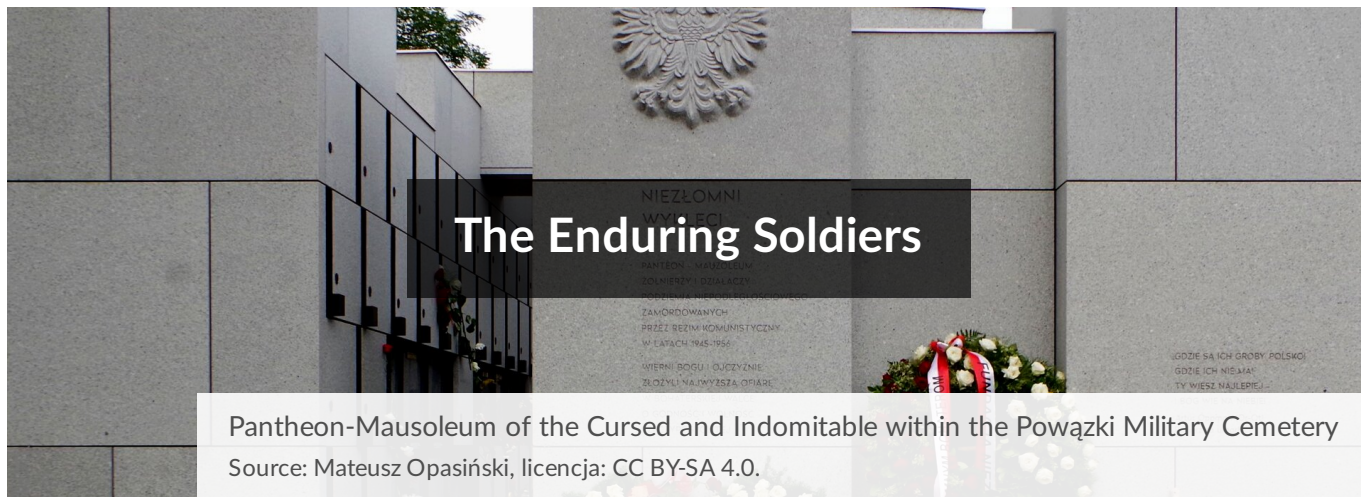


The Enduring Soldiers

- [The Enduring Soldiers](#)
- [Lesson plan \(Polish\)](#)
- [Lesson plan \(English\)](#)



Pantheon-Mausoleum of the Cursed and Indomitable within the Powązki Military Cemetery

Source: Mateusz Opasiński, licencja: CC BY-SA 4.0.

[Link to the lesson](#)

Before you start you should know

- Every citizen has certain obligations towards his state.
- Nowadays, patriotism is usually manifested in the form of modern patriotism: cherishing the cultural heritage, being socially and environmentally responsible, and in the form of economic patriotism.
- During wartimes and communist oppression patriotism required much more sacrifice.

You will learn

- You will know the history of the Enduring Soldiers.
- You will be able to explain why they are called “Enduring” and “Doomed”, and what the difference between these two expressions is.
- You will be able to name and tell the stories of some of the Enduring Soldiers.
- You will understand why the Enduring Soldiers deserve to be remembered, and why the communist regime wanted them to be forgotten.

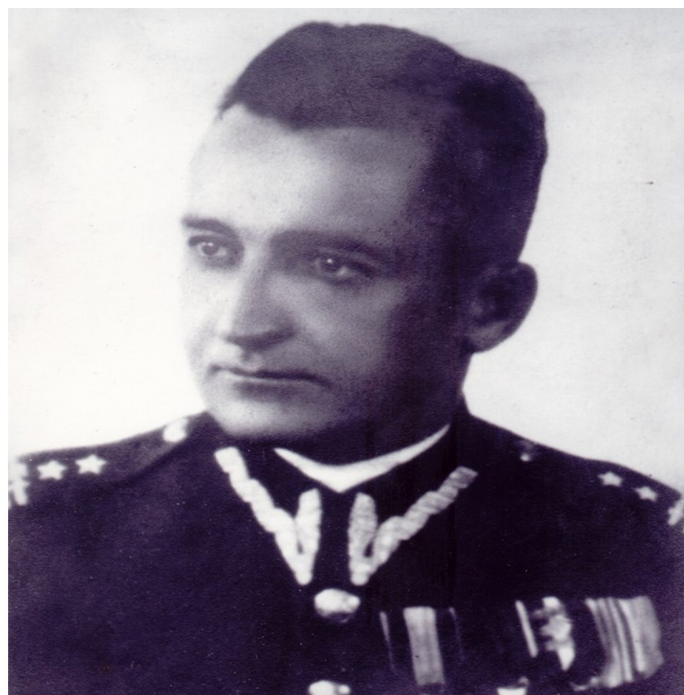
[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

In recent years, the memory of soldiers of the anti-communist underground – the Enduring or the Doomed – has been restored. The national holiday celebrations become a tradition. You can take a look at [how tribute is being paid to the heroes and heroines](#).

The Enduring Soldiers, and among them many women, spent years in Polish prisons during communism, tortured and [humiliated](#). They paid the highest price for their dedication to their Homeland and her independence. They were anti-communist underground soldiers

recruited from the Home Army and the National Armed Forces, who from 1944, [keeping their oath](#), kept fighting against the Soviet terror and oppression in Poland.



General August Emil Fieldorf "Nil"

Source: IPN, tylko do użytku edukacyjnego.

According to the Institute of National Remembrance over five thousand underground soldiers were sentenced to death by military courts, and over twenty-one thousand were murdered in prisons. It is impossible to say, how many people were killed during roundups and pacifications or murdered without trial in Security Office buildings. Over 250 thousand were sentenced to prison for political reasons, several hundred thousand were treated like second-class citizens.

The murdered heroes were doomed to be forgotten by the communist regime. Their graves are hidden in woods, they are buried next to official cemeteries, or the [burial site](#) is unknown. Most of the people who were responsible for those [atrocities](#) avoided the consequences and were not [held responsible](#) for their actions. They were never put on trial. It is a tragic paradox in the Polish history and a great injustice. After all these years the memory of the Enduring Soldiers is being restored. Poems are being written, movies are being filmed, songs recorded, websites created (e.g. Wilcze tropy).

Poet Zbigniew Herbert paid a remarkable homage to the heroes with his poem „Wilki” / “Wolves” (transl. Alissa Valles; [the original text of the poem can be found in the e-textbook](#)):

Zbigniew Herbert

“ Wolves

Because they lived by a wolfish law
history will grant them no place
they left behind them in piling snow
a yellowish moisture a wolfish trace

vengeful despair reached their hearts
before a traitor's shot hit their napes
they drank homebrew ate dire straits
and so attempted to meet their fates

“Dawn” will never make an accountant
“Dark” will not be an agronomist now
“Marusia” a mother or “Thunder” a poet
their young heads will whiten with snow

they didn't leave an Electra singing
nor were they buried by Antigone
and now they will be forever dying
deep in snow through all eternity

they lost their homes in birch forests
where the snow drifts in a whitish blur
to grieve for them is not a labor for us
nor for us to stroke their ruffled fur

Because they lived by a wolfish law
history will grant them no place
they left behind them in piling snow
a yellowish moisture a wolfish trace

Source: Zbigniew Herbert, *Wolves*, tłum. Alissa Valles.

On 1, March 2011 – on the day of the 60th anniversary of the murder of the leaders of Freedom and Sovereignty (Wolność i Niezawisłość, WiN) – the Sejm established the Day of Remembrance of the Doomed Soldiers. It is now a patriotic responsibility to [restore the memory](#) of the heroes and to look for their burial sites.

Exercise 1

Keywords

enduring, Doomed Soldiers, anti-communist underground, Freedom and Sovereignty, Home Army, National Armed Forces, Institute of National Remembrance, roundup, pacification, second-class citizen

Glossary

pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

oddać hołd

burial site

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: burial site

miejsce pochówku

atrocities

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: atrocities

okrucieństwo

restore the memory of something

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: restore the memory of something

przywrócić pamięć

humiliated

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: humiliated

poniżony

keep the oath

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: keep the oath

dotrzymać przysięgi

to be held responsible

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to be held responsible

ponieść odpowiedzialność

Lesson plan (Polish)

Temat: Żołnierze Niezłomni

Autorka: Anna Rabiega

Adresat:

uczeń klasy 3 gimnazjum, uczeń klasy 8 szkoły podstawowej

Podstawa programowa:

VIII. Wspólnoty narodowe/etniczne i ojczyzna.

Uczeń:

3) analizuje symbole Rzeczypospolitej Polskiej; wyjaśnia, czym powinna przejawiać się postawa patriotyczna młodego i dorosłego człowieka.

Ogólny cel kształcenia:

Uczeń buduje swoją tożsamość narodową.

Cele operacyjne:

Uczeń:

- przedstawia historię Żołnierzy Niezłomnych.
- wyjaśnia, skąd pochodzą nazwy „Niezłomni” i „Wyklęci” oraz na czym polega różnica między tymi określeniami.
- prezentuje historie wybranych Żołnierzy Niezłomnych.
- wyjaśnia, dlaczego należy pamiętać o Żołnierzach Niezłomnych i dlaczego reżim komunistyczny starał się tę pamięć unicestwić.

Kształtowane kompetencje kluczowe:

- porozumiewanie się w języku obcym,
- kompetencje informatyczne,
- umiejętność uczenia się,
- kompetencje społeczne i obywatelskie.

Metody nauczania:

- mapa myśli,
- wykład interaktywny,
- rozmowa nauczająca z wykorzystaniem planszy interaktywnej, ćwiczeń interaktywnych,

- WebQuest.

Formy pracy:

- indywidualna,
- grupowa,
- zbiorowa.

Środki dydaktyczne:

- komputery z głośnikami i dostępem do internetu, słuchawki,
- zasoby multimedialne zawarte w e-podręczniku,
- tablica interaktywna/tablica, pisak/kreda.

Przebieg zajęć:

Faza wprowadzająca:

1. Nauczyciel przedstawia cel zajęć: Poznanie i zrozumiecie historię Żołnierzy Niezłomnych.
2. Nauczyciel pyta uczniów, czy słyszeli o Żołnierzach Niezłomnych albo Żołnierzach Wyklętych oraz co o nich wiedzą. Informuje, że uczniowie swoje skojarzenia przedstawią na tablicy w formie mapy myśli. Wyznacza moderatora, który zapisuje propozycje kolegów.

Faza realizacyjna:

1. Nauczyciel porządkuje i uzupełnia wiedzę uczniów w formie interaktywnego wykładu. Wyjaśnia, że historycy spierają się, którego określenia używać wobec ludzi walczących w powojennym podziemiu niepodległościowym i antykomunistycznym: wyklęci czy niezłomni. Nauczyciel prosi chętnych uczniów o uzupełnienie mapy myśli o nowe informacje.
2. Nauczyciel prosi uczniów, by przedstawili argumenty za nazwą Żołnierze Niezłomni i/lub Żołnierze Wyklęci. W tym celu uczniowie wykorzystują planszę interaktywną „Enduring or Doomed” z abstraktu „The Enduring Soldiers”. Mogą posłużyć się umieszczonym przykładami oraz podać własne propozycje. Za każdym razem uczniowie powinni uzasadnić swój wybór. Na zakończenie pracy nauczyciel prosi chętnego/wybranego ucznia o podsumowanie.
3. Nauczyciel prosi uczniów, by podzielili się na czteroosobowe grupy, a następnie obejrżeli galerię zdjęć Żołnierzy Niezłomnych w abstrakcie i wybrali postać, która najbardziej ich zaintrygowała. Nauczyciel informuje, że zadaniem grup będzie przygotowanie sylwetki wybranej postaci. Uczniowie będą pracowali metodą WebQuest i jeśli to konieczne, wyjaśnia, na czym ona polega:
 - uczniowie wyszukiują informacje i zdjęcia w internecie,

- porządkują je,
- tworzą krótką prezentację, np. w postaci mapy myśli przygotowanej w odpowiedniej aplikacji (np. bubbl.us, Blumind) lub na rozdanych przez nauczyciela arkuszach papieru (o wielkości dostosowanej do liczebności klasy – im mniejsza, tym mniejszy może być arkusz).

Przed rozpoczęciem pracy nauczyciel określa czas na wykonanie zadania. Najlepiej byłoby, gdyby każda z grup wybrała innego bohatera, ale nie ma takiej konieczności. Ważne, by uczniowie poczuli związek z wybraną postacią.

4. Po upływie czasu wyznaczonego na realizację zadania, reprezentanci poszczególnych grup przedstawiają efekty pracy i dzielą się z resztą klasy powodami, jakimi kierowali się przy swoim wyborze.

5. Nauczyciel prosi jednego z uczniów o odczytanie wiersza Zbigniewa Herberta „Wolves” zamieszczonego w abstrakcie. Następnie krótko rozmawia z uczniami o wymowie wiersza i o tym, jak uczniowie rozumieją jego przesłanie.

Faza podsumowująca:

1. Na zakończenie zajęć uczniowie indywidualnie, w parach lub grupach tworzą krzyżówkę interaktywną, której głównym hasłem jest słowo ENDURING/NIEZŁOMNI. Pozostałe hasła powinny nawiązywać do tematyki powojennego podziemia niepodległościowego, ale jeśli to sprawi uczniom trudność, nie jest to konieczne.

2. Nauczyciel prosi chętnego ucznia o podsumowanie lekcji z jego punktu widzenia. Pyta pozostałych uczniów, czy chcieliby coś dodać do wypowiedzi kolegi.

3. Propozycja zadania domowego:

- Napisz krótką notatkę „Niezłomni czy Wyklęci?”, podając argumenty przemawiające za stosowaniem każdej z nazw.
- Odsłuchaj nagranie abstraktu, aby powtórzyć materiał i utrwalić nowe słówka. Następnie wykonaj ćwiczenie słownikowe na końcu rozdziału.

Uwagi dla nauczyciela:

Jeśli uczniowie będą mieli problem ze zrozumieniem przekładu wiersza Z. Herberta, nauczyciel może przedstawić im tekst oryginalny:

Zbigniew Herbert „Wilki”

Plik o rozmiarze 69.82 KB w języku polskim

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

oddać hołd

burial site

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: burial site

miejsce pochówku

atrocitiy

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: atrocitiy

okrucieństwo

restore the memory of something

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: restore the memory of something

przywrócić pamięć

humiliated

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: humiliated

poniżony

keep the oath

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: keep the oath

dotrzymać przysięgi

to be held responsible

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to be held responsible

ponieść odpowiedzialność

Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

The Enduring Soldiers

In recent years, the memory of soldiers of the anti-communist underground – the Enduring or the Doomed – has been restored. The national holiday celebrations become a tradition. You can take a look at [how tribute is being paid to the heroes and heroines](#).

The Enduring Soldiers, and among them many women, spent years in Polish prisons during communism, tortured and humiliated. They paid the highest price for their dedication to their Homeland and her independence. They were anti-communist underground soldiers recruited from the Home Army and the National Armed Forces, who from 1944, keeping their oath, kept fighting against the Soviet terror and oppression in Poland.

According to the Institute of National Remembrance over five thousand underground soldiers were sentenced to death by military courts, and over twenty-one thousand were murdered in prisons. It is impossible to say, how many people were killed during roundups

and pacifications or murdered without trial in Security Office buildings. Over 250 thousand were sentenced to prison for political reasons, several hundred thousand were treated like second-class citizens.

The murdered heroes were doomed to be forgotten by the communist regime. Their graves are hidden in woods, they are buried next to official cemeteries, or the burial site is unknown. Most of the people who were responsible for those atrocities avoided the consequences and were not held responsible for their actions. They were never put on trial. It is a tragic paradox in the Polish history and a great injustice. After all these years the memory of the Enduring Soldiers is being restored. Poems are being written, movies are being filmed, songs recorded, websites created (e.g. Wilcze tropy).

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Lesson plan (English)

Topic: The Enduring Soldiers

Author: Anna Rabiega

Addressee:

8th grade primary school student

Core curriculum:

VIII. National/ethnic community and homeland

The student:

3) analyzes the symbols of the Republic of Poland; explains, what patriotic attitude of a young and adult person should consist in.

The general aim of education:

The student build his national identity.

Learning outcomes:

The student:

- presents the history of the Enduring Soldiers.
- explains why they are called “Enduring” and “Doomed”, and what the difference between these two expressions is.
- presents the stories of some of the Enduring Soldiers.
- explains why the Enduring Soldiers deserve to be remembered, and why the communist regime wanted them to be forgotten.

Key competences:

- communicating in a foreign language,
- digital competence,
- learning to learn,
- social and civic competences.

Teaching methods:

- mind map,
- interactive lecture,
- teaching conversation using interactive boards and exercises,

- WebQuest.

Forms of work:

- self-learning,
- group work,
- whole-class activity.

Material & equipment needed:

- computers with loudspeakers/headphones and internet access,
- multimedia resources from the e-textbook,
- interactive whiteboard/blackboard, felt-tip pen/a piece of chalk.

Lesson plan overview (Process):**Introduction:**

1. The teacher presents the goal of the lesson: You will learn and understand the history of the Enduring Soldiers.
2. The teacher asks the students, if they have ever heard about the Enduring Soldiers or the Doomed Soldiers and what they know about them. He informs the students, that they will present their ideas on the board in a form of a mind map. He appoints a facilitator, who writes the suggestions of his colleagues on the board.

Implementation:

1. The teacher organizes and supplements the information the students have provided in an interactive lecture. He explains that the historians disagree on which of the two names should be used to describe the people who fought in the independence and anti-communist underground: the Enduring or the Doomed. The teacher asks some willing students to fill in their mind map with the new information.
2. The teacher asks the students to present arguments for each of the names. To this end the students use the interactive board “Enduring or Doomed” from the abstract “The Enduring Soldiers”. They may use the examples already in the board or give their own suggestions. Each time the students need to justify their argument. At the end of the work the teacher asks a willing/selected student to sum up the activity.
3. The teacher asks the students to split into groups of four, and then look at the photo gallery of the Enduring Soldiers in the abstract and choose one character, who seems most interesting. The teacher informs the students that the task of each group will be to present the profile of the character they have chosen. The students will be working using the WebQuest method. The teacher explains the method if necessary:

- the students search for information and pictures online,
- they organize their findings,
- they prepare a short presentation, e.g. in a form of a mind map created in one of the online applications (e.g. bubbl.us, Blumind) or on the pieces of paper the teacher has handed out to them (of a size appropriate for the size of the class – the smaller the size of the class, the smaller the piece of paper may be).

Before the work begins, the teacher sets up the time to complete the task. Ideally, each group chooses a different hero, but it is not necessary. It is important, that the students feel somehow connected to the person.

4. After the time is up, representatives of each group present the results of their work and share with the rest of the class the reasons why they decided to choose the character.

5. The teacher asks one of the students to read a Zbigniew Herbert poem “Wolves” from the abstract out loud. Then he briefly discusses it with the students to find out how they understand the message of the poem.

Summary:

1. At the end of the lesson the students individually, in pairs or groups create an interactive crossword, with a main password of ENDURING/NIEZŁOMNI. The other passwords should also be connected with the subject of the postwar independence underground, but if it proves to be difficult for the students, it's not absolutely necessary.

2. The teacher asks a willing student to summarize the lesson from his point of view. He asks other students if they would like to add anything to their colleague's statements.

3. Homework proposal:

a. Write a short note “Enduring or Doomed?” giving arguments for the use of each of the names.

b. Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise at the end of the chapter.

Notes for the teacher:

If the students have trouble understanding the translation of the poem, the teacher may present them with an original version:

Zbigniew Herbert „Wilki”

Plik o rozmiarze 69.82 KB w języku polskim

The following terms and recordings will be used during this lesson

Terms

pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pay tribute/homage

oddać hołd

burial site

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: burial site

miejsce pochówku

atrocities

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: atrocities

okrucieństwo

restore the memory of something

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Nagranie słówka: restore the memory of something

przywrócić pamięć

humiliated

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Nagranie słówka: humiliated

poniżony

keep the oath

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: keep the oath

dotrzymać przysięgi

to be held responsible

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to be held responsible

ponieść odpowiedzialność

Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

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