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Case studies focused on the intercultural education in the field of History

More and more projects focusing on intercultural education appear in Poland. Unfortunately, they are rarely directly related to school curricula, concentrating rather on extracurricular classes. They also rarely use new technologies for educational purposes, basing on traditional though active forms of teaching.

Intercultural education in Poland most often focuses on getting to know new cultures (exotic cultures, e.g. from Africa or Asia), getting to know the culture and customs of national minorities living in Poland or learning about ethnic minorities that used to be present in the history of Poland.

Below is a list of examples that are representative for most types of materials available in Poland.

EXAMPLE 1: INTERCULTURAL CLASSES WITHOUT THE USE OF ICT

“Osadnictwo niemieckie na terenie Krotoszyna” (“German settlement in Krotoszyn”) project is carried out by the School Complex in Benice.

The aim of the project is to get to know the everyday life of Germans: religion (religious communities – Protestants, evangelicals, Krotoszyn Evangelical Diocese), education, craft, trade (savings and loan institutions), industry, administration. The participation of Germans in important historical events. Famous Germans from Krotoszyn (Ulrike Hensche – a writer, Georg Huth – a lecturer, Otto Roquette – a poet).

Pupils and teachers have taken up the following activities:

- Preparing a guide concerning places related to the history of the German population in Krotoszyn (evangelical graveyard in Rawicka Street, St. Andrew Bobola Church – a former evangelical church, the Gałęcki Palace – formerly owned by von Thurn und Taxis family, the building of the former German school in Rawicka Street). The guide was based on the following publications: *Krotoszyn*, a joint publication edited by Dionizy Kosiński, *Krotoszyn. Informator historyczny (Krotoszyn. A Historical Guide)* by H. Kasperska, *Krotoszyn. Powstanie miasta, jego rozwój historyczny i układ przestrzenny, materiały (Krotoszyn. The foundation of the town, its historical development and spatial arrangement, materials)* by Wł. Czarnecki.
- Maintenance work at the evangelical graveyard.
- Archiving – photographs of tombstones were taken and the information from the tombstones were rewritten in order to translate it from German to Polish and to find additional information in other sources.

EXAMPLE 2: “ŚLADY PRZESZŁOŚCI” (“TRACES OF THE PAST”) PROGRAMME – A PROGRAMME USING ON-LINE MATERIALS FOR TEACHERS

As part of “Ślady przeszłości” programme pupils look for forgotten monuments, interesting everyday items and fascinating stories. They take care of the discovered objects, places and accounts, so that the memory of them is not lost. Everything starts with the choice of the monument. Young people become “advocates” of the forgotten monuments, reminding other people of their significance and role. There are many different ideas how to popularise knowledge about the given place or object – pupils organise trips for their friends, prepare information folders, organise photography and art exhibitions, stage plays and even shoot films.

The programme is supported by additional on-line materials addressed to teachers. They include interesting articles, expert advice, examples of good practices and exercises that can be done by pupils.

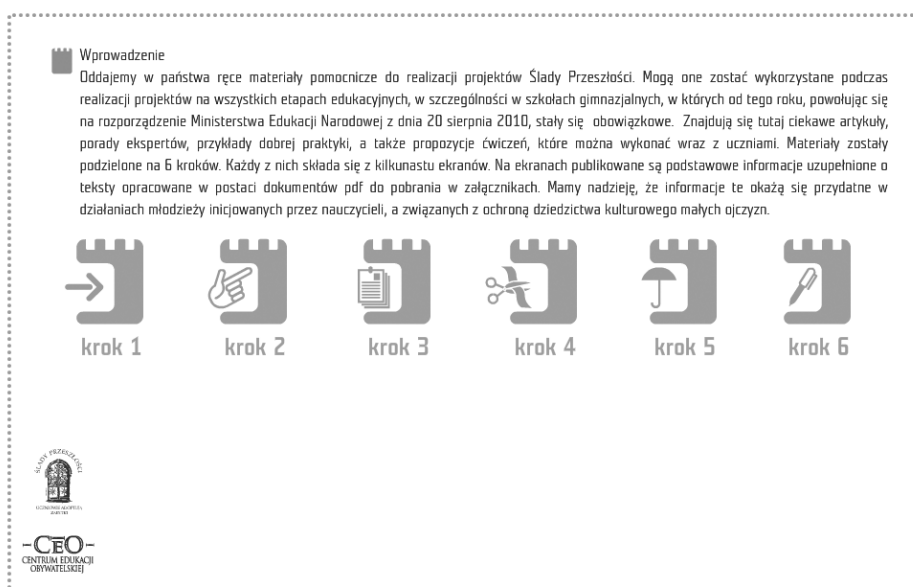


Figure 25. http://www.ceo.org.pl/sites/beta.serwisceo.nq.pl/files/flash/kurs_slady/slady.swf

EXAMPLE 3: ONLINE MATERIALS ABOUT OTHER CULTURES ADDRESSED TO CHILDREN

<http://www.miedzykulturowa.org.pl/cms/>

The Foundation of International Education prepares classes for children, allowing them to get to know distant cultures. Unfortunately, most scenarios are addressed to children under 7. On the Foundation’s website there are games that can be printed and then used by children.

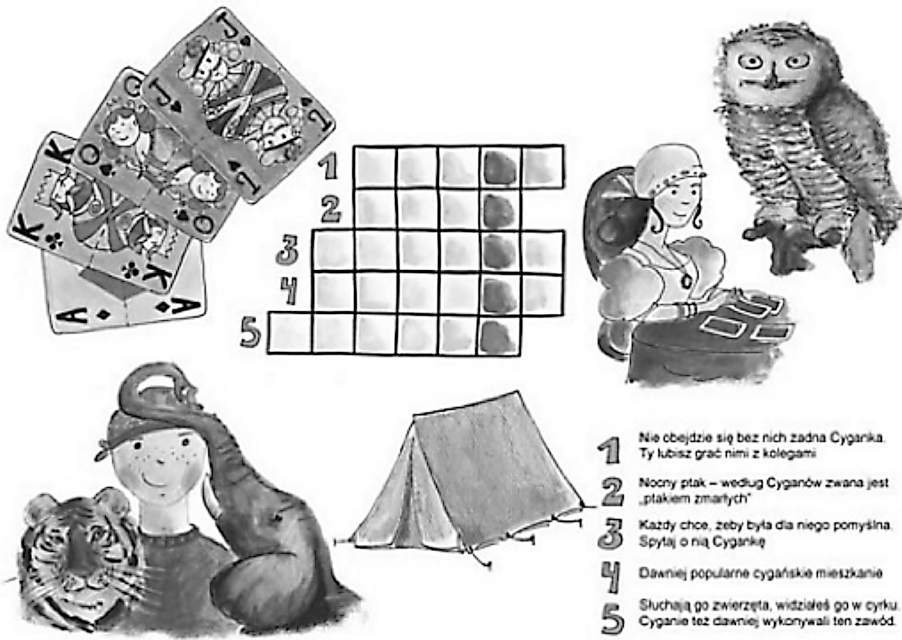


Figure 26. A crossword concerning the Gypsy culture

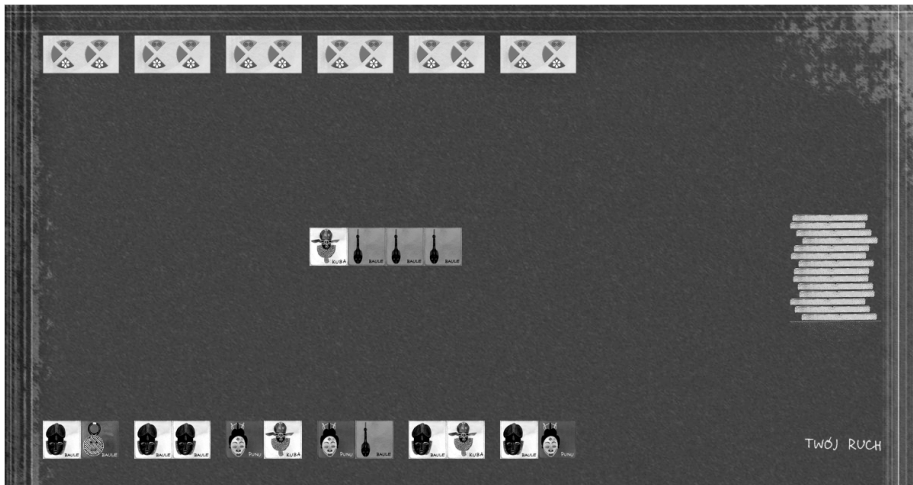


Figure 27. Dominoes using American culture masks - the game rules can be downloaded from the website and the board can be printed, or you can play online. <http://www.miedzykulturowa.org.pl/cms/pl/domino.html>

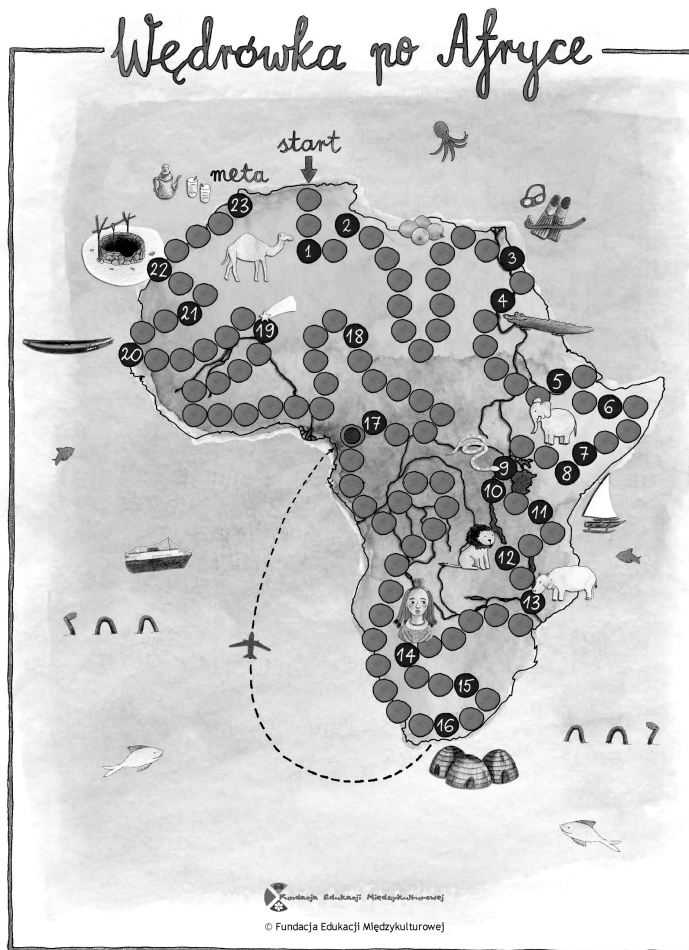


Figure 28. Board games related to the knowledge about exotic cultures.
<http://www.miedzykulturowa.org.pl/cms/pl/wedrowka-po-afryce.html>

EXAMPLE 4: COMPREHENSIVE ONLINE MATERIALS CONCERNING ONE TOPIC

<http://www.zydziwpolsce.edu.pl/> website offers comprehensive and diverse materials concerning the Jewish culture in Poland, which can be used in history lessons in lower secondary and secondary schools.

The website contains also didactic materials for pupils and teachers, life histories of historical figures (e.g. Anna Frank), films and comics related to the topic (http://www.zydziwpolsce.edu.pl/edukacja/materialy/materialy_poszukiwanie.pdf) but its most interesting element is an online lesson created by one of the American universities and adjusted to the Polish conditions, entitled “W obliczu zagłady. Ratujący, bierni świadkowie, sprawcy i pomocnicy” (“In the face of disaster. Rescuers, bystanders, perpetrators and helpers”).

The screenshot shows the USC Shoah Foundation website. At the top, there is a navigation bar with the USC logo and search fields. Below the navigation bar, there is a main content area with a large video player on the right and text on the left. The video player is titled "W obliczu Zagłady. Ratujący, bierni świadkowie, sprawcy i ich pomocnicy" and is currently playing a video titled "Część 1: Ratujący". The text on the left describes the video as an interdisciplinary lesson plan for middle and high school students, focusing on the Holocaust and the role of rescuers, bystanders, and perpetrators. It mentions that the lesson was developed by Polish experts and is available in Polish and English. Below the text, there are three small portraits of men, likely the authors or subjects of the video.

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W obliczu Zagłady.
Ratujący, bierni świadkowie,
sprawcy i ich pomocnicy

Scenariusz lekcji interdyscyplinarnej dla gimnazjów i szkół średnich
Lekcja powstała w wyniku współpracy pomiędzy Instytutem Historii Wizualnej i Edukacji Fundacji Shoah (SFI) Uniwersytetu Południowej Kalifornii a Międzynarodowym Centrum Edukacji o Auschwitz i Holokauście (MCEAH). Integralną częścią lekcji są audiowizualne relacje ocalałych z Holocaustu i ratujących. Fragmenty relacji, które stanowią oś lekcji pochodzą z Archiwum Instytutu Fundacji Shoah. Lekcja została napisana przez polskich ekspertów, Roberta Szuclitę i Piotra Trojańskiego, we współpracy z Instytutem Fundacji Shoah Uniwersytetu Południowej Kalifornii.

Zastosowanie
Prezentowany materiał można wykorzystać podczas lekcji historii, języka polskiego i wiedzy o społeczeństwie. Celem lekcji jest nie tylko nauczanie historii Holocaustu, ale także zachęcanie uczniów do stawiania sobie pytań, krytycznego i analitycznego myślenia.

Projekt ufundował Edward J. Phillips.

W obliczu Zagłady
Ratujący, bierni świadkowie, sprawcy i ich pomocnicy

Część 1: Ratujący

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pobierz plik wideo

Czesc 1: Ratujacy

Czesc 1 Ratujacy.pdf

Figure 29. <http://dornsife.usc.edu/vhi/cms/wobliczuzagłady.php>

EXAMPLE 5: BILATERAL CREATION OF INTERCULTURAL HISTORY TEXTBOOKS

Government initiative: in 2008 an attempt to design a Polish and German history textbook for lower secondary schools was made. Thirty Polish and German historians and educationalists were trying to agree on a common way of discussing history, not only the bilateral one, concerning the relations between the two nations, but also the world history. The aim of the initiative is to better understand neighbours. The activities were finished in 2010. The history textbook has not been prepared yet; only its subjects were agreed on and recommendations for authors were prepared. The first part of the history textbook written by both Polish and German historians will be published towards the end of 2011 and will concern antiquity and Middle Ages.

Regional initiative: The regions of Saxony and Lower Silesia created a common contemporary history textbook for secondary schools *Geschichte verstehen-Zukunft gestalten - Zrozumieć historię - kształtować przyszłość (To understand history – to shape the future)*. The authors of the textbook are historians from the University of Wrocław: Małgorzata and Krzysztof Ruchniewicz, Tobias Weger from the Federal Institute for Culture and History of the Germans in Eastern Europe in Oldenburg and Kazimierz Wójcicki from the Institute of National Remembrance. The textbook concerns only the period between 1933 and 1949. It presents the way the two totalitarian states (Stalin's and Hitler's totalitarianism) functioned and their destructive effects on Germans and Poles, paying special attention to the issue of expulsions. The textbook consists of 19 units supplemented with source texts, historical maps, photographs and witness accounts of the

past events. Also a book for teachers containing lesson scenarios is being prepared and a documentary with the accounts of war survivors is being made.

Unfortunately, the textbook is available only in printed version in Polish and German.

One of the schools that has already used this unprecedented publication is Bracia Śniadeccy Secondary School in Zgorzelec. 'The textbook offers the pupils unique source texts, clear maps and a very accessible description of the events from 1933-1949,' says Dorota Szajkowska, a history teacher from the secondary school in Zgorzelec.

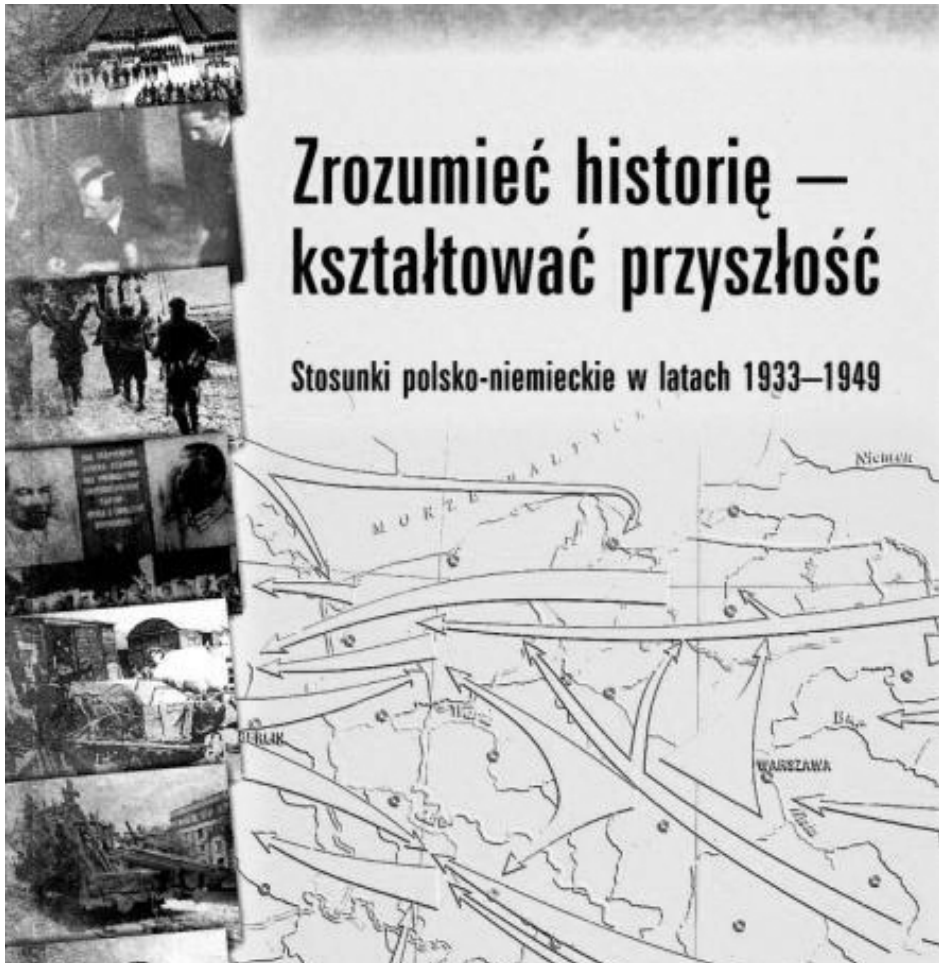


Figure 30. Polish-German relations in the years 1933-1949