



USING THE CENTROPA FILMS “MAPS, CENTRAL EUROPE AND HISTORY” AND “RETURN TO RIVNE”

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WHY CENTROPA?

Centropa:

- - offers **films** that explain the **causes and effects of major global events** and changes in the 20th century;
- - tells **personal stories** from Holocaust survivors that cannot leave anyone indifferent
- - **promotes tolerance and civil society**
- - helps **integrate classes of History and English**;
- - allows students to look at the history of Ukraine **from another angle** (from outside Ukraine).



COURSE & TOPIC

- English: “IT’S HISTORY NOW”
- 3rd year students (18-19 years)



ACTIVITY BEFORE WATCHING THE FILMS

5-MINUTE WORD SHOWER (brainstorm)

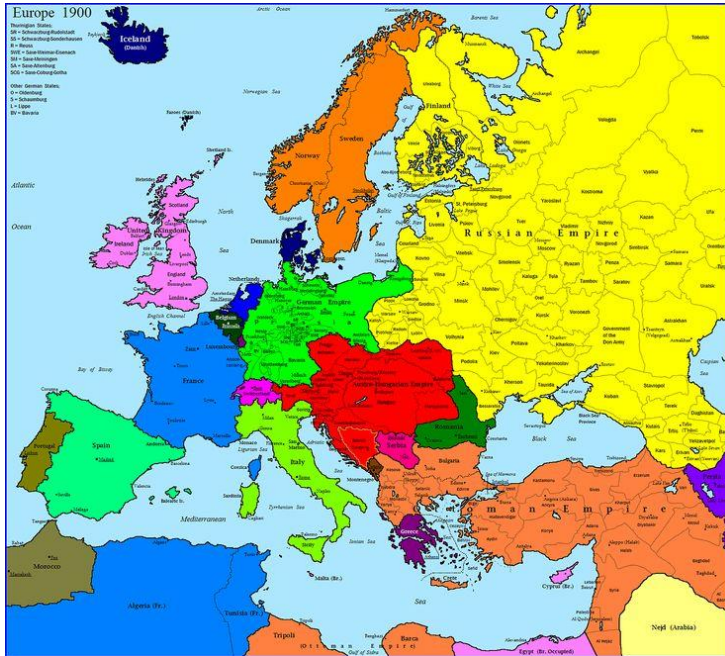
TAKE TWO PENS (BLUE AND BLACK) AND WRITE
DOWN THE WORDS THAT YOU ASSOCIATE WITH:

POSITIVE HISTORICAL EVENTS / PERSONALITIES

**NEGATIVE HISTORICAL EVENTS /
PERSONALITIES**



MAP OF EUROPE IN 1900 VS 2000



WAS THE MAP OF EUROPE THE SAME IN 1900 AS IN 2000?

WHICH COUNTRIES APPEARED / DISAPPEARED?

Europe, North Africa, and the Middle East



20TH CENTURY HISTORY

Two Centropa films:

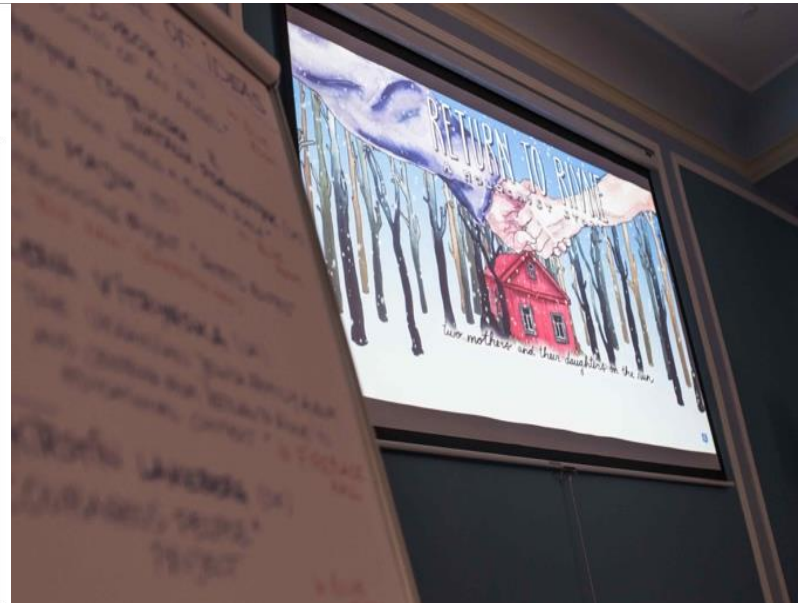
- “Maps, Central Europe and History” (8 minutes), discussion of events, personalities that changed 20th century history
- “Return to Rivne” (20 minutes), discussion of Jewish history & the Holocaust in Ukraine

MAPS, CENTRAL EUROPE AND HISTORY

Choose Audio/Subtitle language

English

Download Video (Size: 45.69 MB) Direct Link



20TH CENTURY HISTORY

Home assignments:

- For Maps film: “How borders of *N* country changed in the 20th century”
- For Return to Rivne film: “Research the (hi)story of your own family!”




STUDENTS' FEEDBACK

Usual History classes at Ukrainian schools:

- dry facts, no visual aid or maps
- events are studied by country, they seem disconnected.

Centropa, on the other hand:

- o My students **LOVED** the films because they are **visually appealing**. For the **FIRST TIME**, they understood the **complexity and interconnections** of major global historic events
 - o they **observed** the instability and vulnerability of lives of **ordinary people**, and felt **empathy**
- 

OUTCOMES AND OUTPUTS

After watching the films, my students:

- compared their research about the lives of their (great)grandparents from 1932-1945.
- understood the importance of civil society development to avoid political cataclysms, genocides, and wars. Inevitably, we touched the war in Ukraine. The topic of chang(ing) borders is now widely discussed in Ukraine
- will provide Ukrainian subtitles for Centropa films like “Maps, Central Europe and History”





THANK YOU!
ДЯКУЮ!

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