

## Table of Contents

1. Vocabulary for this lesson .....	3
2. Warm-up questions .....	4
3. Vocabulary (1) .....	5
4. Vocabulary (2) .....	6
5. Vocabulary (3) .....	7
6. Picture task .....	8
7. Film (1).....	9
8. Film (2).....	10
9. True or false quiz .....	11
10. Lesson round up - Discussion .....	12
11. Lesson round up - Review vocabulary.....	13
Answers .....	14

## 1. Vocabulary for this lesson

a population	biographical	to learn
history	victim	a persecutor
a visitor	an analogy	a monument

How do you say these words in your language?

Test your partner on the words

e.g. can you give me an example of a sentence with the word '**history**' in it?

e.g. have you ever '**written anything biographical**'?

## 2. Warm-up questions

Why do you go to school?

What is the most interesting period of history for you?

What does history give you?

Have you visited many historical sites in Poland?

Which do you think are the five most important places to visit in Poland?

Have you ever talked to someone over the age of 70 about their past?

What can people over the age of 70 teach us?

What Second World War memorials and sites are there in Poland?

What do they commemorate?

What do your history lessons teach you about the Second World War?

How can we make sure such events don't happen again?

### 3. Vocabulary (1)

Match the definition with the word

analogy

victim

pedagogy

site

holocaust

1. The massive destruction of humans by other humans.
2. The art or profession of teaching.
3. The place where a structure or group of structures was, is, or is to be located.
4. A person or thing that suffers harm, death, etc, from another.
5. A similarity in some respects between things that are otherwise dissimilar.

#### 4. Vocabulary (2)

Complete the table with the word forms

noun	verb	adjective	adverb
monument	monumentalise	monumental	_____
teacher teaching	teach	teachable teaching (well) _____	
history	historicize	_____ historical	historically

Use the words to complete the sentences.

1. \_\_\_\_\_ has given us many chances for the creation of \_\_\_\_\_.
2. \_\_\_\_\_, schools have been used mostly for the \_\_\_\_\_ of children.
3. We could call schools \_\_\_\_\_ to education.

## 5. Vocabulary (3)

Collocations and synonyms – which are correct?

**victim** – which collocations are correct

to identify      to plant      to double      to compensate

**historical** - which collocations are correct

information      book      importance      document

**crime** - which synonyms are correct

penalty      misdemeanour      hate      law breaking

**analogy** - which synonyms are correct

metaphor      antonym      trap      parallel

## 6. Picture task

Match the places with the memorials.

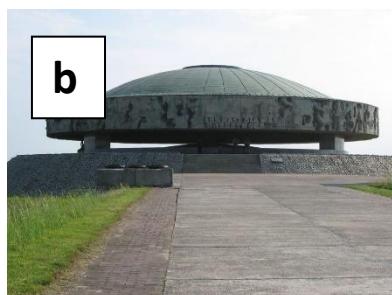
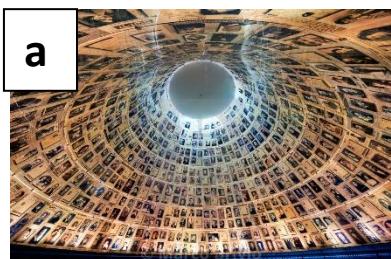
Miami

Berlin

Jerusalem

Warsaw

Lublin



Why are the memorials in these places?

Do you find the design of the memorials interesting?

What do they remind you of?

What do they symbolise?

Could you design your own memorial?

## 7. Film (1)

### Task 1

Do you know the answers to the questions? Work in groups of three and see if you can answer the questions.

- Who was Adorno and what was his famous lecture / text entitled?
- What does Auschwitz symbolise?
- What was the post-Nazi generation tired of?
- What did Adorno's words inspire?
- What is man, as a creature, prone to?
- What is the 'Action of the Sign of Penance'?

Watch the film, listen to the speaker, read the subtitles.

Try to find the answers to the questions.

### Task 2

In the same groups of three, check your answers.

What did you find interesting in the film?

What did you already know?

What didn't you know?

## 8. Film (2)

### Task 1

Do you know the answers to the questions? Work in groups of three and see if you can answer the questions.

- What are the aims of historical-political education?
- What does education aim to transmit?
- What is the importance of witnesses to events?
- What is important in a person's biography?
- What form do meetings with survivors take?

Watch the film, listen to the speaker, read the subtitles.

Try to find the answers to the questions.

### Task 2

In the same groups of three, check your answers.

What did you find interesting in the film?

What did you already know?

What didn't you know?

## 9. True or false quiz

1. The renowned educator Janusz Korczak was killed in Auschwitz.
2. The West German Chancellor visited Warsaw in 1970 to ask for forgiveness.
3. Martin Scorsese directed the film 'Schindler's List', which dealt with the subject of the Holocaust.
4. The Holocaust is also known as The Shoah.
5. 'The Final Solution of the Jewish Question' was discussed at the Wannsee conference in Berlin in 1938.
6. Theodor Adorno was a French lawyer and highly-influential critical theorist.
7. The film 'Shoah' is a 9 hour, 1985 film directed by the French film maker, Claude Lanzmann.

## 10. Lesson round up - Discussion

1. Which periods of history are the most important?
2. How responsible are people today for the events of the past?
3. What do you know about your grandparents' generation and how they lived?
4. How valuable is the internet in providing us with information about the past?
5. What are the dangers of using the internet to learn about history?
6. How do personal histories connect with the big picture of history we learn at school?
7. Do you know about any projects which shine a light on personal histories?
8. Do you know what happened in your town or city during the Second World War?
9. Do you know what happened in the times before that?
10. If you could design a series of history lessons for seven and eight year olds, what would you include?

## 11. Lesson round up - Review vocabulary

1. Make a list of five words from the lesson.
2. Test your partner on the words.
3. Choose two key words from the lesson
4. Which one point will you take away from the lesson?

## Answers

1.

populacja	biograficzny	nauczyć się
historia	ofiara	prześladowca
gość	analogia	pomnik

3.

analogy 5      victim 4      pedagogy 2      site 3      holocaust 1

4.

noun	verb	adjective	adverb
monument	monumentalise	monumental	monumentally
teacher teaching	teach	teachable teaching (well) taught	
history	historicize	historic historical	historically

1. History has given us many chances for the creation of monuments.
2. Historically, schools have been used mostly for the teaching of children.
3. We could call schools monuments to education.

5.

victim      to identify      to compensate

historical - information      book      importance      document

crime      misdemeanour      law breaking

analogy - metaphor      parallel

6

Miami c

Berlin e

Jerusalem a

Warsaw d

Lublin b

9.

1. False – he was killed in Treblinka
2. True
3. False – it was Steven Spielberg
4. True
5. False – it was in 1942
6. False – he was a German philosopher and sociologist
7. True