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| **Lesson Plan Title** | **A Blink on the Weimar Period – In and Outside Germany**NOTE: participants are non-native speakers of English from various background, aged 18-25; language of instruction is English |
| **Name & School** | Dr Dezső Renáta Anna / University of Pécs, Hungary, Institute of Education Sciences |
| **Course** | Remembrance Education / applicable for civic education |
| **Primary Category** | Democracy Education / EFL  |
| **Grade Level** | Master Students (cross-faculty, international) / applicable for EFL grade 11-12 advanced learners |
| **Total Required Time** | 90 minutes (+pre-task and follow up) |
| **Summary** | The lesson is a second lesson of a 10times 90min contact hrs long course (one semester) at master level (worth 5 ECTS), which aims at focusing active citizenship through remembrance education. The course takes place in and outside the university: we visit interactive educational/remembrance venues and meet holocaust survivors cooperating with Centropa and its materials during the path of looking back to the past hundred years. Concerning methodology the course is dedicated to productive and cooperative learning, that is students come out with a product related to the course (website, blog, video, poem, short story, comic, art installation – may be chosen) in pairs or small groups by the end of the semester, reflecting on the process they go through.The overall goal of the course is to contribute to the formation of competences for democracy (values, attitudes, skills, knowledge, critical understanding) in circles of future intelligentsia/educators both on Hungarian and international level. It aims at introducing the Weimar period to its participants from various angles so that they may have a deeper insight of later events of the 20th century. |
| **Enduring Under-standing** | An insight of the formation of the German/European society (its cultural, scientific and political concerns) between 1918 and 1933 – with an emphasis on the level of individuals, especially those from Jewish communities. |
| **Goals**  | - ideological level: learning by implementing competences for democracy- educational level:1) make students be aware of the role/strength of personal narratives/oral history2) use methodology (i.e. cooperative techniques) that may lead to the fulfillment of the T(ogether)E(vrybody)A(chieves)M(ore) idea- thematic level: deepen/synthetize relevant info regarding the area between 1919 and 1933 |
| **Sources** | Centropa website and German Jewish Sourcebook as well as other online and material (see details at relevant stages of the lesson process) |
| **Lesson(s)***I. Previous lesson – intro to the course Remem-brance Education* | *During the 1st lesson of the course students get to know its content, methodology and expected outcomes. They get to know one another and the reason why they applied for the course (expectations). We formulate cooperative groups (3 groups of 4) for further work. They get familiar with the competences for democracy (Barrett, M. (Ed). Strasbourg: Council of Europe, 2016, pp. 11) and receive a brief intro to Centropa database as well as aid available concerning online material for optional course requirements - for instance:**(1) video making* [*http://www.centropa.org/tobins-film-tips*](http://www.centropa.org/tobins-film-tips)*,* [*http://www.centropa.org/sites/default/files/video\_guidelines\_0.pdf*](http://www.centropa.org/sites/default/files/video_guidelines_0.pdf)*,* [*http://www.centropa.org/sites/default/files/analyzing\_a\_centropa\_film\_0.pdf*](http://www.centropa.org/sites/default/files/analyzing_a_centropa_film_0.pdf) *by Lauren Granite;**2) creating your own website -* [*example page*](https://sites.google.com/view/csa2018-sites-of-berlin/home)*,* [*video tutorial*](https://www.youtube.com/watch?v=VfKCiQZ-nJM)*,**[Help Center of Google](https://support.google.com/sites/?hl=en)**At the end of the 1st lesson students get photocopied texts to read as a PRE-TASK for the lesson “*A Blink on the Weimar Period – In and Outside Germany”. As we work according to the original Aronson idea of the jigsaw classroom, students get four different texts to read (one text each, three students get the same text each case) from the Centropa German Jewish Sourcebook. Each story is a personal narrative leading us up until 1933 in the lifecourse of these people. Students are supposed to read the texts and make notes on the most significant names, events, and dates of their texts, so that they would be able to share those. The texts are the following ones (abstracts only, until 1933 each case – completing the reading of each text will be carried out later during the course):1) Herbert Lewin pp. 100-110 (end of second paragraph)2) Hillel Kempler pp. 122-130 (end of first paragraph)3) Erna Goldman pp. 140-147 (end of fifth paragraph)4) Rosa Rosenstein pp. 84-90 (end of eighth paragraph) |
| **II.****15min****10min****15min****20min****15min****10min****5min** | 1. Time Warp: during this lesson we go back 100years. In order to understand our setting we’ll have a closer look on the map of Europe at the time (frontal setting , chairs will be rearranged for further activities) – laptop/projector<http://www.centropa.org/centropa-cinema/maps-central-europe-and-history?subtitle_language>=We watch the film together only up until 1933 (04.26) in three steps:a) until 1815 (end of Napoleon wars 01.02) – pre task for watching this part (only once): What were the three leading powers of Europe by this time? What do we know about of what is Germany and Poland today at this period? – discuss answers before we go onfor steps b) and c) (both parts we watch two times) pre-task: make notes on names, events and dates – quick check of As after each stepb) until the end of WWI (02.45)c) until Hitler came into power in 1933 (04.26)  2. Individual work: draw a name/concept from a hat and browse the net on your phones for info (consider each until 1933) – make short notes about the person, prepare to be ready to share with everyone – you’ll have 1 minute for that per person, you may want to use your phones for showing illustrations/sharing and saving links.Names/Concepts (numbers indicate adequate pages in the Centropa German Jewish Sourcebook): 1 Rudolf Steiner (Waldorf schooling), 2 Bauer Marcel (Pécs born representative of Bauhaus), 3 Heisenberg, 4 Bohr, 5 Einstein (229), 6 Weill (234), 7 Brecht (239), 8 Thomas Mann (232), 9 Dadaism, 10 Dietrich (241), 11 Jazz, 12 Hyperinflation  3. Sharing info: students make two circles facing each other (sitting). In six rounds those in the inner circle move to the right after changing info. Each round takes 2 min as each members of the pairs share info/links they have gained while the other is making notes in their phones/tablets  4. Groups of 4 – Jigsaw of the pre-task: sharing stories of Herbert Lewin, Hillel Kempler, Erna Goldman, Rosa Rosenstein – look for similarities as well as differences (4.1) In the meanwhile we listen to Ravel: Bolero (1928) two times<https://www.youtube.com/watch?v=Q4wb11w0ZHQ>  5. Timeline: Each group gets an envelope with a timeline of events in Germany from 11 November 1918 to 14 July 1933 cut by event (source: The German Jewish Sourcebook, pp. 210-213). They put the events in chronological order and re-discuss previous info of the class arranged along it (everyone concerning their own previous notes).  6. Different people – different fates: we watch three abstracts from the Centropa database: by the time being we only watch them as we are coming back to these stories later on during the course as well as to stories of people narrated in the pre-taskKatarina Loefflerova - [*The importance of a good vacation*](http://www.centropa.org/node/45553?subtitle_language=)(until 03.00)Laszlo Nussbaum – [*Europe without Borders*](http://www.centropa.org/node/45289?subtitle_language=)(until 02.55)Erna Goldmann – *From Frankfurt to Tel Aviv* (from 01.55 to 06.07)  7. Follow-up/pre-task for next class<http://www.centropa.org/node/51705?subtitle_language>=Pécs and its Jews – watch and make notes/put down related Qs (the film was compiled by local highschool students and is trans-scripted into English but interpretation for non-locals is missing |
| *III. Follow-up lesson* | Visit to the Pécs Synagoge where we experience local Jewish people’s fate before and after 1933 through an interactive exhibition set up by partial Centropa cooperation. We start with discussing Qs emerged while pre-task and connect what we learnt during the 2nd (previous) lesson to local specifics. |