Centropa Lesson Introductory Information

**Overview Information:Borders and Bridge Reflective Thoughts**

•Melissa Yarborough, Charleston County Schools, Camp Road Middle School

• Social Studies (7th grade, World History & Geography)

• Middle School level: 6th-8th grade

• The lesson itself requires approximately 40 minutes. The visual product will take 1-2 class periods (55 minutes each).

**Lesson Summary**

**Themes:**

This lesson will explore the literal and figurative borders that exist in our world by utilizing historical events of the world in 1989 and just beyond. Additionally the lesson will look at the movement of people (human-environment interaction).

**Goals:**

Have students understand the concept of borders and how they impact the movement of people.

**Centropa materials:**

***Centropa Video Links*:**

“Laszlo Nussbaum: Europe without Borders”

<https://www.centropa.org/node/45289>

“Maps, Central Europe and History”

<https://www.centropa.org/centropa-cinema/maps-central-europe-and-history>

“Survival in Sarajevo: Friendship in a Time of War”

<https://www.centropa.org/centropa-cinema/survival-sarajevo-friendship-time-war>

“Jindrich Lion "My Escape From Prague”

<https://www.centropa.org/node/47756>

***Centropa Pictures*:**

“A Bridge over Vymnyanka”

<https://www.centropa.org/photo/bridge-over-vymnyanka-river-jewish-borough-yanovichi-where-blyuma-perlstein-lived>

***Other Links*:**

“Portrait of European Refugees”

<https://www.nationalgeographic.com/magazine/2016/10/europe-immigration-muslim-refugees-portraits/>

**Background Information**

**1. Context for Lesson** – How does this particular lesson fit into the broader themes of the

course?

-The broad themes of the course include understanding how historical events impact the movement of people, but also how humans interact with their environments.

**2. Enduring Understanding** (EU) – An Enduring Understanding is the ONE main idea you want students to take away from your lesson, beyond the details. In ten years, when they’ve forgotten the specific information, what primary concept will they remember? Example: For a project on Jewish life in Poland, an enduring understanding might be: The religious, political and intellectual diversity of Jewish life in Poland created a dynamic Jewish culture that continues to have an impact on Jews around the world today.

-The changes that took place in 1989 after the fall of the Berlin wall and Communism deeply shaped the people who lived behind the Iron Curtain.

**3. Goals/objectives**: What are your goals/objectives for the lesson or project? Include

some or all of the following: knowledge gained, skills acquired, behavior affected.

To demonstrate their ability to recognize conditions, connections, and regions in the study of geography, students should:

● identify the physical and human conditions of places and the connections among places.

● compare the physical and human conditions of places and the connections among places.

● evaluate the influence of places on other places.

● evaluate the development of regions as they vary over time and space.

To demonstrate their ability to understand distribution and patterns in the study of geography, students should:

● identify spatial distributions, patterns, and associations.

● analyze changes over time in spatial distributions, patterns, and associations.

**4. What Centropa or other sources were used?** List all necessary materials, including primary sources, hyperlink web-based resources, and specific Centropa films and interviews. Please attach any readings that are part of this lesson or project.

***Centropa Film Links*:**

“Laszlo Nussbaum: Europe without Borders”

<https://www.centropa.org/node/45289>

“Maps, Central Europe and History”

<https://www.centropa.org/centropa-cinema/maps-central-europe-and-history>

“Survival in Sarajevo: Friendship in a Time of War”

<https://www.centropa.org/centropa-cinema/survival-sarajevo-friendship-time-war>

“Jindrich Lion "My Escape From Prague”

<https://www.centropa.org/node/47756>

***Centropa Pictures*:**

“A Bridge over Vymnyanka”

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**5. Are there any specific background skills or knowledge students need to successfully**

**learn the concepts, information and skills in your lesson?** If so, please list.

-Students will need a background of Communism & the Iron Curtain.

**The Lesson**

**1. Motivating the students.** How will you motivate the students at the beginning of the

lesson? What opening activity will you use to engage them in the topic?

I will motivate students by having them list out both physical and figurative borders that exists within their world. They will be able to go on a site called Padlet, to post their list. Students can engage in a silent ‘talk moves’ discussion during warm up time.

**2. The lesson.**

a. Describe each part of the lesson in a way that others may follow.

*Warm Up:* What borders exist in your world? These could be physical or figurative (5-8 minutes)

*Map Comparison:* Students will compare two maps. One from 1989 prior to the fall of the Berlin Wall and one from 1998 showing the changes after the fall of Communism and the breakup of Yugoslavia. Students will then watch the Centropa film “Maps, Central Europe, and History”. (10 minutes)

*Activity:* Students will already be divided into groups (I will be dividing them based on the elementary school they attended). A line will be ‘drawn’ by tape to create borders within the classroom. Students will discuss characteristics of their borders with their groups (5 minutes). Those borders will then be ‘redrawn’ by tape. Student groups will change and some will be divided completely (using group cards that are already on their desks). Students will discuss their new group characteristics. (5 minutes). The class will come back together to discuss their feelings during the activity and how their borders changed (8 minutes).

Leading Questions:

-How do you welcome someone into your community?

-When students are divided into corners (1st time):

1. What is best about corner b’s school? Etc. Continue ask this question to opposing schools/corners.

-When students are divided into corners (2nd time):

1. How have your groups changed?
2. How are you working to create a community within your group?

**3. Concluding Activity.** How will you assess student competence, understanding and/or mastery of the skills and knowledge taught in the lesson? Examples include a visual project, writing assignment, test, etc.

Students will create a visual timeline of a person of their choosing from a country that was ‘created’ after 1989 (this includes the breakup of Yugoslavia). Students will use the Centropa website to locate an individual. Within the timeline, they will explain how borders changed throughout that person’s life, what impact was made on them, and how they were integrated into their new community. Students can also use the “New Europeans” refugee page to see how current refugees are integrating into new societies.

**Reflection**

Please write a reflection paragraph about your experience teaching this lesson, using these questions as guidelines:

• What was your experience of teaching this lesson?

• What recommendations do you have for other teachers using your lesson plan?

• What worked well?

• What might you do differently next time? What challenges did you face?