

The Warsaw Uprising

Lesson I - context and causes

Learning objectives - general requirements (primary school)	Lesson objectives:
<ul style="list-style-type: none">• I, 4. Placing historical processes, phenomena and facts in time and putting them in order and establishing cause and effect relationships.• II, 3. Distinguishing between informative, explanatory and evaluative layers in historical narrative.• II, 4. Explaining cause and effect relationships, analysing historical phenomena and processes.	<ul style="list-style-type: none">• The student is able to characterize the occupation activities against the inhabitants of Warsaw• The student knows the goals and objectives of Operation Tempest.• The student is able to reconstruct the hopes of the Home Army command and the participants in the uprising associated with the outbreak of the Warsaw Uprising.
Educational content - specific requirements	
<ul style="list-style-type: none">• XXXIV, 4. the student characterizes the political and military activities of the Polish Underground State, including forms of resistance to the occupiers;• XXXIV, 5. the student explains the causes and describes the consequences of the outbreak of the Warsaw Uprising and evaluates the attitude of the Allies and the Soviet Union toward the uprising.	

Secondary school, basic level

II. 3. the student recognizes the multiplicity of research perspectives and the various interpretations of history and their causes;

Teaching content-primary requirements

L.. 8. the student characterizes the Warsaw Uprising (political conditions, the course of fighting, genocide in Wola, the consequences of the uprising, the attitude of the Allies and the Soviet Union).

Forms:

exploratory method, analysis of source materials, discussion.

List of sources and tools:

1. Oral History Archive of the Warsaw Rising Museum, <https://www.1944.pl/archiwum-historii-mowionej.html>
2. Text about the issuing of the order starting the uprising in the calendar of the Polish History Museum, <https://muzhp.pl/pl/e/1778/komendant-glowny-ak-gen-tadeusz-bor-komorowski-wydal-rozkaz-o-rozpozeciu-1-sierpnia-1944-r-o-godz-1700-powstania-w-warszawie>
3. IPN's virtual exhibition on Operation Tempest, https://ipn.gov.pl/strony-zewnetrzne/wystawy/akcja_burza/index.html

<p>Introduction - what events in Poland during World War II are already known to students from sources other than history lessons? Collecting students' answers and summarising them and, if necessary, guiding them on the subject of the Warsaw Uprising. Today's lesson will allow us to learn a little more about this topic and understand the circumstances of the uprising.</p>	<p>5 minutes</p>
<p>What was life like in occupied Warsaw? If the class has discussed "Kamienie na szaniec" [<i>Stones for the Rampart</i>, a book by Aleksander Kamiński] as their obligatory reading, it is worth referring briefly to this book. The heroes participated in the underground movement and were soldiers of the Home Army. There were many such people in Warsaw, and it is worth looking at the occupied city through their eyes. In groups, students are given the names and surnames of people whose eyewitness accounts are collected in the Oral History Archive of the Warsaw Rising Museum. The students' task is to read the accounts and answer three questions:</p> <ol style="list-style-type: none"> 1. What was life like for these people before the Warsaw Uprising? 2. What measures of repression and violence were used by the occupiers on the residents of Warsaw? 3. What was the conspiracy against the Germans like? <p>People: Zdzisław Łasiński "Korek", Alina Grabowska "Biruta", Jerzy Jankowski "Wicher".</p>	<p>5 minutes</p>
<p>After reading the accounts, students present their answers to the questions posed. If any of the issues are omitted, the teacher presents the most important threads:</p> <ol style="list-style-type: none"> 1. <i>The Germans used terror measures against the inhabitants of Warsaw - group arrests of innocent people, shootings, introduction of laws discriminating and intimidating Poles. No one could feel completely safe.</i> 2. <i>From the beginning of the war, Poles organized themselves in the underground movement. The underground included institutions: military - training soldiers, acquiring weapons, planning armed resistance and carrying out sabotage and diversionary actions; civilian - the judiciary, press, education. For example, there was a conspiracy in the securities factory to print original, real money for the Underground State. Revealing participation in the underground movement was dangerous for the participant and his/her relatives - most conspirators did not know much and were expected to carry out specific activities while remaining in hiding.</i> 	<p>10 minutes</p>
<p>What changed? What made them prepare for an open fight now, after several years of conspiracy? The teacher asks if anyone in the class can describe the international situation during the war in 1944? <i>Germany is losing the war with the Soviet Union, and the Red Army is rapidly moving the front line to the west. In early June, the Allies open the Western Front, and the Third Reich defends itself in two directions.</i> Have any of the students heard of Operation Tempest? The aim of the action was to drive out the retreating Germans and establish Polish administration in the recaptured areas before the Red Army entered the area. What do the students think - why? Why didn't the Home Army want to wait for the Soviets to defeat the Germans themselves? If necessary, the teacher guides students on the aims of Operation Tempest - <i>to exert political influence on the Allies and to prevent Poland's independence from being restricted in favour of the Soviet Union.</i> During the discussion, the teacher shows on the screen elements of the IPN exhibition devoted to Operation Tempest.</p>	<p>10 minutes</p>
<p>The original plan did not envisage fighting on the territory of Warsaw, the Home Army command planned to exclude the city from the Operation Tempest plan. Why did it happen differently? The teacher displays on the screen a note from the calendar of the Museum of Polish History. What are the "NKVD actions" referred to in the text? <i>The</i></p>	<p>10 minutes</p>

<p><i>teacher explains that in the cities in the east of occupied Poland that were previously involved in the fight, e.g. in Lviv or Vilnius, after the Red Army entered the already recaptured territories, exposed Home Army soldiers were arrested and the activities of the revealed Polish administration were liquidated. What arguments were decisive for the start of the uprising in Warsaw? Students respond independently, interpreting the displayed text.</i></p>	
<p>The uprising began as ordered on 1 August 1944. Whether it achieved its goals will be discussed in the next lessons. During this lesson we will deal with how the uprising proceeded - students should prepare for this lesson by starting the Warsaw Rising game.</p>	<p>5 minutes</p>