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School: Gymnasium no 95 in Warsaw, Poland

Duration: 2-3x45 min

The topic of the lesson: *A story of one human life as a history lesson - Photos as a key to understanding the past.*

The main aims of the lessons:

- Awareness of what the Holocaust was
- Creating an informational base concerning the 2nd World War
- Getting to know the specific vocabulary concerning the topic (for instance: concentration camp)
- Creating awareness of the continuity of life, culture, and nation
- Restoring the history of the nation and the country on the basis of one biography
- Realizing that the interest of one human life can make history
- Creating empathy
- Creating patterns of positive attitudes

1. **The topic of the lesson:** *A story of one human life as a history lesson*

2. **The scenarios:**

The teacher screens the movie made by Centropa showing the story of Teofilia Silberring: "So the memory doesn't die". The teacher divides students into four groups. The students work in groups. They put the answers for the following questions on sheets of paper:

- a) Group 1:
 - Who was the main character in the movie?

- What do we know about her relatives (the mother, the father, the brother, the grandfather)?
- b) Group 2:
- What happened during the 2nd world war?
- c) Group 3:
- What did the father of Teofilia give her when they separated? Why?
 - Why didn't she leave the camp with Schindler? Did she bear a grudge toward someone? Why?
 - Why did she survive? Did someone help her?
 - Why did she decide to study chemistry?
- d) Group 4:
- Draw the family tree of Teofilia Silberring (from the time after the war)
 - What can you tell about the life style of the Silberring family?
 - How did the Silberring family's way of dress change?

The teacher checks the student's conclusions. Afterwards, the teacher starts a discussion with the students sharing conclusions, opinions and thoughts related to the following questions:

- What is Teofilia's attitude to the past?
- Is she trying to forget about the past? Why?
- Has she brought back memories from the time of the war?
- Why doesn't she want to visit Kazimierz?

1. **The topic of the lesson:** Photos as a key to understanding the past (1).

2. **The scenario:**

The teacher draws an axis on the blackboard. The students receive photos from the exhibition "The photographs from Cracow" and then put them on the axis into chronological order.

Then the teacher starts a discussion with the students sharing conclusions, opinions and thoughts related to the following questions:

- When were these photos taken?
- During which period did the appearance of the people shown in the photos change the most?
- How did the clothes of those people change?
- How many photos were taken before 1939 compared to after 1945?
- What happened between 1939-1945?
- Why were only few photographs taken during this period?

1. **The topic of the lesson:** The photos as a key to understanding the past (2).

2. **The scenario:**

The students receive photos from the exhibition “The photographs from Cracow”. Then the teacher starts a discussion with the students sharing conclusions, opinions and thoughts related to the following questions:

- When were these photos taken?
- Who were those people shown in the photos?
- What did they wear?
- What did they have in common?
- What were their plans for the future?
- How did their life/ daily routine look like?
- What did they dream about?
- What would you like to tell them if you had a chance to meet them?

The teacher gives the students a poem written by Tadeusz Różewicz “Pigtail”. After reading he gives to the students a set of photos from the exhibition “The photographs from Cracow”. The teacher asks the students the following questions:

- who was the girl with the pigtail from the poem?
- Can we find the girl with the pigtail on one on our photos?

- Is Teofila the girl from Tadeusz Różewicz’s poem?

The students choose the photos which could show the persons mentioned in the Tadeusz Różewicz’s poem and discuss their choices. After that the students try to find information about concentration camp (what was it? What was the reality of the camp? Who were the prisoners?...). In this process the students use different sources: the Internet, Centropa educational materials and the novels written by Zofia Naukowska, Tadeusz Borowski, Tedeusz Różewicz.

1. Summarized lesson

2. The scenario:

On the basis of photos from Centropa’s exhibitions or photos from Centropa’s events the students create a comic strip showing the goals and the activities of Centropa.