

Lesson plan template

Basic details
<i>Title of lesson plan: Dual Identity – Krakow Jewish Artists</i> <i>School: Giv'at Brener High School, Lauder Morasha School, Gan Nahum High School, HartmanHigh School for Girls</i> <i>City: Giv'at Brener, Warsaw, Rishon Lezion, Tel Aviv, Rishon Lezion</i> <i>Name of teacher(s): Ronen Cohen, Karolina Szykier-Koszucka, Marganit Levy Kfir, Lucy Fried, Liza Vasserman-Slutsky</i> <i>Subject: History, Art, Languages, Civics</i>
Participating students
<i>Number of students: 30-40</i> <i>Age / grade: junior-high and high school</i> <i>Social/cultural/religious background of the students: all</i>
Resource pack information
<i>Name of Resource Pack (e.g. Poland, Hungary, Ukraine, etc.): Poland</i> <i>Primary resources used: Krakow</i>
Mission and goals
<i>What problem/challenge does the project try to solve?</i> <i>The students are not aware that [Jewish] people always had identity dilemmas.</i> <i>What is the mission of the project? Exploring the question of Jewish identity, as reflected in works of Jewish artists</i> <i>What are the goals of the project? (Be specific: try to set goals which can be objectively measured)</i> <i>Introducing several Jewish artists</i> <i>Discussing different ways of being Jewish</i> <i>Raising identity questions, and talking about identity milestones</i> <i>Talking about art as a mean of self-expression (especially in times of challenge)</i>
Applied (online) tools & Centropa resources: Which online tools will you use in this lesson? Be specific, and if possible include links.
Centropa story about Viktor Munk Centropa website: Photo of Victor Munk Viktor Munk paintings: Crucified, Self-portrait, Three Graces Centropa story: His sisters story

Lesson plan schedule
First lesson: The students read the story of Victor Munk, and discuss it with the teacher in class. Second lesson: Every group choses an artist / is assigned a different artist (Maurycy Gottlib, Samuel Hishenberg, Arthur Markowicz, Jonasz Stern) and researches his art and story, with the help of the presentations on each artist. The group choses one the themes for discussing: dilemmas, life choices, values, identity questions, and discuss how the artists reflects the chosen theme. Each group prepares a poster with Ai in the artist's style with their commentary to the theme they discussed. Third lesson: every group presents their poster in a shared Google Slides and shares the process with the class.
Expected results and outcomes
<i>The students will be aquatinted with several Jewish artists and will discuss identity questions, and talk about identity milestones.</i> <i>The students will talk about art as a mean of self-expression in times of challenge.</i> <i>The students will participate in peer teaching.</i>
PLEASE FILL THIS OUT AFTER YOUR LESSON
Documentation
Evaluation <i>(Please fill this out after the completion of the project)</i>
<i>How did you measure the effect of the project? What went well during the project?</i> <i>What would you change in the project for next time?</i>
Comments
<i>Is there anything else that would be important for us to know.</i>