

H A N D O U T S F O R T E A C H E R S

TRACES OF THE PAST

EDUCATION FOR THE FUTURE



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-CEO-
CENTRUM EDUKACJI
OBYWATELSKIEJ

anti**komplex**


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Education and Culture
"Europe for Citizens" Programme





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INTRODUCTION

We live in a world that develops at a great pace and the youth is said to be a target of these changes. Youngsters take advantage preferably of the cheap airlines' flights, travel in search of work, get regularly in touch with foreigners. They live in the reality of a melting pot, where various cultures, religions and languages filter through one another. Are they well-prepared for that? Do they understand and respect others' diversity? Are they capable of discussing it, not to mention taking advantage of cultural and customs' variety?

The need for a proper preparation of youngsters to live in the multicultural and multidimensional society and for introducing classes on multicultural education to schools is becoming more and more striking.

Responding to the contemporary challenges, the EU Commission announced the 2008 year as the European Year of Multicultural Dialogue. The action is to pay one's attention to the benefits of cultural diversity, build up the sense of belonging to Europe, contribute to the growth of mutual understanding, which serves the purpose of a better life together.

With its activities the Center for Citizenship Education contributes to the ideas of the announced European Year of Multicultural Dialogue.

With a real pleasure we hand the subsidiary materials for teachers on to you. They were compiled in the project „Traces of the Past – education for the future" that is carried out by the Center for Citizenship Education (Poland) in cooperation with Hornemann Institute (Germany) and Antikomplex Association (Czech Rep) within the programme „Europe for Citizens" of the EU Commission's. The materials can support the preparation process of your own educational activities, which aim at getting youngsters more sensitive to the cultural diversity, in addition to spreading respect and openness to the Others among them. The theme of presented activities is thought to be the care for relics which leads to rediscover historical spots, history of people connected with these places and their significance in the contemporary word.

The publication includes, apart from a handful of exemplified positive practices, a feature on multicultural education, exemplary lessons' plans, individually described stages of work under a project.

We hope that the publication will come across as being not only a source of valuable information and ready-to-use materials for the classes schemes, but also as an inspiration to undertake own projects and moreover, as an encouragement to cooperate with foreign schools.

The Center for Citizenship Education

I TRACES OF THE PAST – EDUCATION FOR THE FUTURE. INFORMATION OF THE PROJECT

The project “Traces of the Past – education for the future” is an action which aims to restore cultural heritage of multi-ethnic regions of Poland to European people and vice versa – to restore cultural heritage of European countries to Polish people in order to look for the connections among cultures. The project focuses not only on teaching and promoting the history of the local communities and European regions, but also on starting discussion and reflection on past events and their contemporary meaning.

Students “adopt” a chosen object and they dedicate themselves to take care of it. Then, in cooperation with a local government and regional cultural institutions, they do their best to restore the monument once they have adopted. These activities serve to promote the cultural heritage of a particular town and region. While participating in the project, youngsters rediscover the history of their home-place. The process of searching for historical traces influences the imagination of students in more distinctive way than even the best lecture. *Traces of the Past* are intended for students in elementary, middle and high schools. The programme is implemented during civic education, history, literature, art classes as well as within extra classes programmes. Traces of the Past are becoming more and more popular in Poland. Around 1500 schools, 2000 teachers and over 30 000 pupils have participated in it so far. There are several schools from Germany, Lithuania and Czech who joined the program last year. The idea appealed both to students and their teachers. Regardless of skills, individual interests or age groups, everyone can find something valuable. Students carry out most activities on their own. Teachers assist them: inspire, stimulate, encourage, empower, give them support in essential matters, help them to plan their actions. Tasks, which are undertaken by students, build their own sense of identity, strengthen bonds with their birthplace and foster a sense of civic duty. Taking care of the ad-

opted monuments becomes a lasting element of school tradition. It is also a wonderful opportunity for cooperation for the youth from different regions and countries to do a project dedicate to the cultural heritage of their local communities, searching for the common history and cultural diversity.

→ Children and teenagers participating in the educational programme *Traces of the Past* search for a historical monument in their region so that they learn about its history and take care of it. They try to restore memories of the place and people connected with it.



II STEP BY STEP – DOING PROJECTS

Under teachers' supervision students implement the project, according to the work plan:

1. Preparing the project

Before starting off work under the project, make sure youngsters are well-prepared to discuss history and culture of their region, pay special attention to the issue of multiculturalism. Several introductive lessons which will take up the matter of multicultural local history, acquiring the knowledge on other creeds, national and ethnic groups that (used to) inhabit your region history is needed. The introduction should make students become interested in the project so that it may persuade them to initiate some activities on their own.

Students:

- acquire the knowledge on their region
- prepare themselves for work using the project method
- enter into a contract

2. Choosing the subject and planning activities

A choice of the theme of the project seems to be a crucial moment of the project. While deciding on the specific field of actions, you can take advantage of assorted inspirations and trails. First and foremost, the students should have a sense of their own authorship and find by themselves a part of their neighborhood that seems fascinating and rediscover secrets it evokes. Consequently, there is every likelihood that their participation and motivation will increase.

What will the students be searching? First of all, relicts – namely spots and objects telling the story about the past in addition to crumbs of memories from the local elders, pieces of information on the most recent role and meaning of these places. In the course of search you are said to be a guide, from whom youngsters will need some support at times.

Students:

- set off in search of *traces of the past*
- choose their subject collectively
- collect initial information
- prepare a scheme of activities
- formulate a detailed schedule
- divide themselves into individual tasks groups
- look for some supporters

3. Documentation

Students' task is to collect any documentation connected with a chosen object. They have to gather and compile data and documents concerning a given building, a place or an object. They have to browse the information in archives, libraries, museums and interview people who remember the past events, look for the old pictures and take new photographs of that place. While looking for these materials, students learn the history of the monument in addition to the history of their community, region and nation. Following the past up on one's own comes across as fascinating, yet it requires putting a lot of effort, which should be preceded by proper preparation.

Students:

- collect information on a chosen subject
- take advantage of historical research
- conduct interviews
- gather photographs documenting

4. Action

It is a key point in the process of working under the project. Execution of specific activities is held outdoors predominantly, as fieldwork but not under the watchful gaze of a teacher. It is the moment when you gain an opportunity to realize whether your students have been prepared well or not for the task.

Activities within the project does not only mean caring for a relic, undertaking conservation or archival work. The task for the students is about sharing their discoveries with others, restoring the memory about the people who used to inhabit the region. In other words, it is about carrying out informational and educational activities.

Students:

- ☑ undertake to carry out conservation and archival work
- ☑ cooperate with local authorities and specialist
- ☑ prepare events like plays, exhibitions, happenings
- ☑ compile materials: leaflets, folders, press notes, other publications
- ☑ contribute information on the web site

5. Presentation and promotion

The Project should be presented publicly on the class, school or local scene. The public promotion of students' actions will exemplify done work of youngsters and their interests on the matter of cultural heritage.

Students:

- ☑ compile a celebration's script
- ☑ prepare invitations
- ☑ feed the press with information
- ☑ get supporters

6. Cooperation with other youth groups

Preservation of cultural heritage is a great idea for cooperation with other youth groups. While conducting a project, it is advisable to find a school from another region or country, which follows similar tracks: cares for relics of its region, rediscovering its past at the same time. Start off your cooperation, exchange information, look for similarities and differences. Your work will get a slightly different meaning and gain in popularity. The Internet and communication via e-mail will help you to maintain mutual contacts; think of the way you could meet personally, as well.





Students:

- ❑ look for a partner – a school or a youth group from different region or country
- ❑ exchange information
- ❑ prepare a shared web site or plan actions
- ❑ organize visiting
- ❑ planning further activities

7. International showcase

The end of the program is celebrated in Warsaw during International Showcase of Projects Traces of the Past. CCE invites representatives among students teams and teachers involved in the project from participating countries. It is a chance to exchange experiences, to elaborate the effects of the one-year work, to meet other young people who are familiar with the same issues. Owing to those meetings brand new ideas may appear and a partnership of people who dedicate their free time and energy to protect monuments is formed.

8. Evaluation

While working on the project teachers and students can not forget about the evaluation. The project can be assessed in a traditional way, but rather than assessing the level of a student's knowledge and skills, it is better to assist a student in the course of learning process. It is also said to help students to take responsibility for their own work.

III MULTICULTURAL EDUCATION

– HOW TO DO IT

When asked about multicultural education, we respond: „Of course, we have been doing it for years. We organize school holidays devoted to different cultures, we prepare exhibitions of students' works, we invite representatives of national or ethnic minorities. Great, yet is it still enough? Learning about different cultures, customs of further and nearer neighbours is just the first step. Pure information is not enough. To understand multinational and multicultural world around us, to overcome the fear of “the Other”, to discover our own identity – certain further work and profound reflection is necessary. While planning multicultural educational projects, it is advisable to take into consideration activities which not only transfer knowledge but also teach students communication, working as a team, conflict solving. We must remember, that the key to success in education is openness, tolerance, mutual understanding, sensitivity towards the Others. These qualities help young people disarm stereotypes, overcome prejudices, combat racism and xenophobia.

A need for multicultural education started to be mentioned in the interwar period, however the idea has acquired more significance in the contemporary world. Two World Wars caused traditional communities and societies to crumble. Many of them were almost wiped out, others – displaced. Social bonds were broken, cultural continuity got ruptured. Dynamic economic development in the Western countries in the second half of the twentieth century deepened differences between developed countries and the so-called Third World. This process triggered a massive inflow of immigrants to Europe from poor regions of the world and from areas stricken with ethnic or religious conflicts. Expansion of communication and information systems facilitated exchange of information and migrations. As a consequence of these processes, our world consists of mobile, unstable communities and multicultural societies, where traditional division between “us” and “Others” has lost its meaning. Contemporary Europe has to work out a new model of coexistence for people with a different national, cultural and religious background.

Education – multicultural or intercultural?

Can these two terms be used interchangeably? Experts highlight differences between these terms, and stress different meaning and aims of multicultural and intercultural education.

Multicultural education concentrates on familiarizing students with various cultures, on breaking ethnocentric way of thinking and cultural stereotypes. The term “intercultural” assumes cooperation, and suggests a possibility of people living despite differences side by side. The aim of intercultural education is not to teach history, tradition or customs of different cultures, but to show similarities and differences between people. It is a workshop about shaping attitude and communication with other people.

Both terms are connected with education aiming at teaching respect, understanding and openness to other cultures. What seems crucial for multicultural education is its cognitive aspect. Actions teaching skills necessary to get along with other people are located in the heart of intercultural education.

A fitting example of multicultural education is the Centre for Citizenship Education project entitled “**Traces of the Past – education for the future**,” where young people discover multicultural past of their region and take care of their heritage. Another multicultural educational project concentrating on tackling problems of the contemporary world called “**Let's get to know each other. Diversity, understanding openness**” has been prepared by the UK Embassy. It aims at promotion of positive values resulting from living in a culturally and nationally diversified society. In the project young people interview foreigners, participate in workshops, learn about refugees and illegal immigrants' predicaments.

The project “**NIKE Intercultural Teaching In the European Context**,” a common educational project of the Centre for European Studies, Jagiellonian University, the Centre for Citizenship Education and the Centre for Intercultural Education at Ghent University is concerned with intercultural education. NIKE helps teachers to organize lessons that take advantage from students' diversity, appreciate its value and show benefits of learning and cooperation. Each student has to conceive of their schoolmates as „Others” and recognize them as creators of culture with equal rights. An important aspect of NIKE is the rotation of tasks. Successive workshops give students an opportunity to try out various tasks. This way they discover their comprehensive skills and a wide range of competence of their partners.

The range of activities within the given projects lets us realise how differently multicultural education can be perceived, how many areas it deals with and at how many dimensions it acts. Educational activities include discovering the past, analysing current issues of multinational society, and communications with “the Others”.



IV MINIWORKSHOP OF YOUNG HISTORIAN

Within the programme *Traces of the Past* students explore their neighborhood in search of places, buildings, objects and culture phenomena they would like to take care of. However, before they make a decision regarding the topic of the project, they should give a second thought to the meaning of such words as a *monument* and *cultural heritage*. They should also think how to read cultural landscape of their town and what is the most important – what is the role of young people in protection of monuments?

1. What can be regarded as a monument?

Many people in the first place associate a monument with a statue, a monument of architecture or art and historical souvenirs. According to the legal documents concerning protection of monuments, a monument can also signify an object or a technical device, mean of transport, park, avenue, cemetery, medieval grave-mound, whole city, town or its part as well as objects of daily use, folk art goods, musical instrument, flag, badge, historical or geographical names...

It turns out that there are also intangible monuments. For many years UNESCO World Heritage List (United Nations Educational, Scientific and Cultural Organization) included only architectonic objects and wonders of nature. List of Masterpieces of the Oral and Intangible Heritage of Humanity was created in 2003. It includes elements of culture which are passed from generation to generation: traditions, oral transmissions, performances and shows, customs, habits and rites, knowledge about the Universe and nature and practice related to above-mentioned knowledge.

A monument or not a monument?

The way we can conceive a monument means a lot. How do we know that something is a monument or not? Of course, first of all, it depends on the period the object dates from – but it is not the only factor. We have to take into account its artistic, historical and scientific value. The artistic value means that its artistic form has to be distinctive in the region or



even in the country. The historic value means that it is connected with historical events – eg. it can be a place where a very important person settled for a while in the past. The scientific value refers to the cognitive value – an object or a culture phenomenon has to enrich our knowledge of history, old architecture and culture of a particular place or region.

All monuments that arose before 1945 are legally protected. In Poland we have also some examples of objects or districts from '50s that were entered into the register of monuments.

Apart from objects protected by the law – things placed in libraries and museums – we can also find many other monuments which are the part of our cultural heritage. Perhaps at first it may seem that these places, objects or phenomena are quite new and of little value. However, it often turns out that these discoveries which have not been described yet are extraordinary interesting and that there is a great deal of fascinating stories related to them.

In the programme *Traces of the Past* students get interested in every trace of the past which is important in their opinion. It can be an object which has appeared recently but it is special and unique, or on the contrary – it is typical of some periods. It can be a place connected with an important and an interesting event. Traces of the past may also include things which are special for emotional reasons – an old piece of furniture or household goods which have not been in use for a long time are a part of one's family history. We can classify as a monument every element of culture connected with the spiritual achievement of people and time. It can include legends, customs, rites or even songs or parables passed from generation to generation.

Exercise: What can we regard as traces of the past?

Brainstorm with your students a question: What can we regard as traces of the past? Write down all ideas on a blackboard. Try to put them in order according to the following categories:

- ▣ cultural landscape ▣ town and country planning system and architectural complex ▣ architecture and construction ▣ defensive construction ▣ technical object ▣ cemetery
- ▣ monument of nature ▣ place commemorating historical event or activity of important personages ▣ plastic art and artistic craftsmanship ▣ historical souvenir ▣ technical artifact
- ▣ library material ▣ musical instrument ▣ folk art and handicraft ▣ archaeological monument ▣ geographical and historical names ▣ monument of oral and intangible culture (spiritual and social)

To sum up the exercise, discuss the meaning of the word a monument and traces of the past.

Exercise: A monument or not a monument?

Ask your students to read the excerpt of the below placed article Cinema Kosmos is not a monument. Next divide them into two groups. Ask one of them to elaborate arguments for demolition of the cinema and the other one – to find arguments for saving the building. Suggest your students discuss the topic Historic or not. Ask your students if they know any other buildings or places which are objects of similar disputes.

Cinema Kosmos is not a monument (Gazeta Wyborcza, 28 December 2005)

Cinema Kosmos, the newest and the most controversial monument in Szczecin, is not a monument in fact. It was the decision of the Supreme Administrative Court. Provincial heritage conservator was not able to accept this verdict.

The fight over the former Cinema Kosmos took place two years ago. This cinema belonged to the former Film Institution from Poznań. They wanted to replace the decrepit cinema with the amusement centre, which would consist of a 5-hall cinema, a bowling centre and catering points. They would have to demolish the old cinema to put this idea into life. But provincial heritage conservator stood up for it. He acknowledged that the building, which dates from 1959, should be entered into the register of monuments. A heated discussion led to the division of the local society, architects and art historians – some of them were for and some were against doing it.

For the whole year the investor didn't know if he would receive a planning permission. Finally two years later he received a negative answer. The Minister of Culture was also involved in this issue and he supported the conservator. Finally the case was passed to the Supreme Administrative Court. The court reversed the decision of the Minister of Culture and, as a result, the conservator's decision regarding entering the monument into the register. It means that Kosmos does not have a status of a monument. Many inhabitants wish this stylish building with beautiful hall was not assigned for demolition. They ask: *Is there anything we can do to preserve this object of culture and evidence of history?*



2. Why is it important for us?

Before the students get involved in this project, they have to be aware why it is necessary to protect monuments and culture heritage. Encourage them to look around in search of any important and interesting object. Show them how to save something which can be a landmark of your region. Show your students the heritage which is the evidence of multicultural Polish history. Make them realize that this is the common wealth. Encourage them to talk to representatives of other nations and ethnic groups. By teaching them history of the town and region, you give them something uniquely valuable – huge wealth of knowledge that they will take advantage of throughout their lifetime.

What is the national heritage?

A monument constitutes the part of culture heritage. Heritage constitutes tangible and spiritual achievement of the previous generations. It is our wealth. We should be aware of the fact that it is the heritage of a great significance which we received from our ancestors and – as in the case of any other legacy – we are obliged to take care of it but also to benefit from it. We should remember that this heritage shapes our identity and has a great impact on us and on our choices. This is the capital we can use in economic development of the region, improvement of life conditions and activation of local community. This way of thinking gives a great deal of chances and opportunities. We should only notice things which are misjudged and considered as ordinary and worthless, yet they are interesting and unique.

Cultural variety

There is about 6000 culture communities in the world. We are only of different colours, creeds, customs and views. History of Poland – the country that used to be multinational for many years – is the best example in Europe that culture is not a property of one nation – it is the common wealth. While taking care of cultural heritage, we should remember that culture achievement of one nation or ethnic group is the achievement of all civilizations and all nations. By studying culture and history of other nations, we have a chance to understand better our own past.

Responsibility

If we want to protect cultural heritage that we are heirs of, first and foremost, we have to have sense of responsibility for the place we are from and we live in. It is extremely important in our country, where cultural wealth was being systemati-





cally damaged because of numerous wars and political decisions and due to resident's negligence or lack of conservation work. Here in Poland we are still learning to understand the idea of a small homeland. This idea comes together with a responsible attitude towards all the reality elements tightly connected with human culture.

Key words

▣ small homeland ▣ responsibility ▣ identity ▣ wealth ▣ variety ▣ duologue ▣ place
 ▣ common wealth ▣ knowledge * development

Exercise: Taking care of monument

Ask students how they would encourage their peer who reckons that old ruined buildings should be knocked down because they are only waste of time and money to take care of monuments. Ask them to write on a blackboard all arguments which could convince him. Next, ask them to formulate in groups short watchword or rhyme which will include the message of your future activity. It should be very brief. It can begin with:

Take care of...

Adopt a monument...

We are...

We want...

Prepare posters with the best and the funniest ideas and hang them in a class room.

Exercise: What's happened in Bloszewo?

Ask your students to read the description of the project accomplished by their friends from Bloszewo. Analyse together with your students the reasons for which young people put a lot of work in taking care of a forgotten Jewish cemetery. Ask them to think of objects, places, things and customs in their town or region which are the evidence of its multicultural history. Get them think how these monuments look like, who is taking care of them and why.

The students from Jan Paweł II Lower Secondary School in Bolszewo took part in the programme Traces of the Past.

- ✦ Students tidied up forgotten and destroyed Jewish cemetery in Górka Żydowska
- ✦ They collected all records of the adopted monument (they measured the area of the cemetery, prepared situation plan, found the information concerning the amount of Jewish grave slabs and learnt the names of Jews who have been buried there).
- ✦ They marked at the cemetery all the places which used to be Jewish grave slabs. They put around the cemetery symbolic stones.
- ✦ They contacted with Jewish Commune, Public Record Office and Social Committee for Saving Cemeteries.
- ✦ They informed the Provincial Heritage Conservator, City Council in Wejherowo, Commune Office, local authorities, mass media and community of their project.
- ✦ They prepared reconstruction of synagogue which existed in Wejherowo from 1866-1939
- ✦ They prepared maps which include the information how to get to the cemetery.
- ✦ They found the information about Jewish culture (traditions, holidays, customs, tangible and written monuments, clothing, music and traditional cuisine)
- ✦ They learnt about Jewish everyday life and shared their extensive knowledge in such forms: essays, folder publications, sketches and posters.
- ✦ They became acquainted with Jewish fate in World War II (students' opinions, memories from war, monographs, films).
- ✦ They organized the celebration of adoption of the Jewish cemetery.
- ✦ They made a plaque commemorating the place which they take care of.
- ✦ Students were appointed as social heritage conservators.

3. What can we find out thanks to monuments?

Sometimes what seems to be ordinary turns out fascinating. It is worth finding its history, checking the meaning it had for the users, finding out of history of people and events connected with these things. Discovered thing and its history help to understand better the past and historic reality. By describing the history of one object, the students learn features of the culture of the older days, important and specific social and political phenomena.

Each building or thing is the evidence of history and both individual histories of people and great history of all nations and countries are connected with it. Histories of many monuments have already been recreated and described but sometimes it is enough to ask other questions to find out that a building or a thing has an interesting and unknown history.

Make your students realize that discovering forgotten and unknown stories can be a fantastic experience.

How did people live?

A building can tell us a story about people who used to live there, about their fancies, lifestyles, needs, religious practice and even about social background in the past. Nobleman's manors, lordly castles, Silesian familoks (houses for several workers' families), working-class residential districts or a single village are the part of spatial layout which we can use to learn about everyday life of their inhabitants.

Each place, object or thing is related with individual stories of people or their families.

Personifying history is a fine opportunity to show students much more than by feeding them only with facts, dates and statistics.

How the world has been changing?

It is worth analyzing functions of the buildings, places and things during the centuries. They had different meaning rooted in a political and social system, a government or a nationality. Geographical and historical names have changed, as well. Returning to the old name is a good way to restore the memory of people and places, which does not exist any more, or to label a new meaning to places that seem to be well-known and to rediscover their history once again.



What do the monuments tell us about?

- ▣ about our ancestors ▣ about us ▣ about our town ▣ about *small homeland* ▣ about Poland
- ▣ about Europe ▣ about changes ▣ about other nations and ethnic groups

Exercise: Fascinating histories

Divide your students into several groups. Give each of them the photographs of unknown objects, things or places. Ask them to prepare a fake story about each object (using the questions below). Encourage them to use their imagination – the stories can be made up. When they finish their stories, tell them real histories of places from the pictures. Get them realize that authentic stories are as unusual as the stories they have just told.



- ☑ What is it and what was it used for? / What was the function of the building?
- ☑ Who designed this building?
- ☑ Who was the founder? Who raised funds for it?
- ☑ Who built it? Who delivered the materials? Who painted and sculpted?
- ☑ What is this building/thing telling about people who are connected with it?
- ☑ How did people live in the days this object comes from?
- ☑ What kind of secret does it keep?

Exercise: Who lived here?

Divide your students into small groups. Give each of them different photograph: nobleman's manor, lordly castle, working-class residential district, country buildings, Jewish town or marketplace. Ask the students to answer the questions:

- ☑ Representatives of which social classes lived here?
- ☑ What did they do?
- ☑ Followers of which religions and members of which national groups lived here?
- ☑ How did the life of children and young people who lived there look like?
- ☑ How did they dress, what did they eat and drink?
- ☑ What does this place look like today?

Exercise: What was the function of this building?

Tell your students the history of three buildings described below. Ask them to think of other objects in their neighborhood, whose functions have been changed of sometime in the past. Analyze with students why it happened and what these changes prove about?

Warsaw Stock Exchange (former House of Communistic Party) – built in 1947-1951, designed by the group of famous architects: Waław Kłyszewski, Jerzy Mokrzyński and Eugeniusz Wierzbicki (known as Tigers); a part of incomplete town planning project. Until 1990 – the headquarters of the Central Committee of Polish United Workers' Party; from 1990 – Warsaw Stock Exchange.

Manor house in Krasnogruda – a ground-floor wooden manor-house from the latter half of the XVII-th century. In the XIX-th century Kunat family (where Czesław Miłosz's* mother was born) became its owner. During the Second World War the manor was said to be a boarding house, as well. The German took control over the property. After the war the manor was nationalized. At present it belongs to the Regional Administration of National Forests. The manor is inhabited mostly by members of workers' families of the forest inspectorate. Czesław and Andrzej Miłosz were eager to set up Center of Small Homeland under the patronage of the Pogranicze Foundation in the manor's spaces. Works on this project are in progress.

Synagogue in Zamość – built in 1620 in the late Renaissance style. During the Second World War the German damaged the synagogue and set up carpentry workshops inside. In the '60s of the XX century renovation works were being carried out; they were finished in 1967 and subsequently the building was converted into the library. Since 2005 the library has changed its base. The plans for the forthcoming future include opening the Museum of Jews from Zamość and the Zamość Region.

* Czesław Miłosz – a critically-acclaimed Polish poet, awarded the Nobel Prize for Literature



V „WHO IS COMING WITH US...” LESSON SCENARIO

Aims:

1. To learn the term „stereotype”
2. To realize the mechanism of a national stereotype.
3. To reflect on undesirable effects of stereotypes.
4. To develop negotiation and compromise reaching skills
5. To introduce the issue of human rights.

Key question: What stereotypes are and when do we use them?

Methods: examples, brainstorming

Form of work: Group work

Worksheets: Copies of “a list of passengers” one per participant (on the basis of an exercise Euro-rail... from a manual “All different-all equal – education pack” European Youth Centre – Council of Europe, 1995).

Instructions:

I A list of passengers

1. Tell your students to imagine that they are travelling by train from Gdynia to Zakopane (so they will spend long hours in their compartment)
2. Hand out the copies of the “list of passengers”. The students choose 3 people they would like to share a compartment with.

3. Ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with.
4. After five minutes ask them to form groups of four to five and to share their individual choices and the reasons for them.
5. Students discuss and negotiate a common list of three people they would most like to travel with and the three they would least like to travel with.
6. They present their choice in plenary.
7. Ask your students to give reasons for their choices. This is where stereotypical conceptions will most probably be revealed. Point out that the students attributed some qualities to the passengers on the basis of a short description (e.g. they linked a „Romanian woman” with poverty and troubles, whereas she could be an elegant lady)
8. Formulate your common definition of the term „stereotype” (e.g. “a generalised opinion about a group of people, based on a simplistic conception”). Write it down on a blackboard.
9. Ask your students what, according to them, the origin of national stereotypes might be. Write down students’ ideas to present various sources of stereotype creation. (e.g.: media, jokes, opinion of friends or relatives, generalization of individual situations)
10. Underline the fact that almost each group has its stereotype. Encourage your students to talk about stereotypes concerning nationalities in this exercise.

Debriefing

Ask your students to think about consequences of stereotypes in everyday life. Students can discuss it in groups. After a few minutes ask them to present their conclusions. Emphasize the fact that using stereotypical thinking towards people of different nationalities can be harmful.





List of passengers

1. a Romanian woman
2. a young artist from France
3. a musician from Kenya
4. a Korean businessman
5. a CD-seller from Ukraine
6. a Roma man and two children
7. a middle-aged Vietnamese
8. a woman from Chechnya with a baby
9. a German rapper
10. an African selling cosmetics
11. an elderly American
12. an unemployed Russian
13. a blind guitarist from Austria
14. a Japanese tourist
15. a former soldier from Chechnya

VI TRACES OF THE PAST – EXAMPLES OF THE PROJECTS

Zespół Szkół Przemysłu Spożywczego i Chemicznego, Gdańsk, Poland

History of our school

Our school building was designed by a famous architect Charles Ferdinand Schinkel. At the very top of the building one can see a Latin inscription: "Artium Liberalium Studiis Sacrum MDCCCXXXVII" – The Arts are sacred 1837, which emphasizes that originally the building was meant for education. In connection with the participation in the project "Traces of the Past" we have decided to start off our journey in time to trace the lives of prominent students who attended those schools. John Hevelius, Paul Pater, Daniel Gralath are among the most distinguished residents of Gdańsk. Our attempts are also aimed at tracing the influence of four hundred and fifty years of the educational heritage on the cultural life in Europe. We also want to get in touch with students who are still alive and attended our school before or shortly after the World War II.

Teacher: Mirosław Schulfer

Liceum Ogólnokształcące im. Tadeusza Kościuszki, Syców, Poland

Bringing memories alive

The main goal of our project is to explore our town and surroundings in order to discover interesting traces of the past. When we mapped the places and made virtual tour around them, the object which caught our special attention was an old photo of Syców with a town hall situated at the main square. Although the town hall no longer exists, as it was destroyed in 1945, we want to determine its original size and use 3D graphics and modeling software to make its highest quality virtual reconstruction. We collect old photographs of people with monuments in the background to see how the places looked like in the past and how different they are nowadays. We will exhibit the photos during the ceremony so that people coming will have possibility to notice the change.

Teachers: Beata Łukawska, Joanna Cegła

Szkoła Podstawowa nr 11 im. Władysława Broniewskiego, Będzin, Poland

Będzin, our small Jerusalem

Within our project we have decided to trace the history of Jewish inhabitants of Będzin. We started looking for their during a trip along Rutka Laskier trail. We visited places connected with history of the Jews, including a monument of Będzin Ghetto Heroes. After the trip we read Rutka Laskier's Diary with great interest. We invited Rutka's half-sister to school and we interviewed her. The meeting was followed by BBC television. On 23 May 2007 a ceremony of adoption of Mizrahi Synagogue took place. The temple had been closed due to the state of the interior. We decided to bring the history of synagogue closer to Będzin's inhabitants during annual Days of Jewish Culture, organized in our town.

Teachers: Anita Palimąka, Alina Kupińska

Zespół Szkół w Mikłuszowicach, Gimnazjum, Mikłuszowice, Poland

Neighbours

The project is related with the Jewish culture in the history of Bochnia. We wanted to learn not only about the Jewish culture, but also about places connected with the presence of local Jews – preserved houses, the building which had previously been the Synagogue, the Jewish cemetery. Visiting these places helped us to learn more about Judaism. In March and April we attended two meetings in Fischer's Museum in Bochnia with Mrs. Iwona Zawidzka, the expert of the Jewish culture. We saw photos of the Jewish cemetery in Bochnia. We saw 4 tombs of Jews, who used to live in Mikłuszowice in the past. The meeting was very interesting and was really worth our time.

Teachers: Renata Rzymek, Łucja Piątkowska.



Gimnazjum z Oddziałami Integracyjnymi im. Adama Mickiewicza, Zgierz, Poland *Searching for multicultural traces of Zgierz – Jews*

The main aim of our project is to disseminate information about Jews, who had lived in Zgierz. Jewish heritage, still present in Zgierz, influenced the identity of the city. Jews brought so much to local and national traditions and we are convinced that we should deal with this issue. Within the framework of our project we have already undertaken several activities. We organized a rally through the trails connected with Jews in Zgierz. We are planning to adopt a monument – the Jewish cemetery located in Zgierz. We prepared a multimedia presentation, looked for some documents and pictures of Jews who had lived in Zgierz. What we like most is preparing exhibitions and talking with people about the past events. We are also going to prepare a screenplay based on a book by Theresa Torres, "Diary sang in three parts" and put on a play in Polish and in English.

Teacher: Iwona Drzeń

Zespół Szkół z Oddziałami Integracyjnymi im. Jana Pawła II, Kłodzko, Poland *Following Ernest of Pardubice footsteps*

In the framework of our project we have been learning the history of a bishop of Prague – Ernest of Pardubice, artists' patron, preacher and legal expert. On the basis of collected materials, we have made posters and albums about Ernest. On 13 March 2008 a ceremonial adoption prepared by a local coordinator of "Traces of the Past," took place. We planned a presentation of our project for June 2008. A short performance about Ernest will be presented. Students will have an opportunity to see albums, posters and to read press articles concerning the project.

Teachers: Magdalena Rytel Latos, Magdalena Głońska – Łabędź



Gymnasium Rahlstedt, Hamburg, Germany

Gothic village church in Müßelmow

In addition to scientific and geographical profiles our school plans to provide the profile "Cultural Heritage", which combines the subjects History, Arts and Sciences and is relevant for practical actions. This refers to the ongoing attempt by students to save from decay and restore the Gothic village church in Müßelmow (in Mecklenburg-Vorpommern). Aspects to be considered include questions of history, art history, physics and chemistry of construction, as well as restoration techniques. For a number of years now we have been working together with other schools in Müßelmow.

Teacher: Volker Wolter

Hartmanni-Gymnasium, Eppingen, Germany

Old Synagogue of Eppingen

The old synagogue of Eppingen is the main point of our project. The first Jewish residents of the town were mentioned in the early 14th century. During the 19th century one of Baden's biggest rural Jewish communities was located in Eppingen. In Eppingen and its vicinity there are still a lot of traces of the formerly flourishing Jewish life. The building is a half-timbered house from the early 18th century. Until the move to the new synagogue in the year 1873 the Jewish community celebrated its services there from 1732 on. A mikveh (a ritual bath) in the basement, which is dated back to the 16th century, is of a great note. The city of Eppingen has been owner of the building for more than five years now. Nevertheless, the building is not in a good shape and has to be renovated soon.

Teachers: Wolfgang Burth, Michael Heitz

Christian – Gymnasium Hermannsburg, Germany

The castle of Hermannsburg

The idea to reconstruct the medieval castle of Hermannsburg historically correctly is the actual framework of our project and was initiated by local businessmen, who did a lot of work in terms of planning and financing. The actual construction has not begun yet as there are still financial concerns to be solved. It's meant to become a place of education of the medieval culture as well as a touristic attraction for the region. The aim of our endeavour is to capture the initiators' vision of the project. We have been doing historical research, have been developing its own script and shooting schedule, interview local authorities, etc. We have to go through the complete process of filmmaking with a deadline in a very self-organised way.

Teachers: Frank Dehn, Dr. Jürgen Ganzer

Robert-Bosch-Gesamtschule, Hildesheim, Germany

Beth Schalom

We have been a Unesco-Project-School for many years. The working group Beth Schalom is closely involved in our Unesco team. In 2000 the working group started a documentary project for the 280 grave-stones at the Jewish cemetery in Hildesheim. Our goal is to preserve and record signs of Jewish life in Hildesheim of the time before the Shoah took place. We have completed the index for all gravestones, took photos of all of them. The German inscriptions have been written down, even the translations of the Hebrew inscriptions. The complete documentation of these parts already exists as an HTML-version. In this school year we want to record all Hebrew inscriptions and write a glossary for them. the paper version of our project will be the final aim of our efforts.

Teacher: Christian Augustin

Tarakańska Szkoła Podstawowa, Lithuania

My native birthplace: in the future- over the past

Our school lies in a significant place – in the wonderful Lithuanian Lakes region. Since ancient times this region has been dwelled by multicultural population. However, the favorable geographic position had also a certain disadvantage – various countries have always wanted to take possession of Tarakonys precincts. So that we decided to explore this heritage and to study it. This project is very important for the forthcoming education, because it can help people to maintain their national confidence and national identity during the decades, although the Soviet administration made every efforts to eradicate every trait of national identity.

Teacher: Nerijus Leonas Zakrys

Secondary School No 2, Niemienčyn, Lithuania

Crying Rock

A remarkable object is the rock, which has been called for ages the Secreol or Crying Rock. The water, which posies through such a rock has a healing power. We've got interested and started looking for the stories and facts about it. We got certain help from the history teacher, who has been living in Nemencine for a long time. After he had told us some interesting facts we decided to take part in the project. Nobody would tell that it could be connected with so many unbelievable stories and legends. Also, the people living close to that rock helped us a lot. Though the stories were not supported by facts, they were full of events from the local people's life and mystics.

Teachers: Daiva Losinskiene

Kuronis Secondary School, Darsuniskis Basic School, Lithuania

We cannot forget the past

The history is very closely connected to people. We want to introduce the history of our place to others from our country and abroad. We prepared description of the national costume of our region, collected some photos of folk crafts and historical monuments. We prepared a guide through the history and culture of Kasiadorys District. The motto of our project is a poem by Francis Duggan "Forget the past the past is forever gone".

Teacher: Loreta Vainauskiene



Základní škola Slušovice, Czech Republic

Raková's cross

We decided to take care of a small ecclesiastic architecture – Raková's cross. This was one of our ambitions – visualization of religious monuments especially this place in the eyes of the public. We visited the city office and met with a provost agent Blanka Lisovská. We obtained information about our cross and other ecclesiastic relics, which might be explored broadly in the future. We are going to visit the Zlín archive and meet with the chronicler in order to find information about the history of the town. There was a Way of the cross at Easter in March in Slušovice. The way conducted around the religious monuments. One of the stops was at Raková's cross. This was the first step of visualization of this place. We have promised to fix the Cross. The town Slušovice will pay all costs.

Teacher: Věra Janská

Základní škola Frymburk, Czech Republic

Frymburk – history of monument

Frymburk is a small town in southern Bohemia nearby Austrian border (former Sudetenland). The town was originally a market village from the late 13th century on the trade route from upper Austria to Bohemia. After the Second World War, Frymburk's German population was transferred to Germany. Fifty years ago part of the town was flooded during the construction of Lake Lipno. Frymburk is now a picturesque recreational town, which lies on a peninsula by Lake Lipno. Frymburk's elementary school students decided to get to know the history of a monument, which is situated in the centre of Frymburk's square.

Teacher: Jiří Horňáček

VII INFORMATION ABOUT PARTNER ORGANIZATIONS

The Center for Citizenship Education is a non-governmental educational foundation. CCE promotes civic knowledge, practical skills and attitudes that are necessary in the building of a democratic state founded on the rule of law and civil society. CCE also operates a non-profit teacher-training institute registered with the Ministry of Education and Sports.

In addition to developing innovative school curricula in the fields of civic engagement, history, culture, law and economic education, and introducing them into Polish schools, the Center for Citizenship Education is responsible for a range of activities targeting teachers, students and local authorities. Since 2001 CCE has been conducting the Traces of the Past programme.

[**www.ceo.org.pl**](http://www.ceo.org.pl)

The Hornemann Institute of the University of Applied Sciences and Arts Hildesheim/ Holzminden/ Göttingen (Faculty Preservation of Cultural Heritage) dedicates itself mainly to international knowledge transfer for the perpetual training of conservation specialists via the new media. Additionally, the institute disseminates information about preservation of cultural heritage among the public, especially the youth.

In the framework of the project the Institute coordinated and supported German schools and shared its experience on preparation of the school materials in cooperation with international partners.

[**www.hornemann-institut.de**](http://www.hornemann-institut.de)

Antikomplex is an NGO focusing on encouraging Czech society to reflect critically on its history, especially the part connected with Germans who were forced to leave the Czechoslovakia for Germany after the Second World War. We also follow the current situation in Sudetenland, a region inhabited mostly by Germans before 1945 and settled again by Czechs after the war. Our main activities include book publishing, as well as organising exhibitions, workshops and public debates on various issues. A large part of our projects is carried out in cooperation with schools.

[**www.antikomplex.cz**](http://www.antikomplex.cz)

[**www.education-for-the-future.eu**](http://www.education-for-the-future.eu)

www.education-for-the-future.eu



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