

# LESSON PROJECT

**Teacher:** Eugenia Olariu

**School:** Colegiul Național „Spiru Haret”, Tecuci

**Subject:** Civics

**Class:** 8

**Unit:** Patriotism

**Lesson type:** revision, summative evaluation

**Competencies:**

C.1: the right use, in different contexts, of the concepts: *patriotism, patriot, national feeling, national awarness, national identity and european integration*

C.2. exemplifying different modalities of patriotism (*national feeling, national awarness, national identity*)

C.3: the analysis of a real story: **the hero-child Măriuca Zaharia (Mărășești Heroine)**

**Strategy:**

- methods: study case, role play, conversation, debate
- organizing the class: frontal interactive, groupwork, individual work
- materials:
  - videoprojector
  - film: (Hero at 12 years old):  
<https://www.youtube.com/watch?v=gudLSRwbe3Q>
  - flip-chart
  - worksheets

**Bibliography:**

- Dakmara Georgescu, Doina-Olga Ștefănescu: **Cultură Civică, Manual pentru clasa a VIII-a**, Editura Humanitas, București, 2011
- Dorina Chirițescu, Angela Teșileanu: **Cultură Civică, Manual pentru clasa a VIII-a**, Editura Sigma, București, 2000
- Dumitru Almaș, **Povestiri istorice**, Editura NICOL, București, 2005

**Desfășurarea activității:**

**Ice-breaker (3')**

The first stage of the lesson consists in drawing SS attention. They should play the game **Guess the author** (a statement is given and they should guess the author having some clues: where he lived, he wrote poetry, very well know in our country. The SS should mention the name **Mihai Eminescu**. The SS talk about the poet and his patriotism.

**Announcement of the title and competences (3').**

SS are informed about the competences they will develop and the type of the activity. They will also find out if they are evaluated at the end of the activity.

**Revising the information – oral activity and assessment (6')**

Using the conversation as a method, SS revise and reinforce their knowledge about patriotism, giving some examples:

- definition of the concept *patriotism*;
- meaning of the concept *patriot*;
- related concepts: *national feeling, national awareness, national identity*

The T uses the flipchart for writing a scheme of the revised knowledge.

### **Case study: child-hero Măriuca Zaharia (20')**

Using this example the concept of *patriotism* is reinforced – a true patriot loves his/her people and defend his/her country when in need

The SS watch the film: *Hero at 12 years old*.

After the SS watched they will have to:

- identify the main character (child-hero Mariuca Zaharia)
- analysis of the historical context
- analysis of the character's features
- identifying the *patriotism* as main feature of the character

### **Role play (10')**

The SS have a new task: to rewrite the screenplay imagining the following situation:

***What would I have done if I had been Mariuca Zaharia?***

The SS present their screenplays and they explain their arguments.

### **Writing assessment (6')**

The SS are given a worksheet and they are asked to fill it in.

### **Feed-back (2')**

The T evaluates the SS as a group and individually. The SS are given feed-back.

Student:.....  
Class:.....

Anexa 1

## **Mariuca Zaharia – the child-hero Worksheet**

1. Give the definition for the concept *patriot*:

.....  
.....  
.....

2. Are you a patriot? Why/Why not?

.....  
.....  
.....

3. Circle the right answer:

To be a ***patriot*** means:

- a) to speak your language accurately
- b) to have historical knowledge about your country
- c) to know your country geography very well
- d) to recognise very easily the cultural features of your country
- e) to respect and promote the authentic national values
- f) to promote the traditions and the customs of your country
- g) to defend your country
- h) to pay your taxes
- i) to obey the human rights and not to undermine the others' human rights

4. Mention what was the most impressive thing at the child-hero Măriuca Zaharia:

.....  
.....  
.....