

### Long term project:

In our 9th grade we teach 20th century history in history classes and Jewish history in Jewish education classes. We wish to use the Jindrich Lion film throughout the whole year in the following way:

Aim: students will realize that historical events are not merely a chapter in a history book. They will study the impact of these events on individual lives of people.

### School subject: history

- 1) On the first lesson of history, students will be asked to put down the most important points in Czechoslovak history in the 20th century. Results will be put on a poster. As a homework, students will ask their parents the same question + they should ask, which of these events affected their families the most. Next lesson, new answers will be added. To each event names of students' families that noted the events as important (+ possible details) will be added for further use during the year.
- 2) The students will watch the film and will be asked again to add events to the list.

The final list of events should include the following events:

- |            |   |
|------------|---|
| a) 1914-18 | First world war                             |
| b) 1918-38 | Czechoslovak „first republic“               |
| c) 1938    | Munich conference                           |
| d) 1939-45 | Second world war                            |
| e) 1948    | Start of communism                          |
| f) 1950s   | Communist trials                            |
| g) 1968    | Occupation of Czechoslovakia by soviet army |
| h) 1989    | Velvet revolution                           |

- 3) Students will create a paper time line around their classroom on which they will mark these events. As they study these events throughout the year, they will always:
  - a) study the event in general way (as they always do in history class)
  - b) review the relevant part of the Jindrich Lion film and discuss it
  - c) each event will have one or two students present in the class how their family was affected by this event.
- 4) During and after the study of the particular event, the students will always add to the paper time line in their class:
  - a) general details of the events
  - b) details of Jindrich Lion's life
  - c) presentation of the personal story of the family(ies) of the students

The time line will be presented to parents/ students of other classes at the end of the year, possibly during a farewell party for the students.

## „Two lesson“ lesson plan

Aim: Students will realize the differences in Jewish population during the „first republic“ in Prague and on Carpatho Ukraine

School subject: History lesson or Jewish education lesson

### Lesson 1

- 1) At the beginning of the class students will be asked to brainstorm in groups about their knowledge of differences between Jewish population of Prague and Carpatho-Ukraine during the first republic. They will discuss their answers and note them on a poster/blackboard. In case the teacher knows the students would know too little about the topic, the teacher can help them with the following additional questions:
  - a) What was the religious life of the Jews like?
  - b) What was the way they dressed?
  - c) What was their education like? (concentrate on the emphases on religious/secular studies)
  - d) What was their attitude towards the surrounding non-Jewish population?
  
- 2) Students will split into two groups. Each of them will watch the beginnings of the two stories – Jindrich Lion and Ernest Galpert. They will watch the film in separate classrooms (this is possible in our school) Each of them will, in addition, read one story by Jiří Langer from *Nine gates* short-stories book describing the life of Carpatho Ukraine Jews (Galpert group) or its preface by the author’s brother František Langer describing the differences between these two lifestyles. The task of each group is to prepare a presentation of a lifestyle of the particular Jewish community for the other group. In their presentation they should concentrate mainly on the following questions:
  - a) What was the religious life of the Jews like?
  - b) What was the way they dressed?
  - c) What was their education like? (concentrate on the emphases on religious/secular studies)
  - d) What was their attitude towards the surrounding non-Jewish population?

(Alternatively students do not have to split into groups. The whole class can watch both films and read both stories. This setting however, naturally requires twice the time)

## Lesson 2

- 1) Each group will present the results of their research from the previous lesson.
- 2) The teacher will supplement the presented information by additional information. Students will note the learnt material into their notebooks.
- 3) Students will compare the results of their research + teacher's supplemented information with the brainstorming notes from the beginning of the 1st lesson.
- 4) As a homework, students will write a fictional „diary entry“ of one day of a person of their age either in Munkacs or in Prague of that time. The diary entry must show all features of the life of the population that was studied during the lesson(s)