

## Family Connections Across Time

This lesson utilizes partner/group work, research skills using both the Centropa site, the World Wide Web and writing skills. It focuses on social, economic and political factors which often impacts families over time.

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### Background Information

**1. Context for Lesson** – This lesson connects to Human Rights, personal/religious identity, awareness of the past and tolerance of others.

**2. Enduring Understanding (EU)** – For students to be aware of what is occurring in the world today, as the past shows what is capable of happening and that all need to stand up for what is right.

**3. Goals/objectives:** Educating the students to become better global citizens as well as sensitive, compassionate human beings.

**4. What Centropa or other sources were used?** Centropa site (interviews and photos), world wide web for laws affecting Jews in 1920 to 1945. Students will need availability to laptops/computers, printer and materials for timeline.

**5. Are there any specific background skills or knowledge students need to successfully learn the concepts, information and skills in your lesson? If so, please list.** Background knowledge of World War I and historical context of anti-Semitism as well as social, economic and political background concerning Jews and the consequences coming from these factors.

**1. Motivating the students.** Students will be asked to create a graphic organizer on what makes people move and discuss these reasons, connecting to their own personal experiences and understanding what the implications of intolerance towards others can create and change the lens through which we look.

**2. What recommendations do you have for other teachers using your lesson plan?**

Make it their own!

## THE LESSON: FAMILY CONNECTIONS ACROSS TIME

**Time: 210-230 minutes.j**

### **Step One:**

- Ask students to think about why people leave their homes? Have them create a visual using a spider-diagram. The body of the spider should be labeled Home, the legs should be labeled: Social, Economic and Political (3 min).
- With their elbow partner, discuss the three aspects which might have an influence on why people leave their home (2 min.). Turn to their other elbow partner and have the same discussion (2 min.).
- Have a class discussion and create a class “web” in order for them to expand their possibilities. (3-5 min.)
- The table group will then create a thesis statement (using evidence from their webs/discussions) which answers the following prompt: Identify and analyze causes and reasons people leave their homes. (5-7 min.)

### **Step Two:**

- Introduce **Centropa** site to students. Showing them how to navigate it to find their information. The teacher will model for students using the teachers’ last name for this process and have the students replicate it by finding a person with the last name that begins with the same letter as their last name and research the information on that family.

### **Step Three:**

- Using the [www.ww2.dk](http://www.ww2.dk) the students will research the laws that concentrated on and affected Jews in Poland and Hungary in the time period 1920 - 1945.
- Using the **Centropa** site students will choose and research a family from both Hungary and Poland and will utilize photographs for those families from the years 1920 and 1945 which shows at least one social, economic and political activity for Poland and Hungary. These pictures will be printed out and utilized in the Step Four.

### **Step Four:**

- Looking back at the photos and the research they have completed, students will create an annotated/illustrated timeline for both families from 1920 until 1945.
- Students will complete a gallery walk, summarize the information from two timelines other than their own, comparing and contrasting the families. \* Teacher will create a guided information form for the students to utilize (T-chart, questionnaire, etc.).
- **OPTIONAL:** Students can present information from their timelines comparing and contrasting families/countries.

### **Step Five:**

- Students will write a short essay on their understanding of the social, economic and political factors that brought about these changes and determine if these can be connected to what is occurring in the world today

**OR**

- Students will create a poster which answers the questions: **What is the connection between the past and the 21<sup>st</sup> century and why do people still move.**

**Extension:** Hold a discussion concerning at what point in time was the possibility of stopping the Holocaust a viable one, why did this action not occur and can these questions be applied to today's world?