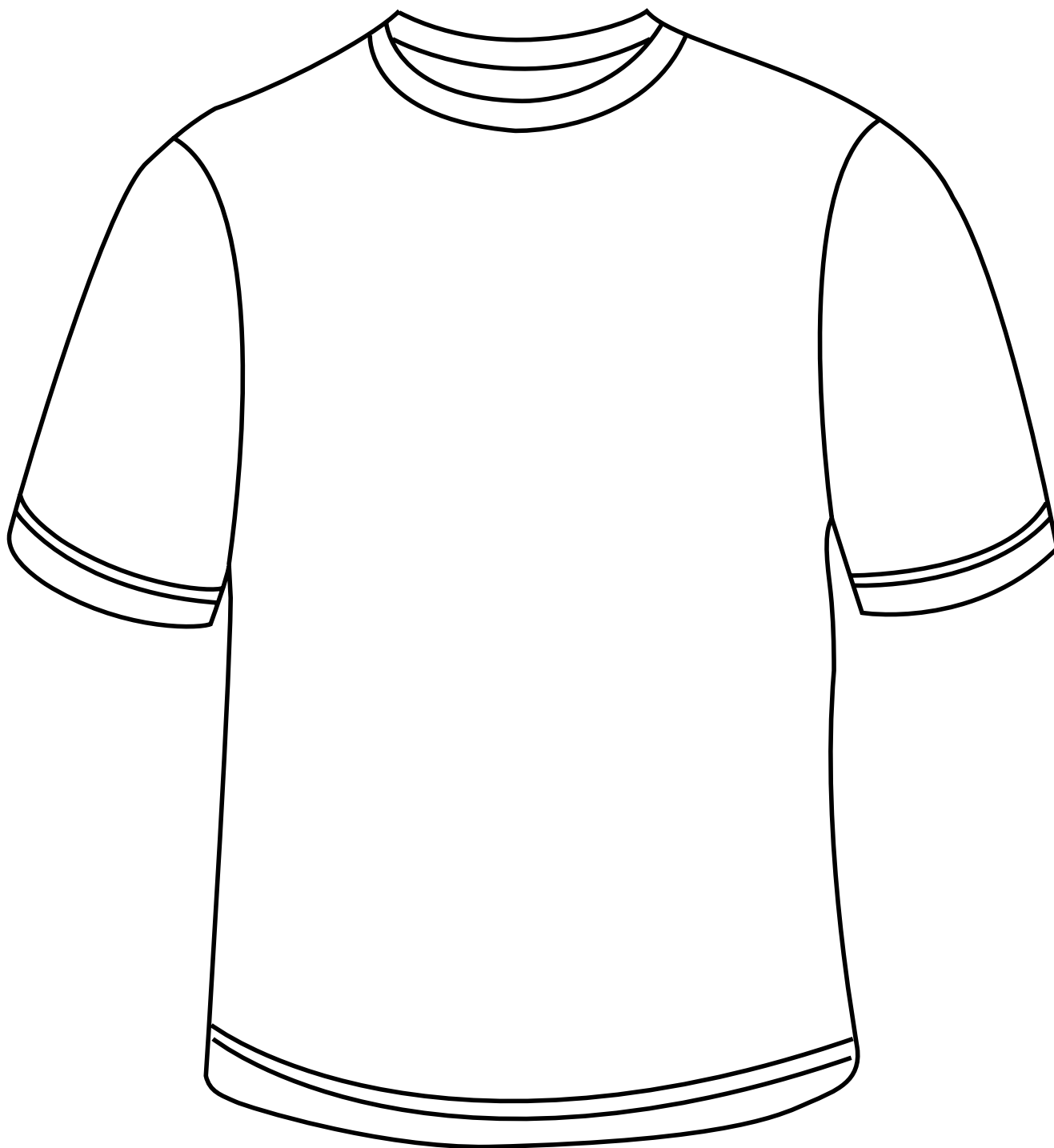


# 100 - lecie niepodległości

Język  
angielski

2

Make an Independence Day T-shirt and write on it a short motto about Poland and its regaining of independence.



# 100 - lecie niepodległości



Język  
angielski

3

Describe the picture below. Use the words provided. Then answer the questions.



military - \_\_\_\_\_



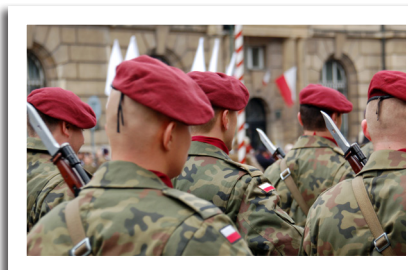
flag - \_\_\_\_\_



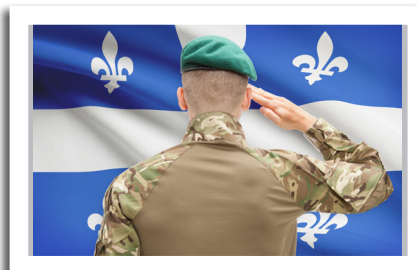
uniform - \_\_\_\_\_



parade - \_\_\_\_\_



present arms - \_\_\_\_\_



salute - \_\_\_\_\_



- Who is in the picture? What are they wearing?
- Where was the picture taken?
- What can you see in the background?
- What do you think they are celebrating?
- Do you recognize the famous person in the picture?

# 100 - lecie niepodległości



4

Look at the images of the people who contributed the most to Poland's independence. Their names can be encoded with QR codes. Match the pictures with the short bibliographical notes.



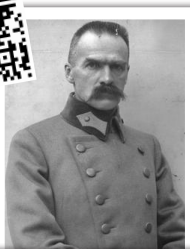
.....

He was a famous pianist, composer and politician. He was appointed as Prime Minister and Minister of Foreign Affairs in 1919. He gave many spectacular concerts around the world.



.....

He was born into a noble family in 1867. Due to his political involvement, he was rejected from the University of Dorpat, arrested and sentenced to 5 years of hard labour in Siberia. In his political career he became the leader of the Polish Socialist Party and the First Marshal of Poland. He was a great strategist who was able to foresee all possibilities.



.....

He was born into a poor peasant family. He was educated in a village school and completed four years of study. Later in his life, he became the leader of the Polish People's Party and Prime Minister (three times).



.....

He was a Lieutenant General in the Polish Army. During his early twenties, he attended the Vienna Technical Military Academy. He is known as the founder of the Blue Army. During the Battle of Warsaw, he was responsible for defending the capital's suburbs. He died in London and is remembered as the legendary Blue General.

# 100 - lecie niepodległości



5

**Your school is organising a celebration of Independence Day. Write an invitation. Include the following:**

- what you are going to celebrate
- when and where it is
- give information about the dress code

## Invitation



---

---

---

---

---

---

---

---



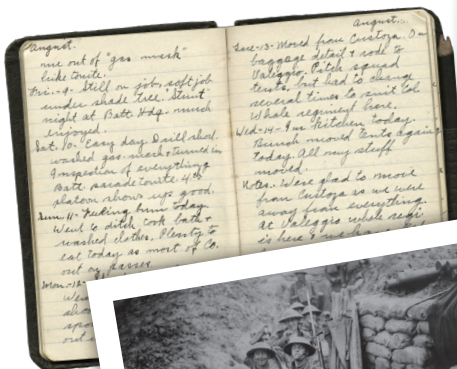
# 100 - lecie niepodległości



6

**In your attic, you have found an extract from a diary written by someone you don't know. Look at the pictures and try to imagine living in the past and witnessing Poland's regaining of independence. Then write a short note. Answer these questions:**

- Who are you? What was your role in the war?  
(a soldier, a physician, a nurse or medical assistant, a spy etc.)
- How did you feel when Poland regained independence?
- What were your plans for the future in a free Poland?




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



1

Uczniowie tworzą mapy myśli. Zadanie można zrealizować zarówno w grupach, jak i indywidualnie lub przeprowadzić je na forum całej klasy.

**Polish people are**

- podajemy przymiotniki jakie mogą określać Polaków, ich cechy zarówno pozytywne, jak i negatywne.

**Independence is important because**

- wypisujemy w formie zdań/ fraz informacje na ten temat zaproponowane przez uczniów.

Następnie prosimy uczniów o sformułowanie kilku zdań na podstawie powyższych ustaleń. Uczniowie grupują zebrane odpowiedzi dzieląc je na pozytywne i negatywne. Dodatkowo mogą zbudować opis Polaka na podstawie zebranych informacji udzielając odpowiedzi na pytania:

- **What are we like?**
- **What do we like about our country?**
- **Why is independence important to us?**
- **Why is Independence Day so important to us?**
- **What features best describe Polish people (negative and positive) and why?**

2

Zadanie można wykonać w grupach/parach lub indywidualnie. Oprócz projektu koszulki patriotycznej uczniowie powinni przygotować slogan/ hasło, które będą związane ze świętem (*Independence, Unbreakable, Proud and Polish* itp.)

3

Zadaniem uczniów będzie uzupełnienie opisu właściwymi słówkami. Jeśli pracujemy z grupą bardziej zaawansowaną, prosimy o samodzielne przygotowanie opisu na podstawie pytań. Jeśli grupa jest słabsza może skorzystać ze wzoru.

In the picture there is a **parade** of soldiers. They are wearing **uniforms** .  
Some of them are **saluting** , some are presenting their **arms** .  
They have helmets on their heads. In the background there is a **military** band.  
One of the soldiers is holding a **flag** . The picture was taken in Warsaw.  
It shows the First Marshal of Poland, Józef Piłsudski.



4

Uczniowie łączą portrety z notkami biograficznymi. Mogą przy tym skorzystać z telefonów i źródeł internetowych, nawet w języku polskim, ponieważ i tak następuje korelacja z językiem angielskim.

He was a famous pianist, composer and politician. He was appointed as Prime Minister and Minister of Foreign Affairs in 1919. He gave many spectacular concerts around the world.

**Ignacy Paderewski**

He was born into a noble family in 1867. Due to his political involvement, he was rejected from the University of Dorpat, arrested and sentenced to 5 years of hard labour in Siberia. In his political career he became the leader of the Polish Socialist Party and the First Marshal of Poland. He was a great strategist who was able to foresee all possibilities.

**Józef Piłsudski**

He was born into a poor peasant family. He was educated in a village school and completed four years of study. Later in his life, he became the leader of the Polish People's Party and prime minister (three times).

**Wincenty Witos**

He was a Lieutenant General in the Polish Army. During his early twenties, he attended the Vienna Technical Military Academy. He is known as the founder of the Blue Army. During the Battle of Warsaw, he was responsible for defending the capital's suburbs. He died in London and is remembered as the legendary Blue General.

**Generał J. Haller**

5

Uczniowie piszą zaproszenia na obchody Święta Niepodległości w szkole. Jeśli grupa jest słabsza może skorzystać ze wzoru.

## Independence day



Please come to \_\_\_\_\_.

The event will start \_\_\_\_\_.

The assembly will take place \_\_\_\_\_.

Please wear \_\_\_\_\_.

For more details, please contact Mr. Kowalski by e-mail.

It will be a great pleasure to see you there!





6

Wykonując to zadanie uczniowie mogą posłużyć się telefonami komórkowymi, by wyszukać informacje potrzebne do zapisania historyjki.



**MAŁGORZATA KONOPCZYŃSKA** – prawniczka, z powołania anglistka, nauczyciel mianowany. Związana ze szkołą od prawie 10 lat. Pracuje głównie z młodzieżą, od niedawna także z dziećmi. W pracy jest zwolenniczką projektów oraz oceniania kształtującego. Administratorka grupy fejsbukowej „Nauczyciele angielskiego” skupiającej prawie 20 tys. nauczycieli i współorganizatorka „Zlotu Nauczycieli Angielskiego”. Prywatnie - miłośniczka historii, malarstwa Hoppera oraz biegania.

**Autor:** Małgorzata Konopczyńska **Redaktor zarządzający:** Małgorzata Gutowska **Redakcja:** Magdalena Pater  
**Korekta językowa:** Urszula Radomska, Nick Rattenbury **Ilustracje:** Shutterstock: Shutterstock/whitelook, Shutterstock /Markus Pfaff, Shutterstock/dkART, DigiTouch/Przemysław Nowak, Shutterstock/pryzmat, Shutterstock Niyazz, Narodowe Archiwum Cyfrowe, WINCENTY WITOS PAP/CAF-REPRODUKCJA /AW/.  
**Projekt layoutu, skład:** Piotr Stopczyński