

## **Centropa Lesson**

### **Centropa film: The Years Make Their Own**

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School: "Stiv Naumov" – Bitola, Macedonia

#### **Overview information:**

Type of school: Primary public school in Bitola, Macedonia

Subject taught:: Macedonian language

Grade level of students: 8<sup>th</sup> (aged 13-14)

Integration of subjects: History and Macedonian language/Media literacy

Total duration: Three 40 minute lessons

#### **Background lesson information**

"The Diary of Anne Frank" is an obligatory assignment for 8<sup>th</sup> grade students for Macedonian language class, as part of 4 assignments in total. The students have around 20 days' time to read the book and to make notes, which would closely link to History classes, especially with the subject of World War Two, the treatment of Jews and the Holocaust. Besides the basic analysis, the context in which the book was written is also important. The same piece is studied as a scientific-literary genre as well, and the conclusions made by the students can serve as the groundwork for the making of the film/presentation during the third lesson, which falls under the wing of media literacy, writing of synopses, scenarios and films.

#### **Lesson aims/Objectives:**

##### **Macedonian Language:**

- The ability to recount and retell (verbally and in writing) the plot of a read work.
- The ability to speak about and carry over an event from a read work.
- Familiarizing oneself with the diary as a work of the scientific-literary genre.
- The ability to create varying forms of literature (essay, biography, reports).
- Familiarizing oneself with the synopsis and scenario of a film.

##### **History:**

- Learning about the Second World War in Europe, the Balkans and Macedonia.

- Learning about the Holocaust and the treatment of the Macedonian Jews by the occupiers.
- Learning about the Macedonian Jews after the end of the War.

### **General/Universal Aims:**

- Increasing the sense of multiculturalism, multi-ethnic tolerance and life in unity.
- Bettering the empathy towards close members of a community, no preference being made regarding origins or culture.
- Developing a sense of assistance during times of need or crises.
- Developing critical thought and the deliverance of conclusions.
- The encouragement and development of debate on the topic of differences.
- Motivating students to use modern ICTs to further their own knowledge.

### **Resources:**

- “The Diary of Anne Frank” – Anne Frank, 1947
- Centropa web site: [www.centropa.org](http://www.centropa.org)
- Link to the Centropa film: The Years Make Their Own ([www.centropa.org/centropa-cinema/beno-and-roza-kamhi-years-make-their-own?language=mk&subtitle\\_language=en](http://www.centropa.org/centropa-cinema/beno-and-roza-kamhi-years-make-their-own?language=mk&subtitle_language=en) )
- Link to Centropa photos: (<http://www.centropa.org/pictures-stories> )
- Link to [apla.mk](http://apla.mk)
- Link to <http://vesniknovost.beep.com/>
- Link to <https://setaliste.com.mk/>
- Historical maps of the Balkans and Macedonia
- computers, LCD projectors, screens, speakers

## **Lesson One**

**Introduction:** The students were given a home assignment for the duration of 20 days: to read “The Diary of Anne Frank” and to take notes about its contents regarding historical facts given in the work, the treatment of the Jews during World War Two in the Netherlands, the yellow star of David, the bans imposed on the Jews, and similar limits they were subjected to. Furthermore, they were asked to transfer their analysis to their book report notebooks, including the theme, motif, characters (with short descriptions), a short fable, and their main conclusion.

**Activity one (5 minutes):** This section focuses on: checking if students fulfilled their assignments, group discussion about their most notable moments and picking presenters.

**Main part:**

**Activity two (30 minutes):** Students are given the opportunity to present their assignments, focusing on their personal opinions and bringing forth their conclusions about the occupier's behavior towards the Jews and the state of the War with their own wording. The teacher registers the answers and moderates discussions.

**Conclusions (5 minutes):** This part is based on the bringing of conclusions and formation of questions, with each student receiving a printed copy of them, meant to be answered on the following lesson. The information necessary is to be taken from previous History classes and from the internet (as homework).

- |    |   |                                 |
|----|---|---------------------------------|
| 1. | Macedonia during the Second World War like?           | What were the conditions in     |
| 2. | Macedonia until 1941?                                 | How many Jews lived in          |
| 3. |   | Where did the Jews settle from? |
| 4. | during the War?                                       | What happened to the Jews       |
| 5. | Macedonia and what was their stance towards the Jews? | Who were the occupiers in       |
| 6. | in the resistance movement and the liberation?        | Was the Jewish youth involved   |

**Lesson two:**

**Introduction (10 minutes):** In this part the students share the answers they had given to the previous class' questions, a group discussion occurs and opinions are exchanged and notes are taken from the board.

**Main section (20 minutes):**

**Activity one:** Students watch the film regarding Beno and Roza on an LCD projector.

**Activity two:** Notes are taken individually about the characters, recognizable objects and constructions, familiar streets (in the city of Bitola), the time period and names.

**Conclusions (10 minutes):** A home assignment is given out (elective – either individual or group work), which involves making a short film within two weeks based on their previously taken notes, which would be presented during media literacy classes. The film must accord to the following requirements:

- The film/presentation must have a scenario/synopsis.
- The project must be a visual presentation, brought to class on a USB-drive or a CD.

- The students must make their film on their own.
- The students should work with regards to their interest and skills.
- The final product mustn't be longer than 3 minutes.
- The film must have a title and credits.

### Lesson three

**Introduction (5 minutes):** The students were given an assignment during the previous class, which they must bring on a USB-drive or CD and present before their classmates. They must also provide their thoughts on how “The Diary of Anne Frank” is connected to the film about Beno and Roza. For example, the life of young Jews during World War Two, progressive thought and the education of young Jews, youth organizations and the resistance, etc. are all valid connections between the two.

**Main part (30 minutes):**

**Activity one:** The films are watched and each student fills out a check-list about what parts were present in the film.

Student	
Title	
Photos	
Historical facts	
New information	
Well-put story	
Originality	
Technical expertise	

The check-list provided to the students (a tick is placed in each box).

**Conclusions (5 minutes):** The best film according to the tally of the check-lists is evaluated by the teacher by bringing a conclusion on the success of the assignment and, as a reward, it is used in following lessons regarding the same subject as a good example.