**SUBIECTUL LECŢIEI:**   ***HOLOCAUST***

***Proiect didactic***

**VULPE Viorica**, grad didactic Superior,

Instituția Publică Liceul Teoretic

***Alexandru AGAPIE***, s.Pepeni, r.Sîngerei

***Ion Ignatiuc,*** s.Prepelița, r. Sîngerei.

**Clasa: IX** -a

**Numărul lecţiei în modul (conform proiectării de lungă durată**): 5/11

**Numărul lecţiei conform orarului**: 1

**Durata lecţiei**:     45 minute

**Unitatea de învățare:**Al II război mondial şi urmările lui.

**Subiectul  lecţiei:** Holocaust

**Subcompetenţele curriculare:** - Comentarea schimbărilor survenite pe parcursul istoriei contemporane cu ajutorul filmelor istorice.

**Obiectivele  lecţiei**.  La finele lecţiei elevii vor fi capabili:

          O1 : să determine în baza filmului ***Istoria lui Ivan Barbul***, procesele care au fost desfășutare în perioada dată;

          O2 : să descrie în baza informației consecințele Holocaustului;

O3: să ia atitudine față de proces;

       O4 : să-şi expună propria opinie privitor la evenimentele desfăşurate;

**Tipul lecţiei***:*      Lecţia de sinteză

**Tehnologii didactice:**

  а) forme*:*-   frontal; în grup; individual;

          в) metode*:*-păianjen, explicaţia, asalt de idei, scriere liberă.

         с) materiale didactice: Prezentare Power Point, film didactic.

**Referinţe bibliografice:**

1. Curriculum şcolar, clasele V-IX, Chişinău, 2010.
2. https://trans-history.org/films/#group

*Evaluarea*:   evaluare orală

**SCENARIUL  LECŢIEI**

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| **N/o** | **Secvenţele lecţiei** | **Timp** | **Obiec** | **Activitatea profesorului şi a elevilor** | **Strategia didactică** | **Evaluarea** |
|  | **MOMENT ORGANIZATORIC** | 1 |  | Salut elevii. Verific dacă au necesarul pe masă. |  |  |
|  | **REACTUALIZAREA STRUCTURILOR ANTERIOARE, VERIFICAREA TEMEI PENTRU ACASĂ** | 7 |  | Prezintă tema de acasă.- citesc eseul la tema: Consecințele celui de-al II război mondial | Individual Frontal |  |
|  | **EVOCARE** | 3 |  | Propun elevilor să comleteze păianjenul- HOLOCAUST  ***Răspuns așteptat:*** | Asalt de idei  Comentareea  Prezentare Power Point | Evaluare curentă |
|  | **REALIZAREA SENSULUI** | 1  8  5  15 | O1  O2  O3 | Anunț tema lecției RSSM.   1. Vizionarea filmului Istoria lui Ivan Barbul.   https://trans-history.org/films/#group  Propun elevilor să vizioneze filmul În baza filmului să creeze un discurs, care să conțină: Introducere, Cuprins și Încheiere, dar să finalizeze cu un îndemn:  -Grupul I-Identifice specialități ale evreilor în perioada dată:  -II-Determine modul de viață al evreilor.  -III-Descrie viața lui I. Barbul după Holocaust.  -IV-Stabiliți atitudinea populației față de evrei.  -V- Argumentați poziția autorităților față de evrei.  Fiecare grup prezintă discursul. Grupurile completează. | Explicația  Film didactic  Lucrul în grup | Evaluare curentă |
|  | **REFLECŢIA** | 3 |  | Propun elevilor să elaboreze un eseu reflexiv:,, Dacă aș fi trecut prin asemenea situați / momente...” | Scriere liberă  Individual | Evaluare curentă |
|  | **EXTINDEREA** | 2 |  | Să vizioneze filmele: 1. Pianistul. Sau Băiețelul cu pijama în dungi.   1. Să creieze harta vieții eroului principal. 2. Să culeagă mărturii, informații de la rude, vecini despre holocaust în local. |  |  |

**Grupul I-Creați un discurs (Introducere, Cuprins, Încheiere) despre specialități ale evreilor în perioada dată, finalizând cu un îndemn.**

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**Grupul II -Creați un discurs (Introducere, Cuprins, Încheiere) despre modul de viață al evreilor, finalizând cu un îndemn.**

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**Grupul III -Creați un discurs (Introducere, Cuprins, Încheiere) despre viața lui I. Barbul după Holocaust, finalizând cu un îndemn.**

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**Grupul IV -Creați un discurs (Introducere, Cuprins, Încheiere) despre atitudinea populației față de evrei, finalizând cu un îndemn.**

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**Grupul V -Creați un discurs (Introducere, Cuprins, Încheiere) despre poziția autorităților față de evrei finalizând cu un îndemn.**

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