

Bringing History to Life

A Centropa-Inspired Lesson Journey

Lesson title: Fania's Story	School: High-school
Teacher Name(s): Beverly, Hadar, Yaron, Rosalinn and Liza	Subject: English/History
Grade level: adjustable, 6 grade and up, or 10-12 grade	Number of students: 30, working in few groups
I Can Statements: To understand the power of the personal story, and the difficulty of survival in Lithuania. To use Fania's story to show the complexities of escaping the ghetto and joining the partisans. To discuss the arguments for staying in Lithuania after the war, and separate between facts and assumptions.	Student background (social, cultural, religious, learning needs): heterogenic class

Centropa Resource Information	Historical Background
Centropa resource pack or item(s) used: Fania Brantsovskaya's story and photos, Photos: https://www.centropa.org/en/node/78774/photos Short story: https://imagine.centropa.org/en/story/fania-brantsovskaya,	Time period: 1920s to late 20th century Key events or developments: Jewish life before the war, The Soviet invasion, The Nazi invasion, The Ghetto, The Partisans, End of War, Marriage, Communist rule, Independence

Long Story: https://www.centropa.org/en/biography/fania-brantsovskaya Geographical context of the resource: – Country/region: Lithuania – Key locations: Vilna (Vilnius) – Relevant geographical features: Ghetto, Forests Other resources (handouts, supplies, technology): A map of Europe, a video about Ranana Malkhanova	Connections to broader historical context: USSR, Communism, The Baltics, The Old World Rationale for selecting this resource: A story of a country that lost 95% of it's Jews. Questions about why Jews stayed there after the war, non-withstanding the loss and the collaborators.
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Emotional-Social-Pedagogical Notes

Specific student needs or circumstances to consider:

Strategies to support social-emotional learning:

Strengthening sense of competence and belief in ability: giving every student an active role

Developing empathy and recognizing others' needs: understanding the story of the Partisans

Opportunities for student choice and voice:

Lesson Objectives	Homework / Additional Practice
What is the main goal of this lesson? Understanding the role resistance in Fania's life	To interview family members about personal stories of acts of resistance and activism.

What specific skills, knowledge or values will students gain? Critical thinking, literacy and reading comprehension, being able to distinguish between facts and opinions.	In history class, to look up in Fania's story [short text] examples of other characters that showed resistance, and explain the choice.
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Assessment	Reflection & Evaluation
Formative assessments used during lesson: building a timeline of Fania's story Summative assessment(s) to evaluate mastery of objectives: Posting on a Padlet examples of resistance found in family interviews [additional activity] Student self-assessment and peer assessment: Discussion about staying in the Ghetto or joining the Partisans Exit ticket prompt: writing a reflection about the "Old World" lost	What went well? What changes would you make to improve the lesson? Analysis of exit ticket responses:

Lesson Procedure

Time	Brief Description	Mode of Interaction
10 min	What is resistance? What is resilience?	Discussion, associations / brainstorming (שמש אסוציאציות)

Time	Brief Description	Mode of Interaction
10 min	Building a timeline using sets of photos	Groups
20 min	Learning the story (short/long version, identifying different kinds of resistance through different characters in her story	Reading parts of the story in pairs/ groups. Each group gets a character
10 min	Sharing	
10 min	Creative assessment	Writing a letter to Fania, with insights
5 min	Reflection	A google form

Lesson Plan Checklist

V Centropa resource is well-integrated
V Emotional-social-pedagogical notes consider specific student needs
V Lesson objectives cover knowledge, skills and values; align with standards

V Materials and resources are prepared and accessible for all learners

V Lesson procedure table is filled out with timing, activities, and class organization

V Exit ticket planned to assess understanding and reflection

☐ Differentiation strategies address diverse learning needs, styles, choice

V Relevance and connections made to students' lives and current issues

V Opportunities for student choice, collaboration and active learning

V Inclusive environment with clear expectations and social-emotional support

V Time is budgeted realistically; pacing is appropriate for learning goals