**CENTROPA LESSON PLAN**

**The personal narrative in post-modern literature**

**Overview information**

Lesson plan title: Personal narrative – a story behind the history

Teacher(s): Jelena Kručičanin, The Third Belgrade Grammar School, Belgrade, Serbia

Marijan Mišić, ‘'Svetozar Marković'' Grammar School, Niš, Serbia

Type of school: high school

Subjects taught: Serbian language and literature

Primary category: The interwar period

Grade level of students: Grammar school seniors (18-19 years old)

Total required time for teaching: one 45 minute lesson

**Summary:** This lesson with its outcomes is planned to be used as an introductory lesson within the subject of Literature. The idea is to prepare the students for the interpretation of the novel ‘’Encyclopaedia of the Dead’’, written by the famous Serbian-Jewish writer Danilo Kiš. One of the goals is to enable students recognize the importance of the personal narrative in order to get the deeper understanding of the historical facts and context. This lesson will be a part of the micro interdisciplinary project including the following subjects: history, humanities and literature. Centropa resources used: Rosa Rosenstein Centropa interview and the Centropa film about her.

**Background information:** This lesson was created during the CSA2018, Berlin by two teachers from Serbia. Both of them were in the elective group related to the interwar period. The group consisted of teachers from Israel, Serbia, Greece, Bosnia and Herzegovina and Hungary. There were 4 history teaches, 1 world literature teacher, 2 Serbian language and literature teachers, and a teacher trainer. This lesson was designed as a part of the micro interdisciplinary project including the following subjects: history, humanities and literature.

**Enduring Understanding:** To make the students able to recognize the importance of the personal narrative in order to get the deeper understanding of the historical facts and context.

**Goals/Objectives/Outcomes:**

1. Students will be able to tell the difference between ‘’objective’’ historical narrative and personal narrative as an inevitable part of history.
2. Students will be able to differentiate between documentary and intimate layers in personal narrative.
3. Students will deepen their previous knowledge about the Weimar Republic and the Interwar European history.
4. Students will get an insight into different cultures, periods and regions.
5. Students will be able to explain the importance of a personal narrative in regards of understanding a particular historical context.
6. Students will be able to use different interdisciplinary tools in order to interpret / understand works of literature / works of art.

**Resources:**

1. Rosa Rosenstein Centropa interview: <http://www.centropa.org/biography/rosa-rosenstein-0>
2. Rosa Rosenstein Centropa film: <http://www.centropa.org/centropa-cinema/rosa-rosenstein-living-history>
3. Centropa movie database

**The lesson**

**Introduction (5 min)**

 **Activity 1:**

Students will be instructed to work in pairs. Each pair of students will be provided with an excerpt of the particular interview and will be given the assignment to focus on the intimate and the historical information it the text.

**Main part (35 min)**

**Activity 1 (15 minutes):**

Finding and listing the specific information in the text. After that, students will be instructed to find two more pairs with the same excerpt of the particular interview in order to share their results and thoughts.

**Activity 2 (10 minutes):**

Through this activity we should gather all the information in order to make the final conclusions. In order to do that, we will use en.linoit.com, or a similar tool (online web sticky note service). Each student has to ‘’upload’’ at least two stickers in different colours (for example: a blue sticker – intimate history; a green sticker – a historical fact) with the information he/she considers to be relevant for a particular matter. The goal of this activity is to help students get a deeper insight into the historical context and also to comprehend the nature, the meaning and significance of personal narratives in it.

**Activity 3 (10 minutes):**

Class discussion. Teacher and students explore and discuss the given results in order to get a grasp of the historical context – the interweaving of historical facts and intimate history. After this activity the students discuss the following:

* Who is Rosa Rosenstein?
* Where and when did she live?
* What is the importance of her personal narrative?
* What they consider to be more important in it – historical facts or an intimate history?

**Conclusion: (5 min.)**

**Activity 1:** Through the reflection part we should briefly examine students’ feelings and thoughts about these activities. The students answer the following questions:

1. What did you particularly like about this lesson?
2. What you did not like?
3. Did you find it relevant?
4. What have you learned from this lesson?

**Homework assignment:** Watch Centropa film about Rosa Rosenstein. Search Centropa official web site in order to find similar stories from Serbia.