

Remembrance

# BORDERLAND CHRONICLES

Heritage





# The rationale

Throughout the project students will discover that in our daily lives and personal histories we have more in common than it might seem at first and that despite national and cultural differences there are more things that unite us rather than separate us. Our mutual heritage and legacies will enrich both participating parties and raise students' awareness of the common ground that crosses the borders.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The title of the project</b> | Borderland Chronicles Learning from the past                                                                                                                                                                                                                                                                                                                                                                |
| <b>Abstract</b>                 | Under the aegis of their schools and teachers, students will retrace the lives of Czechs and Poles living in the first decade of the 20th century and explore some key moments of personal histories, namely those that had an impact on the development of the borderland.                                                                                                                                 |
| <b>Overall objectives</b>       | Students will research the way of life in the relevant time period, draw comparisons between Czech and Polish experience and pinpoint similarities and differences arising from such comparisons thereby learning from the past and legacy handed down to them by their ancestors.                                                                                                                          |
| <b>Soft skills</b>              | Students will acquire a competence to work on a team and learn that the other members of the team depend on their input and vice versa. They will hone their presentation skills, use appropriate resources and critically analyse them.                                                                                                                                                                    |
| <b>Hard skills</b>              | Students will become more knowledgeable about the history of their regions and discover what it meant to live at the turn of the century in the borderland area. They will unravel how both sides of the border (Czech and Polish) developed in the wake of the industrial revolution, how the rise of factories (glassworks, mines) changed the face of the land and consequently the lives of the locals. |
| <b>Techniques and resources</b> | RWCT (reading and writing to critical thinking), oral history (if feasible), visits to museums mapping the development of the borderland area in question                                                                                                                                                                                                                                                   |
| <b>Outcomes</b>                 | A printed or online bulletin, posters, recorded interviews, website, presentations, postcards...                                                                                                                                                                                                                                                                                                            |



## Postcards as timecapsules

Students will create postcards based on their own photos (these snapshots ought to capture the spirit of the past, so they are supposed to depict places, buildings, landmarks etc. that date back to the first decades of the 20th century) and on the other side they will clarify why they have made such choices. In the end, they will mail the physical copies of these postcards to the partner school.



*Find the template on the next page:*

Insert a photo

Add a caption, info about the photo:

- Where is it to be found?
- What makes it significant?
- Draw a comparison between the past and the present.
- Include your personal impression of the place (why it caught your eye).



## Promoting the home region

Both groups will be divided into two teams (each consisting of 5 students) and every one of them will be responsible for the research of one aspect connected with the home region: history, personalities, industries, landscapes, culture. They will be expected to swap information with their counterpart from the partner school.

### Procedure:

- pick the area of an interest (local history, outstanding personality, prominent industry, feature of the landscape, an aspect of the local culture)
- do the research on your own prior to the visit and prepare enough facts and background information to pass on to your fellow student, alongside a video, photos, flyers, books etc.
- during the workshop at school swap the info and note down what your counterpart has shared with you
- back on your team design a poster using the collected material and acquired knowledge
- one Czech student talks to one Polish student with whom they share the topic

| Topics               | Krkonoše, East<br>Bohemia | Silesia |
|----------------------|---------------------------|---------|
| <i>local history</i> |                           |         |
| <i>personality</i>   |                           |         |
| <i>industry</i>      |                           |         |
| <i>landscape</i>     |                           |         |
| <i>culture</i>       |                           |         |

**Local history:**

Mountain chalet farming (settlements, arrival of Austrian mountaineers)  
interwar period  
tension in Sudetland, heinleinists, annexation  
after WWII, expulsion of German settlers

**Personalities:**

Count Harach  
key figures of tourism and skiing (Buchar)  
local writers (Marie Kubátová)

**Industry:**

glassworks  
textile factories  
paper mills  
(emergence and development, decline and disappearance)

**Landscape:**

forests, rivers and dams  
geology of Krkonoše mountains  
flora (rare plants)  
fortification system (řopík)

**Culture:**

legends and tales (the Giant Krakonoš)  
spa towns  
tourism and skiing