The family - The root gives life to a tree. The family gives life to mankind.

Grade of Class:

primary school students aged 11-12 students 13-14 and their parents Number of students in one class: 15 to 17

The familyThe root gives life to a tree. The family gives life to mankind.

By Dragan Gjorgievski

Subject taught: Ethics and Ethics in religion

Introduction

Centropa resources used:

Kurt Broadmann The Story of the Family Brodmann (6 minutes),

Max Uri Finding Frieda (3 minutes),

Dagmer Libelova From Bohemia to Bergen, and back again,

Matilda Kalef Three Promises

I’ve used these films because:

* They are short and educational
* They are very emotional
* They represent obstacles and struggles in people’s lives with happy endings for students to identify
* They can be incorporated in my teaching program for next year
* They will help my students study Jewish life and Jewish religion much better
* They give opportunities for integration of subjects

The topic about families, family relationships and love is a topic that the students are already familiar with, but these films emphasize additional aspects of the important role families have in people’s live. They also give an opportunity for doing research and establishing students’ awareness for the importance of family and keeping together.

One of the main objective is that students learn from real life events of real people and that these real stories provoke emotions among them. Students also get to understand how strong family ties can be.

Preparation

1. Kurt Broadmann "The Story of the Family Brodmann" (6 minutes),

2. Max Uri "Finding Frieda" (3 minutes), and the film,

3. Dagmar Liebelova-From Bohemia to Bergen, and back again

Preparation of the students and the parents for this project is very important.

Base

Target group: primary school students aged 11-12 students 13-14 and their parentsNumber of students in one class: 15 to 17

Number & Length of Unit / Session (s) -

Small project of two 40-minute lessons and a 60-minute lesson in the Museum in Bitola.

Do research for homework.

Key words:

Family, relationships, love, war, Jews, struggle between good and evil, survival

Integration of subjects: History, Macedonian and literature, English

Global plan:

· Phases 1. To develop a sense of historical events (lesson one)

· Phase 2. To discuss the importance of family ties, feelings and emotions that bring people together, the importance of being strong and struggle with life obstacles, how to fight for the good and sacrifice for each (lesson one and two)

· Phase 3. Combining the two previous stages in one:sub phase A. Families in Bitola: Jewish and non- Jewishsub phase B.. Changing identities (lesson three in a the Museum)

Contents-Related Objectives:

· To learn what family means for humanity.

· To understand that the main power that creates relationships in the family is Love.

· The kind of obstacles that tear families apart and how to fight with the hardships

Goals that encourage emotional development:

· Become aware of the power of the family and the spiritual and emotional connections within it.

· Encourage a sense of gratitude and activity in the family.

· Be motivated to fight for real values.

Skills-Related Objectives

By means of analysis and synthesis students associate acquired knowledge and experience. They became familiar with the methods of doing research such as: interview, comparing of the facts, walking tours, using Internet

Develop ability for critical thinking and giving an opinion

Teaching forms and methodologies

Group work

Individual work

Brainstorming

Problem- solving method

Lesson 1

Note: Since the students have learnt a lot about the topic family the teacher just introduces the topic and writes sentences related to it. Some of this sentences are correct whereas some of them are not. The purpose is to initiate discussion and encourage critical thinking. Students write down ideas first and then they share ideas and discuss.

Introduction: 15 minutes.

Are these statements true or false? Please discuss!

The root gives life to a tree. The family gives life to mankind.

Parents argue with their children because they hate them

Parents should forgive everything their children

Love does not unite families. Financial security unites families.

Screening of the film

Max Uri “Looking for Frieda, Finding Frieda” (3 minutes),

The teacher shows photos taken from the film and asks students in which part of the history of mankind these events took part.

Group work task: Look up for information regarding about historical events in WW2 and make a presentation

1. The whole class: Write down the pleasant and the unpleasant parts of the film.

(Two groups are formed ) 5 min – If good discussion is going on, pupils can continue talking

2. The whole class: Why did young Max Uri and Frieda Haber separate?

3. Presentation of the album that the teacher prepared from the photos of the film and Centropa collection http://www.centropa.org/node/47399?language=All&subtitle\_language=All

Introduce the project at home, ask your parents and grandparents how they met, write down their story and make an album of their photos as a timeline. Exhibit few best albums

Lesson 2

Students make presentations of their research

1. The group that did research about the historical period of the film makes a presentation.

2. Students are introduced to Centropa web site.

3. Students talk about their albums and tell the stories how their parents and grandparents met.

Discussion:

How did you feel while doing your research/ task?

Expected answers: pleased, interested, my parents/ grandparents laughed/ talked with fear, no special feeling etc.

Screening of the film

Kurt Broadmann “The Story of the Family Brodmann” (6 minutes),

Discussion:

Group A students: Identify the bad events and characters in the film. What might be the reason for an unhappy ending of the film?

Group B students: Identify the good events and characters in the film. What do you find amazing or heroic?

The whole class:Write down unfamiliar words or expressions such as: Children’s transport to England, kosher, etc.

Open discussion:

What kind of obstacles have encountered and survived Mr. and Mrs. Brodman Brodman?What did the boy do to impress the girl?Why must they flee?How can you describe Mr. Brodman?How can you describe Mrs. Brodman?How did you feel while watching the film?Are there similarities between the love stories of your parents/grandparents and this one?

Conclusion: What makes this family strong?

The teachers directs students towards the key words.

Screening of the film:Dagmar Liebelova-From Bohemia to Bergen, and back again,

Homework

Write an essay: What I Learned from Dagmer Libelova

Lesson 3

There is a special section in the Bitola Institute and Museum dedicated entirely to the Jews from Bitola. Students take a walking tour there and find information regarding Jewish life of Bitola. They should bring the family albums they have made.

http://www.bitolamuseum.org/index.php?option=com\_content&view=article&id=108%3A2010-09-15-00-01-16&catid=44%3A2010-09-28-19-22-55&Itemid=93&lang=en

Task:

Group A Where did Jews from Bitola come from? Where did the live?

Group B Identify personal possessions of the Jews from Bitola, take photos and describe.

Group C What happened to our Jewish neighbors and friends? Where have they gone?

Groups gather together after half an hour. Each group presents what they have learnt.

Screening of the film in the Museum Hall:

Matilda Kalef-Three Promises

Discussion

What are the differences and the similarities between Abram and Antonia?What did you like best?What was the thing that agitated you in the film?How do you feel about the tragedy of the Jews from Bitola?What are the similarities between Jewish families from Bitola and your family?

Compare your family stories with the family stories in the films.

Student make a mini exhibition of their albums just opposite the exhibition of the family photos of the Jews from Bitola

Conclusion

Remember and never forget! We mustn’t allow anyone or anything destroy our families.Saving one person is same as you saved all mankind

Evaluating and monitoring of students

From notebooks and essays teacher evaluates comprehension of content.

Activity of the students is monitored I use three-evaluating level

A-Excellent. The student understands the concepts, Student has ability for critical thinking and giving an opinion. Is motivated to fight for real values.

B. Partially- The student understands the concepts partially, Is motivated to fight for real values.

C-poor.

Best albums are exhibited.

We record, and photograph all project.

We put all the materials on the school facebook page: Where are my neighbors

https://www.facebook.com/KajMiSeKomsiite