

Centropa Lesson Plan

Lesson plan was elaborated during group work by:

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Lesson title: *History through the Lens of Family Values*

Subject: History

(can be used in integrated English and History class or English for Specific Purposes class)

Target audience: 9th, 10th, 11th form

Number and length of unit: 45 min

Abstract/ Summary:

The lesson introduces students to the life of Jews before, during and after World War II. Students learn about the persecution of the Jews through the personal story of the survivor and her family. The lesson uses Centropa film “The Story of Tamara Koblik” to help students reflect on the role of family photos and family values for the people who were subjects to persecution.

Centropa films/ materials used: film “The Story of Tamara Koblik”

<https://trans-history.org/films/the-story-of-tamara-koblik/>

Supplies/ resources required:

- flipchart;
- white board;
- laptop/desktop PC;
- student worksheets/cards (Appendix 1).

Content-related objectives:

The students should:

- learn about some aspects of the Jewish life before, during, and after World War II;
- be able to recount stories of individuals who were Holocaust survivors;

- select and combine information when describing the Holocaust;
- learn to empathize with the individuals who were Holocaust survivors.

Skill-related objectives:

- knowledge and understanding;
- interpretation;
- expressing viewpoints;
- analyzing cause and effect;
- justifying viewpoints.

The lesson develops personal learning and thinking skills to help students become:

- self managers;
- reflective learners.

Through the activities pupils could:

- ask different sorts of questions to extend thinking and refine ideas.

Teaching methods/ Educational technologies:

- brainstorming;
- group work;
- collaborative learning;
- jigsaw group work;
- plenary discussion.

The lesson plan uses Six Thinking Hats technique (Edward de Bono). This technique relies on prior training and students' knowledge of the meaning of the Hats. If no prior training in Six Thinking Hats is possible, the worksheets/ cards might be adapted.

Lesson details:

	Time	Teacher Activity	Pupil Activity	LS	PI
Starter:	5	Connection. Memories and personal stories in the broader context of history.	The students will come in and bring the photos of their families and/or family traditions. The students put the photos on the white board and give brief descriptions of the pictures.	Visual	Individual
	3	Brainstorming. The teacher asks the students to reflect on the circumstances under which family photos can become one of the main sources	The students will work together with the teacher to discuss the events that can result in distortion of historical records. The students will focus on the role family photos and memories play in showing the perspective of the people who were subjects to bias, discrimination, and persecution.	Auditory	Whole Class

		of information about historical events.			
Activation:					
Pre-watching Activities:	3	Key concepts. Jewish life before and after World War II.	The teacher introduces the students to the key terms and vocabulary. The class will study the meaning of the terms: <i>Holocaust, Shabbat, Passover, ghetto</i> . The teacher will divide the students into groups and hand out cards that have to be filled in during the film demonstration. The students in the small group will work with the same type of card while watching the film.	Auditory	Whole class
Demonstration and While Watching activities :	9	Centropa film “The Story of Tamara Koblik” https://trans-history.org/films/the-story-of-tamara-koblik/	The teacher will introduce the film and explain that it is based on the personal story of a Jewish woman Tamara Koblik from Moldova who shares her memories of the life before, during and after World War II. The class will watch the video and fill in their cards. While watching the video students note down the answer to the questions (from the perspective of their “Thinking Hat”):	Visual	Small group work
Post-watching and Development activities:	13	Understanding the meaning of family values in historical context. Tamara Koblik story.	Then the students will compare their notes and findings with the members of the same small group. The students will work in jigsaw groups (where other members completed different cards while watching the film). The students will recount the story of Tamara Koblik from their notes (based on their respective cards). The students will discuss how the family values they learnt about from the video reflected the historical events. The members of	Auditory	Small group work

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			<p>the group will agree on the main points to write down to answer the questions:</p> <ol style="list-style-type: none"> a) How can family photos provide information about historical events? b) What did the video teach you about the family values of the people who were subjects to bias, discrimination, and persecution? 		
Consolidation:	10	<p>Plenary.</p> <p>Consolidation of the collaborative learning activity. Then the teacher will give the students the questions for reflection.</p>	<p>One student from every group will share the main points their group noted down after collaborative learning activity. Then the students will reflect on the questions:</p> <ol style="list-style-type: none"> 1) <i>What emotions might a person who experienced the events shown in the video “The Story of Tamara Koblik” feel?</i> 2) <i>What is the role of family and family values in helping people survive persecution and war?</i> 3) <i>What part of the video has similarities to your family values or family story?</i> 	Auditory	Whole class
Home assignment:	2	<p>The teacher will summarize the lesson and give the home assignment.</p>	<p>The students will be offered to write an essay, create a video or a photo collage to give a creative response to the question “Can family values connect us? Will they still protect us?” The students reflect on the similarities between the family values they saw in the film and the values of their families (question: Can family values connect us?). The students focus on how the values of their families can protect them or future generations from the repetition of the events that Tamara Koblik’s family went</p>	Auditory	Whole class

			through (question: Will they still protect us?)		
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Evidence of student learning:

Formative assessment. The students will be assessed through constructive questioning and plenary activity. Worksheets/cards will be assessed at the end of the lesson when the students go over the questions.

Appendix 1

Six Thinking Hats

Cards

(only questions in the cards can be used if students are not familiar with Thinking Hats)

<p>Blue Hat.</p> <p><i>It represents the overview or control. Its task is to summarize everything which has been learned or discussed.</i></p> <p>Blue hat questions:</p> <ul style="list-style-type: none"> a) What difficulties did people face preserving family photos? b) What is the goal of preserving family photos even if one faces the risk of persecution? 	<p>White Hat.</p> <p><i>It covers facts, figures, identifies information we have, need and lack.</i></p> <p>White hat questions:</p> <ul style="list-style-type: none"> a) Who are the people in the video? b) What events took place in the life of the people in the video? 	<p>Red Hat.</p> <p><i>It covers intuition, feelings and emotions. The thinker is allowed to put forward a feeling or an intuition.</i></p> <p>Red hat questions:</p> <ul style="list-style-type: none"> a) How did people in the video feel at the beginning? b) How do their feelings change in the course of historical events? c) Do the people in the video express bitterness or
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<p>c) What is the big idea behind following the family traditions even in the most difficult life situations?</p>	<p>c) What were the family values and traditions of the people in the video?</p>	<p>anger when recounting their story? What are <u>your</u> feelings after <u>you</u> watched the video?</p>
<p>Black Hat.</p> <p>It represents judgment, analysis and caution. Logic, not emotion, dominates the black hat responses.</p> <p>Black hat questions:</p> <ul style="list-style-type: none"> a) What should people have been cautious of when preserving their family photos and observing traditions? b) What were the difficulties of preserving one's family values? c) What challenges (including financial ones) did preserving the family photos and observing traditions involve? 	<p>Yellow Hat.</p> <p>It considers the positive aspects and advantages.</p> <p>Yellow hat questions:</p> <ul style="list-style-type: none"> a) What family traditions were the source of joy for the people? b) What were the benefits of preserving family photos? c) What was good about observing family traditions? 	<p>Green Hat.</p> <p>It deals with creativity, alternatives, looks at the problem in new ways.</p> <p>Green hat questions:</p> <ul style="list-style-type: none"> a) What possibilities other than the ones shown in the video did people have to preserve their family traditions? b) What other solutions were there to help the family stay together? c) What if people could openly observe their traditions?