

**Love on a paper airplane**

**Overview Information**

**Lesson Title**: Love on a Paper Airplane

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**Subject**: English as a second language

**Grade level of students**: 9th and 10th grade students (aged 14-15)

**Total required time to teach lesson:** Four to five 45 minute lessons

***Summary:*** These lesson plans provide an opportunity for the students to explore the original contribution Jewish artists and particular photographers made to Western culture. We focuse on the *Love on the paper airplane* Centropa film to introduce this topic to the students. The issues we raise also include the concept of love and change in technology and change over time.

This lesson allows us to have a cross cultural project whereby students from our respected countries can connect to each other and build links.

**Resources**: Centropa films “Love on the paper airplane” and Centropa student film: “Untold styles”

**Lesson 1**

***Introduction: Getting to know each other:*** Choose a or b:

a. Upload a photograph of yourself and post a short introduction in which you tell about your family, your hobbies and where you live. You can share your favorite song, sportsman etc…

b. Film a short clip that you will upload. Introduce yourself, your family and where you live. You can share your favorite song, sportsman etc…

c. Respond to at least 1 post from each country.

 ***Main Part:***
1. a. Brainstorm: love collage (to photograph and upload to Facebook) - who do you fall in love with? What qualities do you look for in a person? How do you feel when you are in love? What would you do/give up for love? How do you tell someone you love them?

b. Write title of the film on the board: “What do you think the film will be about?” for class brainstorm.

c. Technology and change: show a variety of pictures of old methods of communication, ask the class: “How are these connected to the title?”

2. a. ***Watch the movie, while watching***: ask students to think about these questions (teacher chooses 2)...W*hat did the young couple do after they fell in love? What difficulties did they experience?    How did they overcome the difficulties? What were their professions? How have these professions changed over time? Why?*b. Give students the other questions. Research in pairs, while watching the film again, and then report to another pair.
c. Class report back about the questions.

Conclusion

***Homework:***
a. Class social network (Facebook): (students can watch "Untold Styles").
Collect names and examples of other photographers from the same period of time.
b. Cross Cultural Facebook: choose the image you liked the most and write your reaction to it. Why do you like it so much? How does it make you feel? What does it remind you of?

**Lesson 2**

**Introduction:**

1. ***Class discussion of homework posts (the 3 schools):*** Question: Who survived WWII and what became of their careers? Who didn't? What happened to those who didn't?

**Main Activity:**

2. ***Mini-research projects for presentation of 3-5 minutes:*** biographies in groups: (students work in pairs).

* You can use Powerpoint, Tackks or any other digital format you are familiar with (check with your teacher first).
	+ <https://tackk.com/>
	+ <https://www.powtoon.com>
	+ googlesites
	+ <http://www.3dvas.com/>
	+ <https://prezi.com/>

Choose 1 artist from task 4 and research the following:
a. Create an ID (identity card) about this person: date of birth, date of death, place of birth, parents' names, siblings' names, profession, places he/she lived.
b. Write a biography about significant events in this person's life (on which your presentation will be based).
c. Choose a collection of this person's most important pieces and explain their importance.

d. post a link to your project in the group facebook page.

**Note on the Cross Cultural project:**

**This is a Cross Cultural project** about the topic of old versus new pictures for students from Macedonia, Hungary and Israel.

Task:

**Task for the Hungarian students:**

Find the locations of Imre Kinszki’s photograps and take a recent image of them. Upload them on the Cross Cultural project facebook page to share with the students from Israel and Macedonia. How have these images changed over time? What caused these changes?

**Task for all the students, but particularly for the students from Israel and Macedonia:**

Find old images and recent images from your own town/city/village. Upload them on the Cross Cultural project facebook page. How have these images changed over time? What caused these changes?