

Lesson Plan for 11th grade in High School (special education)
By Ettie Abraham (all rights reserved)

Duration: 4 Lessons, each is 45 minutes

Classroom supplies required:

Centropa film "Max Uri –Looking for Frieda" 2:56 minutes,
A poem "I held a Jewel in my fingers" **by Emily Dickinson**
Internet access + overhead projector

Introduction:

Prior to the lesson the history teacher will give a general introduction of
The Jewish life in Austria before WWII and especially in Vienna.

Theme: true love

Love in WWII (using a Centropa film Max & Uri)

Love out of context of time and place (using the poem by Emily Dickinson)

The students should be exposed to different feelings people have which exist no
matter what difficulties lay ahead.

Lesson 1:

Pre Reading activity:

Before watching the film, the students will be told that the film "Max Uri was made
by "Centropa", an organization that took upon itself to tell the life stories of Jews who
lived during the 20th century.

1. Show film of "Max Uri" from Centropa
http://www.centropa.org/node/47399?language=All&subtitle_language=All
until the lovers are separated (skip the sentence "My wife... so as not to reveal
the end. Start at 0:16. Show until 1:35
minutes).
 - Students will look up information about Emily Dickinson's biography.
 - Read Dickenson's poem "I held a Jewel in my fingers"

I held a Jewel in my fingers --
And went to sleep --
The day was warm, and winds were prosy --
I said "'Twill keep" --

I woke -- and child my honest fingers,
The Gem was gone --
And now, an Amethyst remembrance
Is all I own --

2. Post reading activity as homework: make a drawing, PowerPoint or movie about the poem.

Lesson 2: Interpretation

Show the whole film "Max Uri "(from beginning to end 2:56 min)

Compare between the poem and film.

1. What are the mutual themes?
Love, appreciation of it, loss of something meaningful.
2. What are the differences?
In the film there is closure to the loss of the loved one, whereas in the poem It is lost forever.
3. What historic information did you learn from the film?
4. How did this information help you appreciate the love story?
5. What conclusions do you reach from the poem and the film?

Lesson 3: Analysis

Analysis of the poem. (Literary point of view).

The student should master the literary terms:

Heroine, characterization, imagery, metaphor, stanza, verse, theme,

The student should master the HOTS: applying, inferring, compare and contrast,

Distinguishing different perspectives, reflecting.

Lesson 4: Reflection

Write a letter to the Heroine of the poem, commenting on what has happened to her.

Give her advice based on the film "Max Uri" (from Centropa site)

This whole unit is a PBT (Performance Based Task)