

Outline of the lesson about culture

Class: Higher grades of secondary schools with extended humanities program

1. Topic: Polish Jews and Israelis - how common cultural heritage builds the future today.

2. Goals of the lesson:

Cognitive / Exploratory:

- Introduction to selected personalities showcased in online lexicon and facts regarding their achievements, work and biography;
- Presentation of selected multimedia materials and photos concerning the personalities in question;
- Developing the skills of text analysis and interpretation such as: finding and selection of information, extracting main ideas, key words, recalling literary, historical and artistic contexts, distinguishing between facts, information noise and opinions;
- Encouraging young people to expand their knowledge and use reliable sources of information while using computer technology;
- Learning about the similarities of Polish and Jewish culture coexisting for a 1000 years.

Educational / pedagogical:

- Developing the students' sense of style while creating their own texts for interpersonal communications;
- Fostering curiosity about how similarities between cultures and the unique strengths of Polish culture can help in building cooperation in the fields such as science, art and entrepreneurship
- Stimulating students' interpersonal communication skills and creative needs.

3. Methods and techniques:

- Working with texts and materials from the www.people2people.site;
- Socratic method (heuresis);
- Elements of a lecture.

4. Lesson's synopsis

The course of the lesson:

1. Introduction to the lesson. The teacher explains the goals of the lesson, presenting the project and its objectives. Firstly, the students are informed which websites they will use, secondly - they are divided into groups of 3-4, depending on the size of the class.
2. Short lecture by the teacher regarding the historical context: giving basic information about the coexistence of the two nations for 1000 years during which Poland was home to the Jews (general outline, customs, similarities, differences etc.). The teacher mentions the fact that the state of Israel was built by Jews of Polish origin and that the Polish language was

known to everyone there during the post-war years; also remarking about the strongest sides of both countries today.

3. The teacher shows and discusses a presentation about the project, which focuses on what connects and inspires people in both cultures today, as well as demonstrating the personalities that successfully join their Jewish and Polish sides in their life and work. The teacher asks students to list areas in which cooperation between people is possible – this task will make the students aware of the numerous possibilities offered in many fields both by Poland and Israel. Then the teacher discusses briefly the role of the project, which encourages people to build relations on various levels: artistic, scientific, business, etc.
4. Analysis of selected characters from the lexicon.

Students work in designated groups assigned by the teacher (for approx. 15-20 min.), writing down (in bullet points) their conclusions from the analysis of the given example, with the teacher guiding the groups.

Students are asked to arrange a virtual meeting and to choose, for the living personality they are working on, one character from the lexicon among a group of deceased (dates of life given in brackets), with whom their character could have a conversation over coffee:

<http://www.people2people.site> Students must state three reasons for their choice.

Question for all groups:

Specify and list the areas in which the people you are analysing function.

I group: Raphael Rogiński

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

II group: Stanisław Aronson

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

III group: Sabina Francuz

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

IV group: Maryla Bethart

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

V group: Efi Ben Artzy

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

VI group: Józef Hen

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

VII group: Jakub Schimmelfennig

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

VIII group: Antonina Samecka

Task: List (in bullet points) the most important topics covered by this person, what does he or she do? What does he/she pay special attention to? Which deceased figure would be the most interesting conversation partner and on what topics could they talk?

5. The remaining part of the lesson is dedicated to showcasing the results of each group's efforts and verifying their analyses. Teacher listens to students' conclusions, inquiries about selected figures, using "simple affirmation" of correct and "simple negation" of incorrect answers. By using these techniques, the teacher does not arouse grading-related emotions that might distract the students from the lesson or slow it down.

Depending on the degree and correctness of their analysis of the given issues, the teacher flexibly chooses the time to supplement the knowledge gathered by the students.

6. With teacher guidance, students watch the audiovisual materials.

7. In the lesson summary, students on their own write the conclusions of their detailed analyses in the form of bullet points, a graph, or a spreadsheet.

Homework:

1. Enact a role of an event manager and write a short idea for an event you'd organize with the figures of your choosing to showcase what do they do. The event would take place both in Poland and Israel. Would type of event would it be? Who would be invited? What kind of workshop would be organized? What questions would you ask the main guest during a short interview opening the event?

2. Extra: sign in for a Zoom call with your peers from Israel organized by the project authors. Write some question you'd like to ask your foreign colleagues and share your experiences during a lesson. What similarities and differences you spotted between your class and the Israeli counterpart? What are your interests and hobbies?

8. Teaching resources used:

Source texts - materials that can be found on the project website

www.people2people.site

Teachers own materials.

9. Methodological guidelines:

The lesson should be conducted in a computer lab. The lesson is to be carried out after processing the topics related to the work of 20th century writers.

10. Lesson duration – 90 minutes.