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Subject: The history of the picture that connected human hearts

Objectives of the lesson:

Student:

Skills:

- knows the geographical location of the Eastern Borders (Kresy Wschodnie), Podole.
- knows the meaning of the terms Eastern Borders (Kresy Wschodnie), ethnic conflict, Volhynia Massacre (Rzeź Wołyńska), Bandera members, UPA, stereotypes.

Student:

- a. gathers information about the Volhynia Massacre (Rzeź Wołyńska),
- b. assesses the situation on the Eastern Borders (Kresy Wschodnie) during the Second World War
- c. sees evil in intolerance
- d. notes the need to protect national heritage assets

Achievements of students after the lesson:

- a. can talk about the topic
- b. summarizes, comments, concludes
- c. recognizes important issues raised in the lesson
- d. observes stereotypes and shapes their own views
- e. is able to be sensitive to another person

Didactic resources:

Photos, maps, documentary Studio Wschód „Dar dla Buszcza “, multimedia board, internet

Methods and forms of work:

conversations, work with sources – interpretation, brainstorming, keywords, poster.

Course of the lesson:

I. The first part of the lesson

- The teacher announces one part of the lesson and declares its completion in the last phase of the class.
- Students are presented with a picture of Madonna (Matka Boska Buszczecka) and four figures:
 - a. Wehrmacht Officer
 - b. Women
 - c. Roman - Catholic priests
 - d. Women in Ukrainian folk dress

The task

The teacher asks the students to think about what might connect the image of Madonna to the figures.

- Round of discussion lead by the students.

II. Part of the lesson.

- The teacher explains to the students that the purpose of the lesson will be to learn the history of the painting and the relationship of the depicted characters with its history.
- Students are shown an image on a multimedia blackboard. Students describe the image, trying to determine the age in which it was created and its symbolism.
- The teacher gives the full name of the picture: The Miraculous Image of Madonna (Matka Boża Buszczecka) and asks the students what the last part of the name might suggest.

- Together with the teacher, students look for analogy of the name with the place and together come up with the name Buszcze.
- They type the name Buszcze in to the internet and get the information: Buszcze (ukr. Біше) is a village in the Tarnopolskie region of the Tarnopolski region, founded in 1086. In the Second Republic of Poland, the village was the seat of the rural commune of Buszcze in the Brzeżany district of the Tarnopol voivodeship. The village has 547 inhabitants.

The teacher asks about the geographical location and historical background. The terms of the Eastern Borders (Kresy Wschodnie), Podole appear here.

- The teacher then asks the students if they know what happened to these lands after the Second World War.
- After a brief explanation that the Eastern Frontier was incorporated into the Soviet Union at the end World War II and the local Polish population was displaced, the teacher asks the students, who they think remained in the area.
- The teacher asks the students if they think that ethnic and ethnic diversity during World War II could have pondered some dangers.
- Students express their free assumptions, they can give similar examples, e.g. the conflict in the former Yugoslavia, the term holocaust may appear.
- The teacher completes the information and discusses the causes and dimensions of the Polish Ukrainian conflict, the Volhynia Massacre (rzeź wołyńska), the murders on the Eastern Borders and the political conditions at the time.
- Teacher excerpts of the documentary film Studio Wschód “Dar dla Buszcza”, from which students learn about the history of the church and the painting.
- The teacher then goes back to the photos presented at the beginning of the lesson and asks the students who these characters might be and what might connect them to the history of the image of Matka Boska Buszczecka. Together with the teacher, the students assign pre-prepared captions to the relevant photos:

- a. The Wehrmacht officer- Georg Franz Morawetz, the initiator of helping to remove the image from the church burned by the bandits in Buszcze. He risked his life because as a German officer he helped Poles. After the war, he found Franciszka through the Red Cross and regularly came to Poland with gifts. He said that Matka Boska Buszczecka saved him from death.
- b. The woman- Franciszka Żołnowska (my grandmother), who together with her daughter Józefa first appeared in the church and carried the golden monstrance and chalices. She initiated the help of the German officer Georg Franz Morawiec and passed on the information to the priest.
- c. Roman- Catholic priest- ks. Filip Zając, patriot, persecuted by communists, initiator of the transportation of the image of Matka Boska Buszczecka to the new parish in Silesia Opolskie, to Racławice Śląskie.
- d. The Ukrainian woman -Maria (Marynia) Jarocka, neighbor of Franciszka Żołnowska, who saved her family from the murders of Bandera members.

III. Summary of the lesson

- What connects the history of the painting Matka Boska Buszczecka with the fate of the people depicted in the picture?
- Students answer the question on prepared cards, in the shape of a heart and then complete the lessons topic.

- Students conclude that despite the war, some people retained dignity and respect for others. A German officer helped Poles, and a Ukrainian woman gave refuge to a Polish family during the murders of Ukrainian nationalists on the Polish population.
- At the end of the lesson, a poster is created in unison, which is named 'The History of a Picture, which connected human hearts.
- (Students put together a picture of Matka Boska Buszczecka from a puzzle and put their paper hearts around it).

Homework

Maybe there is a story in your family that you would like to tell. Talk to your parents, grandparents or a trusted family member and look for interesting family history.