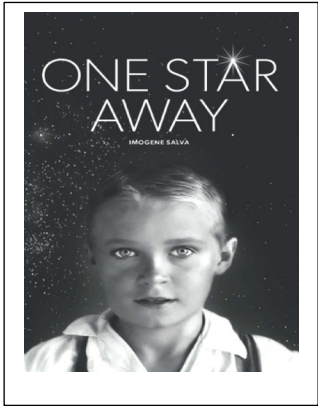


**Lesson Plans Based on Interactive Documentary**

**“A Brave Bunch in India”**



**Overview of Lesson Plans**

<b>Lesson Component</b>	<b>Social Studies/History</b>	<b>Literacy</b>	<b>Visual Arts</b>
<b>Background Knowledge</b>	<p>Polish Children and the politics of great powers during the Second World War.</p> <ul style="list-style-type: none"> <li>Review historical map of Europe in 1939</li> <li>Discuss treaty between USSR and Germany in 1939</li> <li>Discuss forced deportation of Poles into labor camps</li> <li>Discuss that WWII was mainly fought against Germany</li> <li>Discuss Soviet-Polish Agreement of 1941</li> </ul>	<p>Why write memoirs? <i>(Use memoirs of children during WWII that overcame adversity.)</i> Recommended text - “One Star Away” by Imogene Salva</p> <ul style="list-style-type: none"> <li>Review historical map of Europe in 1939</li> <li>Discuss treaty between USSR and Germany in 1939</li> <li>Discuss forced deportation of Poles into labor camps</li> <li>Discuss Soviet-Polish Agreement of 1941</li> </ul>	<p>How can children and young adults express emotions in art?</p> <ul style="list-style-type: none"> <li>Prepare examples of art that refer to difficult experiences and emotions so that the students can compare different ways of approaching the subject.</li> </ul>
<b>Vocabulary/ Key Terms</b>	Forced Deportation, Labor Camps, Memoir, Katyn Massacre, NKVD, Anders’ Army	Memoir, Deportation, Empathy, Motivation, selflessness	Symbolism, Nuance, Insinuation, Censor
<b>Lesson Objectives</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn about the story of the Polish children saved from the USSR during the Second World War who later ended up in India.</li> <li>Be able to place the events in memoir(s) in wider historical context.</li> <li>Learn about the reasons behind the complicated situation of Poles in the USSR.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn about the Polish children who were saved from the USSR and went to live in India</li> <li>Explore the emotional journey of displaced Polish children</li> <li>Evoke empathy towards the plight of similar age children from the past.</li> <li>Gain awareness around importance of learning about the events that took place in Poland during WWII, remembering the good people and their actions</li> <li>Build awareness that the stories of selfless acts connect us with people around the world and that it is an example that is worth following.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Introduce examples of new media art: digital collage that combines elements of a comic strip, audio play, illustration, photography, documentary, and interactive animation:</li> <li>Use symbols of, convention and nuance in art for children</li> </ul>
<b>Lesson Development/ Activities</b>	<p>The students along with the teacher look at chosen scenes from the website <a href="https://www.bravebunchinindia.pl/en">https://www.bravebunchinindia.pl/en</a>, chosen so that the narrative is not lost. The teacher divides the students into 5 groups. Every group gets an exercise sheet to write down questions. The aim is to come up with the most inquisitive questions based on the material from the website <a href="https://www.bravebunchinindia.pl/en">https://www.bravebunchinindia.pl/en</a>. Questions should be open ended (as suggested by the examples in the table). Further work is conducted using the World Café method (carousel brainstorming): sheets with questions</p>	<p>The students along with the teacher look at chosen scenes from the website <a href="https://www.bravebunchinindia.pl/en">https://www.bravebunchinindia.pl/en</a>. The teacher divides the students into groups of 3-4. Each group gets two “character” cards identifying actions taken in support of the Polish children and motivating factors . The whole group discusses what might have motivated the people who risked their life to help foreign children. Students write a brief essay on the values that were important to those that helped others, such as empathy, respect, love, selflessness etc.</p>	<p>The students and the teacher look at chosen scenes from the website <a href="https://www.bravebunchinindia.pl/en">https://www.bravebunchinindia.pl/en</a> In groups, the participants think about the forms of expression that have been used in the chosen scenes that refer to <b>fear, hunger, loneliness, death</b>. Students write down their observations regarding chosen scenes on the sheet #1. The teacher places all the written observations in one place. Next, the groups analyze the scenes that express <b>hope, joy, play, friendship, selfless help, adventure</b>. Students write down their observation on card no.2.</p>

	<p>are left of the worktops but the groups move to the next tables. On the large pieces of paper, students answer the questions listed on the sheets on each table. They will use available resources to respond to questions. The groups switch tables every 5 minutes. When each group is done working on each table, the results can be summarized. All the large papers are pinned up by the teacher in a visible place. Participants discuss to determine the most important events that influenced the fate of individual Poles in the USSR from the start of the occupation up until the end of the war.</p> <p>The participants refer back to the memoir(s) studied. In groups they discuss how the politics of the great political powers influenced the fate of the children that ended up in the camp in India.</p> <p>The whole class creates an illustration/ mind map on a sheet of paper where it becomes clear how the arrangements between countries changed the fate of the memoir's heroes.</p>	<p><b>(Exercise #1)</b> Students discuss how memories can help answer questions about how people thought and felt during a particular time (referring to the written form). Students discuss different formats in which memories can be presented: comic strip, presentation, documentary film, illustrations, photographs. Students write about their own important memories about a good, selfless person that they met in their lives.</p> <p><b>(Exercise 2)</b> Students, individually or in groups, based on their chosen memory, create a work in any chosen format: written pages, comic strip, drawings, multimedia presentation etc.</p>	<p>The teacher gathers the cards and places them next to the others. The class discusses what forms of artistic expression are characteristic for difficult emotions and which ones accompany the positive ones. The teacher asks the participants to find examples from the site <a href="https://www.bravebunchinindia.pl/en">https://www.bravebunchinindia.pl/en</a> where it is clear that because of the age of the viewer (young children) the creator used symbols and insinuation to censor drastic content. The participants share examples. The teacher asks the participants to tell their own real or made-up story where there are difficult emotions involved. Their task, similarly to the author of the website, is to tell the story using artistic expression so that it is not harmful to a child but a mature viewer understands the emotions that the author had in mind. It would be best if every participant could choose the form of expression that suits them best. Volunteers show their work and talk about the forms of expression they used.</p>
<p><b>Assessment of Learning</b></p>	<p><b>Students will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Ability to ask questions and make attempts to answer questions about the causes behind the harsh fate of Poles in the USSR;</li> <li>• Understanding of the value of a written sources such as the memoir;</li> <li>• Ability to express knowledge on chosen political issues from Wiesław Stypuła's story: Katyń, NKVD, deportations, the Sikorski–Mayski agreement, Anders' Army, the children's fate after the war.</li> </ul>	<p><b>Students will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Understanding of people's motivation behind helping others, even strangers, in difficult situations;</li> <li>• Ability to ask questions about presented material;</li> <li>• Understanding of the value of a written source such as the memoir;</li> <li>• Ability to identify key memory and form a story around it.</li> </ul>	<p><b>• Students will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Understanding that the use of artistic forms of expression (color, temperature, type of stroke, composition, sound, light) can influence the audience's emotional reaction and interpretation of the work;</li> <li>• Ability to distinguish in the presented material, the forms of expression that induce fear, violence and despair from those that conduct goodness, beauty and joy;</li> <li>• Understanding that not everything is literally portrayed in stories aimed at children. They are able to identify the fragments where there have been suggestions and symbols;</li> <li>• Ability to consciously use different forms of artistic expression that can portray difficult emotions.</li> </ul>