

Centropa Lesson Plan

<p>Basic info</p> <p><i>Lesson title: What We Live is History</i> <i>School: Ulus Ozel Musevi Lisesi (Ulus Private Jewish High School)</i> <i>City: Istanbul</i> <i>Teacher's name: ENGIN ARIK</i> <i>Subject: ESL</i></p>
<p>Participating students</p> <p><i>Number of students: 6</i> <i>Age: 17</i> <i>Grade: 12</i></p>
<p>Pedagogical goals:</p> <p><i>What problem/challenge does the lesson try to solve?</i> <i>What is the main question you want to answer?</i> <i>What curriculum standard or requirement are you trying to meet?</i></p> <p><i>What problem/challenge does the lesson try to solve?</i> Creating awareness about why learning about the past is crucial and that their experiences will be history for the upcoming generations.</p> <p><i>What is the main question you want to answer?</i> Difference between primary and secondary sources of history Enabling the students to realize the importance of creating primary sources of history Showing how Holocaust-era survivor films are precious historical sources Having students plan their own document as a historical primary source for future generations</p>
<p>Centropa resources and online tools: <i>Which online tools will you use in this lesson? Be specific, and if possible include links.</i></p> <p>A video named "Return to Rivne" from the Centropa Resource Pack of Ukraine https://youtu.be/BOrd3wuJ4aY</p>
<p>Step-by-step lesson outline. Use bullet points to tell us what students will do each step of the lesson.</p> <p>I. Opening Activity: Images of history Ask students look at the cover slide of the PPT and ponder on the images and the title, and answer:</p> <ul style="list-style-type: none"> • What does the title you see on the slide mean to you? • In what way are these images similar? • What do these images tell you? • What do you notice at first glance? (ask for each image) • What information can you infer by looking at the details? (ask for each image) <p>II. Warm-up: What is history? One student reads the questions on slide 2 of PPT out loud; give time to copy the warm-up questions if needed. Tell students what to do in their breakout groups:</p> <ul style="list-style-type: none"> • discuss the warm-up questions in the Breakout rooms you will provide. (5 min)

- take notes about their answers.
- be prepared to talk about their opinions on their return to class.

Warm-up Questions:

1. What comes to your mind when you hear the word 'history'?
2. Why is it important to look to the past?
3. How do we learn best about 'history'?
4. What are primary and secondary sources of history? How are they different?
5. List primary sources of history that you can think of.

Getting back from the Breakout rooms: Each student shares their responses to above questions.

III. Show the Centropa film 'Return to Rivne'

Pre-viewing

Tell students they are going to watch a 22.30 min video as a historical source.

Ask them to think of the following while watching the video:

1. What parts of the video are primary sources and what parts are secondary sources of history?
2. Try to find at least ONE thing you learned from this film that you did not know before.

Students view the video.

Discuss students' answers for the while-watching questions:

1. What parts of the video are primary sources and what parts are secondary sources of history.
2. What is the ONE thing you learned from this film that you did not know before? Is there more?

Vocabulary:

Challenge the students to use the following words in sentences relating them to the context of the film they have watched. In what context were the following words used in the context?

lime, livestock, relocation, massacre, possession, premonition, eaves, lice, bunker, liberate, raid, decree, confiscated, deprivation

Post-viewing open-ended questions:

1. What new insight did you gain from viewing this film?
2. Describe a moment in the film that you found particularly heartbreaking?
3. Can you think of a moment of serendipity in the film. Explain.
4. What kind of fears did Shelley and Raya feel throughout their childhood years do you think?
5. If you could ask one person in the film a question, who would you ask and what would your question be? (*Ask others what the answers to those questions could be?*)

End products, outputs: *What will the students produce during this lesson plan? Be as specific as possible.*

Product: 'Creating a source of history for future generations'

Ask the students to create a product through which they explain how their daily life changed as a student starting in the year 2020 with the spread of Covid-19.

Students will be given an option to choose from one of the below products:

Title: 'MY LIFE AS A STUDENT IN THE YEAR 2020'

- A 3 minute video (*with subtitles*)
- 3 TikToks (*with subtitles*)
- A diary of a week
- A photo album of 7 photographs on PowerPoint (*with an explanatory text for each photo*)

Explain the rationale behind this assignment as follows: Think of your product as a source of history in which you explain how your daily life changed as a student in the year 2020, with the pandemic.

Documentation: *Have you planned to document the lesson in some way? (eg. Photos, videos, essays, etc.) If so, please send to us as soon as you have photographs, videos, or essays to share!*

See PowerPoint.

Assessment: *How will you assess your students' learning from this lesson?*

The students' products will be graded according to their uniqueness, creativity, amount of information they provide and originality with additional care to how self-explanatory the images and the texts they contain are.

Reflection: *After teaching the lesson, please give us information on how it went.*

1. *What were parts of the lesson that went well?*

Brainstorming about the images on the cover slide, the warm-up, and the post-viewing questions, using vocabulary in relation with the content of the video worked really well. The idea of a TikTok assignment sure grabbed their interest. However, (unfortunately) they did ask me to keep them private, that their products would be for me to see only.

2. *What was difficult / challenging?*

The students initially struggled when asked to differentiate the primary and the secondary sources of history in the film 'Return to Rivne'. The next time I use this lesson plan, I will make sure to spend time on providing lots of samples before showing the video. Also, I've decided not to exclude my idea of creating awareness on the importance of 'connectedness' by comparing their fears of the pandemic and the fears of the people during the Holocaust.

3. *How did students react to the lesson?*

The lesson kept my students really engaged. The fact that their life, too, will be history seems to be a perception they have never thought of. Over the years that I have been using lesson plans about Holocaust, I have realized that if we make a shift in our teaching while covering the Holocaust topic, the students may be more engaged. Students are indeed respectful but I do see some Holocaust fatigue issue in their behavior. As will be noticed, making use of a Centropa film was not in the center of my lesson plan, but we talked about the Holocaust times in a lively discussion, and the goal was reached. I think it really helps if we (teachers) keep thinking of different ways of using the films.

What else would it be useful for other teachers to know about your lesson plan?

The lesson was planned and applied in virtual setting. I think the template of this lesson plan could be used with other similar Centropa films, too, as long as the comprehension questions are changed.