

## Lesson plan template

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| <b>Basic details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><i>Title of lesson plan: <b>One Story, Many Connections</b></i></p> <p><i>School: Ulus Jewish School – Hartman Scholl for Girls</i></p> <p><i>City: Istanbul- Jerusalem</i></p> <p><i>Name of teacher(s): Rakefet Cohn-Anzi- Damla Doğru</i></p> <p><i>Subject: Language</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Participating students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><i>Number of students: 20-28</i></p> <p><i>Age / grade: 9<sup>th</sup> Grade</i></p> <p><i>Social/cultural/religious background of the students:</i> Students come from multicultural backgrounds. Students are familiar with discussions about identity, family history, remembrance, and cultural heritage.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Resource pack information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><i>Name of Resource Pack (e.g. Poland, Hungary, Ukraine, etc.): Centropa Movie of Poland</i></p> <p><i>Primary resources used:</i></p> <ul style="list-style-type: none"> <li>Centropa short film about Teofila Silberring</li> <li>Colored sticky notes</li> <li>Projector and speakers</li> <li>Reflection worksheet</li> <li><a href="#">Google Maps</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Mission and goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><i>What problem/challenge does the project try to solve?</i></p> <p>Students often learn history through facts and dates without emotionally connecting to personal stories. This project helps students understand how memory, emotion, and place shape identity and historical understanding.</p> <p><i>What is the mission of the project?</i></p> <p>The mission of this project is to encourage students to connect personal testimony with emotions, places, and family memories while developing empathy and intercultural understanding. To cultivate deep empathy and advanced historical inquiry. By transforming students from passive video consumers into active historical interviewers, they learn to analyze not just what a survivor says, but what is left unsaid, and why.</p> <p><i>What are the goals of the project? (Be specific: try to set goals which can be objectively measured)</i></p> <p>Students will:</p> |

1. Students will categorize their immediate reactions into 4 distinct concept areas (one emotion, one moment, one place, one family connection) using color-coded text or sticky notes.
2. Students will collaborate to formulate 3 investigative questions for the witness and cross-examine the video text by re-watching it to evaluate if their questions were addressed.
3. Students will test the limits of their own immediate recall and critically evaluate how trauma, time, and human perspective alter the reliability of memory.
4. Students will execute a spatial analysis by mapping historical locations in Krakow on Google Maps and evaluating geographical changes over time.

**Applied (online) tools & Centropa resources:** Which online tools will you use in this lesson? Be specific, and if possible include links.

<https://www.youtube.com/watch?v=B-ed3k0mb0>

Centropa short film about Teofila Silberring

Reflection worksheets

Google Maps

### Lesson plan schedule

#### 1. Warm-Up: The Power of Memory (2 Minutes)

**Brainstorming:** Ask the students: *What do humans do to make sure memories don't die?*

**Introduction:** Briefly introduce Centropa's mission of preserving Jewish family histories through personal photos and stories.

#### 2. While-Watching: The "4 Colors" Reflection (20 Minutes)

Give each student 4 sticky notes or pieces of paper, each a different color. Ask them to watch the film carefully and take notes based on the color codes. They must write down the specific detail and **explain why** they chose it.

- **Color 1 (e.g., Purple) - One Emotion:** An emotion they felt or a strong emotion shown by a person in the film. *(Why did this emotion stand out?)*
- **Color 2 (e.g., Blue) - One Moment:** A specific moment or event in Teofila's story that grabbed their attention. *(Why was this moment important?)*
- **Color 3 (e.g., Green) - One Place:** A specific location mentioned in the story. *(Why did they note this place?)*
- **Color 4 (e.g., Red) - One Family Connection:** A detail about Teofila's relationship with her family members. *(Why is this connection significant?)*

#### Post-Watching: Think-Pair-Share (8 Minutes)

- **Pair Work:** Have students pair up with a classmate.

- **Discussion:** They will share their 4 colored notes with their partner, explaining their choices and the reasoning behind them. This encourages active listening and allows them to see the film from different perspectives.

#### 4. Interviewing Activity with Teofila: Inquiry & Re-watching (20 Minutes)

- **Formulating Questions:** Right after the pair discussion, ask group of 3 pairs to write down **3 deep questions** they would want to ask Teofila if they could speak to her face-to-face.
- **The Investigation (Fact-Checking):** Students review their notes or re-watch key segments of the film to find out: *Are these 3 questions answered in the video or not?*

**Critical Analysis:** For the questions that were *not* answered, have pairs discuss:

- Why do you think she didn't mention this in her short film? (Was it too painful? Was it not the focus of her story? Did time constraints limit her?)
- *Based on what you learned, what do you think the answer could be?*

#### Post-Watching Activity — The Interviewer & The Philosophy of Memory (20-25 Minutes)

- **Step A: Re-watching & Fact-Checking**

**The Hunt for Answers:** Students watch key segments of the film a second time with a specific mission: *Are any of our 3 questions actually answered in the video? If yes, which ones?*

- **Step B: Deconstructing the Witness's Memory (Critical Analysis)**

If the questions are *not* answered, or if the answers seem incomplete, the teacher guides the students into a deeper discussion about **Teofila's own memory**:

- *How reliable is her memory?* She is recounting events that happened decades ago when she was very young. Is her recollection of this specific film perfectly accurate, or has time altered it?
- *The Impact of Trauma:* How do extreme life events and trauma affect what a survivor chooses to remember, block out, or emphasize?

- **Step C: Philosophical Reflection — "What is Memory?"**

Shift the focus to the students' own understanding of the concept:

- *Defining Memory:* What does "memory" truly mean to you? Is it just a collection of historical facts, or is it an emotional narrative?
- *The Truth vs. Recall:* **Do people truly remember the exact reality of the past**, or do they remember *their own version* of it? How do photos and family stories shape what we "think" we remember?

#### 5. Cross-Curricular Extension: Mapping History (15 Minutes)

- **Google Maps Activity:** Ask students to take the "Place" (Color 3) they wrote down (e.g., Krakow, Kazimierz district, Podgórze Ghetto) and find it on Google Maps using their phones or school tablets.
- **Street View & Comparison:** Have them drop the "Street View" pin to virtually walk the streets today.
- **Reflection Question:** *"Compare the black-and-white historical photos from the film to what you see on Street View right now. How has the place changed? What are people doing in these streets today compared to the past?"*

## 6. Closure / Exit Ticket (10 Minutes)

Choose one of the following activities to wrap up the lesson:

- **The Memory Box:** Ask students: *"If you were to create a 'memory box' for your future grandchildren to explain who your family is today, what 3 items would you put inside?"*
- **Six-Word Memoir:** Ask students to summarize Teofila's life, or the main message of the lesson, using exactly six words (e.g., *"Pictures fade, but her story remains."*).

### Expected results and outcomes

Students will achieve multi-layered historical consciousness and critical media literacy. They will learn that history is not a rigid text but an organic, living ecosystem composed of human memories that can be fragile, emotional, and selective. Academically, students will improve their active listening, geographic contextualization, collaborative debating, and ability to construct high-level historical inquiry questions.

### PLEASE FILL THIS OUT AFTER YOUR LESSON

#### Documentation

Student sticky notes  
Reflection responses  
Photos of classroom discussions and activities  
Teacher observations  
Google Maps activity screenshots

#### Evaluation *(Please fill this out after the completion of the project)*

*How did you measure the effect of the project? What went well during the project?*

The effect of the project was measured through both qualitative and formative assessment tools. First, the depth and critical quality of the 3 historical inquiry questions formulated by student pairs demonstrated their engagement with the text gaps. Second, the "Memory Investigation" worksheets provided measurable data on how accurately students retained information versus how much they misremembered before the second viewing. Finally, the "6-Word Memoirs" and "Memory Box" exit tickets served as an effective tool to evaluate their conceptual understanding of memory and empathy.

What went exceptionally well was the "Memory Self-Test" segment. It created a powerful "lightbulb moment" for the students; when they realized they had already forgotten or altered specific details from the film after just 15 minutes, they immediately understood the fragility of human memory. This made the subsequent discussion on Teofila's decades-old memories highly meaningful. Additionally, the color-coded notes kept students actively focused and gave structure to the peer-to-peer discussions.

*What would you change in the project for next time?*

#### Comments

*Is there anything else that would be important for us to know.*