



Lesson Template

Please write your Centropa lesson according to this template.

Project / Lesson Title:
Promises
Participating school, city, state (for USA), country
Independence Middle School - Jupiter, Florida, USA
Teacher(s):
Mary Richichi
Subject or class this lesson taught in (i.e., Social Studies, English, Spanish):
Holocaust Studies, Social Studies, World Geography
Participating students
<i>Number of students participating:</i> 30 <i>Age range:</i> 12 and older <i>Grade(s):</i> 7 th -12 th grades
Total time to teach lesson (for example: 3 sessions, 45 minutes each, plus homework)
These lessons all done within one 55 minute class period: one lesson for watching Three Promises and discussing; one for the assignment; an others for exchanges with students in other countries.
Pedagogical goals
<i>What problem/challenge does the lesson/project try to solve? What is the main question you want to answer?</i> The broad theme of these lessons is human connection, and a more specific theme is promises: how people keep promises, or don't, and what happens in either situation. Students are asked to look at: <ul style="list-style-type: none">• individual promises they make and want to keep for themselves• the commitment we make to keeping the traditions of our communiites;• the promises made in international treaties and what happens when those treaties are broken. Students explore these themes of promises within the classroom, and then also with students in other countries the teacher connects with through Mystery Skype Facebook. <i>What curriculum standard(s) or requirement(s) will this lesson / project meet?</i> Geography Map skills
Centropa Resources and Online Tools. <i>Which Centropa resources and online tools will you use in this project? Be specific, and if possible include links.</i>
USA Treaties that were broken Three Promises - Centropa Film

[Promise of Treaties](#) : online workbook with all necessary resources for students, including background information, worksheet, and chart to complete.

[Ambassador David Scheffer](#)

[Mystery Skype Facebook](#): I connect with other educators on this site, describing what my students are doing and asking if anyone is interested in having their class connect with my students. I've received overwhelming responses from teachers and sort out time differences and connection format, choosing them according to what fits into our schedule and timeframe.

Step-by-step lesson/project outline. Use bullet points to tell us what students will do each step of this project. If participating teachers are doing different activities leading up to the final project, please indicate each teachers' lesson outline separately, and indicate the teacher for each. Add as many lists as teachers in the project.

Planned activities/schedule/milestones:

1. Begin by asking students: What is a promise? Why do they make promises? What does it mean to you, or others? This lesson was done in January so it connected with making a New Year's resolution. What might a promise mean during the Holocaust or another time of hardship?
2. Access the Google Slides assignment
3. Watch *Three Promises* - Centropa Film (link in Google workbook Promise of Treaties, above)
4. After watching *Three Promises*, students create promises to themselves that connect with them and their goals.
5. Students will then treat their promise as an agreement to themselves while learning about promises or treaties that were made by the US but were never followed through with or ratified.
6. Each section of [the chart](#) (in Google workbook) will have to be filled out: Topics are: name of treaty, why it was broken, outcome of the treaty being broken, or if this treaty (promise) was met, what do you think the result would be? Examples of treaties include the Conventions of the Rights of the Child; the Rome Statute of International Criminal Court; the Paris Climate Accord—written promises that impact millions of people.
7. From the chart, students will explain how important it is to keep treaties as they are promises. These broken treaties result in conflict and do not offer peace.
8. Connected with Ambassador Schaeffer.
9. Students then connect what they learned about the promise that they made in the beginning of the assignment.

End products, outputs. *What will the students produce during this lesson/project? Be as specific as possible, and if the final product is different in each school please tell us what students in each class are producing.*

Students will complete worksheets, and create their own promises to themselves.

Documentation. *How do you plan to document the lesson/project? (photos, videos, essays, etc.) Please send to us as soon as you have photographs, videos, or essays to share!*

Pictures
Google Slides



Assessment. *How will you assess your students' learning from this lesson/project?*

Complete the chart and comprehend the outcomes. Connect with students from around the world to discuss the promises that are made or kept that have a positive and/or negative impact.

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

This lesson makes students appreciate how important it is to keep a promise and how valuable a promise is to yourself and others as those impacts can have alternating effects on your community, school, and international connections.