



Dofinansowane przez Unię Europejską

HISTORY LESSON PLAN FOR GRADE 5 OF PRIMARY SCHOOL.

TEACHER: Joanna Dyczewska

Lesson Topic: Bolesław Chrobry - the first King of Poland.

LEARNING OBJECTIVES - GENERAL REQUIREMENTS: (Curriculum Standards)

1. Historical chronology.
2. Historical analysis and interpretation.
3. Creation of historical narratives.

LEARNING CONTENT - SPECIFIC REQUIREMENTS: (Curriculum Standards)

The student:

- presents the origins of the state of the first Piasts, places it in time and space.
- characterizes the development of Bolesław Chrobry's monarchy;
- describes the society of the early Piast period in Poland.

OBJECTIVES FORMULATED IN STUDENT'S LANGUAGE:

- I will learn who Saint Adalbert (Wojciech) was.
- I will get to know the figure of Bolesław Chrobry and learn about his reign.
- I will learn about the circumstances and significance of the Gniezno meeting.
- I will locate the lands conquered by Bolesław Chrobry on the map.

AFTER THE LESSON:

- You will explain how Bolesław Chrobry's reign unfolded.
- You will explain the causes and effects of the Gniezno meeting.
- You will describe when and where the coronation of the first King of Poland took place.

METHODS, TECHNIQUES, AND FORMS OF WORK:

- Teaching conversation, work with the textbook, work with maps, work with primary source texts (fragments from the chronicles of Gallus Anonymus, Thietmar), work with illustrations, worksheets for students, sketchnote, multimedia presentation, comic, diagnostic rose diagram concerning the issue:
"How did Bolesław Chrobry's actions strengthen Poland's position in Europe?"
Forms of work: individual, group.

KEY COMPETENCIES DEVELOPED DURING THE LESSON:

- Competence in understanding and creating information
- Digital competencies

- Mathematical competencies
- Personal, social, and learning-to-learn competencies
- Competence in cultural awareness and expression

Adjustment for students with special educational needs (SEN):

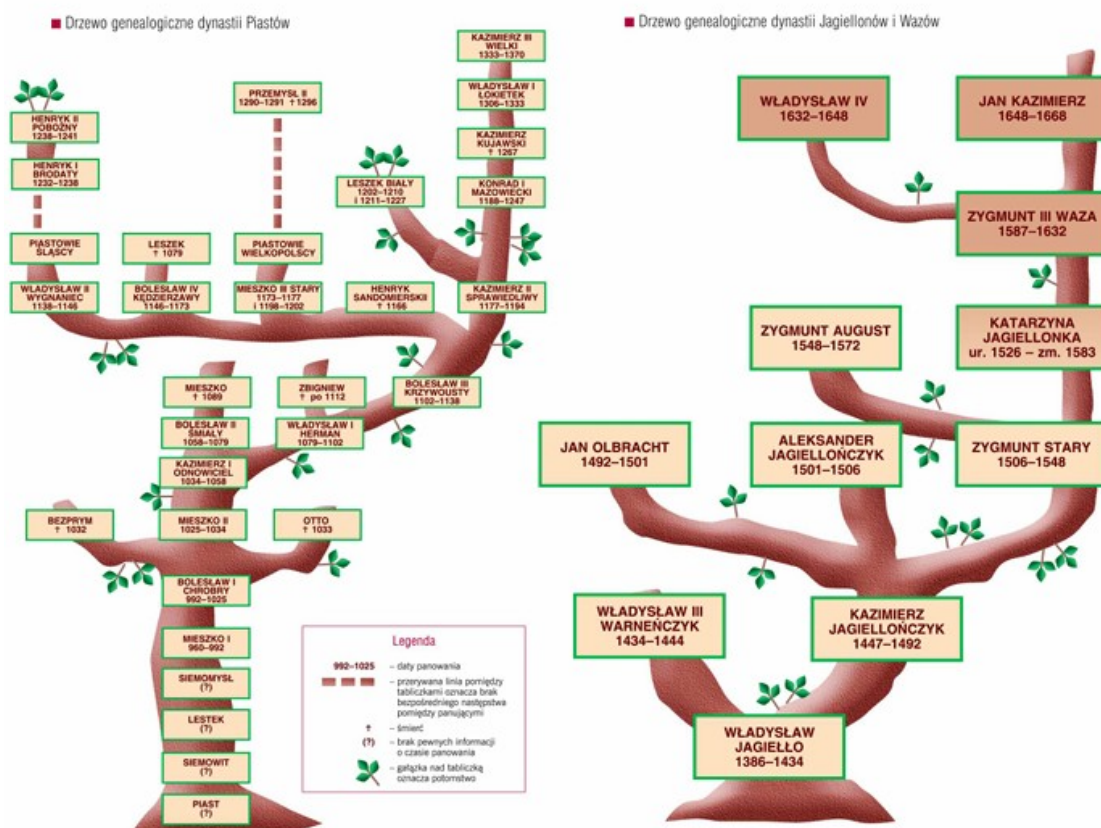
- Questions directed at students with learning difficulties should be precise.
- The teacher should ensure that students have properly understood instructions and the source text by asking additional questions.
- It is helpful to seat students with learning difficulties near the teacher, as this will increase their attention span, reduce distractions, and improve direct teacher control.

ORGANIZATIONAL PHASE:

1. Organizational tasks: greeting, taking attendance.
2. Presentation of the lesson topic.
3. Presentation of lesson objectives in student-friendly language and "after the lesson" goals.

PREPARATORY PHASE:

Remind students about Mieszko I, the first historical ruler of Poland. Display a fragment of the family tree of the first Piasts on the board - Appendix 1.



Short introductory conversation:

Teacher:

What do we know about the first rulers of Poland?

Has anyone heard of Bolesław Chrobry? (shows a banknote with the king's image).

IMPLEMENTATION PHASE:

1. The teacher introduces the students to the lesson topic and discusses the circumstances of Bolesław Chrobry's ascension to the throne (son of Mieszko and Dobrawa).
The teacher explains the situation in Poland after Mieszko I's death and Bolesław's assumption of power. The teacher also draws attention to the significance of the new ruler's nickname – "Chrobry" (meaning brave or valiant). Bolesław Chrobry initiated a Christianization mission in 997.
2. Working with the textbook fragment - History 5. Textbook. Primary School. WSIP, Krzysztof Kowalewski, Igor Kąkolewski, Anita Plumińska Mieloch.
Topic: The Reign of Bolesław Chrobry.
The teacher divides the class into four groups – upon entering the classroom, students draw numbers. The teacher writes the problem question on the board: "What actions of Bolesław Chrobry strengthened Poland's position in Europe?" Below, four topics related to Bolesław's reign are placed for each group to work on. Each group receives one topic on a card – four cards also for groups.

Group I: Mission of Bishop Wojciech.

Task for the group:

Your task will be to gather information about Bishop Wojciech's missionary expedition to the Prussians, organized with the help of Bolesław Chrobry. To do this, familiarize yourselves with the text in the textbook. Write down key words related to your topic on a piece of paper, and then present them to your classmates.

Group II: The Gniezno Meeting – meeting with Emperor Otto III.

Task for group II:

Your task will be to gather information about the Gniezno meeting, during which Bolesław Chrobry met with Emperor Otto III. To do this, read the text in the textbook. Write down key words related to your topic on a piece of paper, and then present them to your classmates.

Group III: Wars with Neighbors.

Task for group III:

Your task will be to gather information about the wars Bolesław Chrobry fought with Poland's neighbors. To do this, read the text in the textbook. Write down key words related to your topic on a piece of paper, and then present them to your classmates.

Group IV: The Royal Coronation.

Task for group IV:

Your task will be to gather information about Bolesław Chrobry's coronation as the King of Poland. To do this, read the textbook fragment. Write down key words related to your topic on a piece of paper, and then present them to your classmates.

3. After the designated time, the teams complete their cards, entering key words related to their assigned topics. Selected students will answer questions regarding the topics prepared by their team.

Group I:

Teacher's questions:

- What was the purpose of Bishop Wojciech's mission to the Prussians?
 - What impact could possessing the saint's relics have on the image of the Polish state?
- The teacher summarizes the students' responses.

- Animation: "Saint Wojciech's Doors"

<https://www.youtube.com/watch?v=cs9X2RiKb2E>

- Interactive exercise determining the sequence of events in the life of St. Wojciech.

Link to the exercise: <https://wordwall.net/play/13183/285/631>

The teacher distributes a handout for all students, and they complete it together.

Appendix 2:

Complete the sentences.

Bishop Wojciech came from... He went on a mission to baptize... On the way, he stopped in Poland and met its ruler –... The mission ended in... The martyr's body was ransomed by...

Group II: Teacher's questions:

- Why did Emperor Otto III come to Gniezno in the year 1000?
- What benefits did Bolesław Chrobry gain during the Gniezno meeting?

Useful link for the presentation during students' answers:

<https://twojahistoria.pl/2020/03/06/zjazd-gnieznienski-czyli-spotkanie-ksiecia-i-cesarza>

The teacher also introduces students to excerpts from the chronicles of Thietmar and Gallus Anonymus – Appendix 3.

[Text from Thietmar and Gallus Anonymus follows...]

Group III: Teacher's questions:

- Which lands were annexed to Bolesław Chrobry's state?
- What was the result of Bolesław Chrobry's expedition to the Czech lands in 1003?

The teacher uses interactive maps for student work.

<https://zpe.gov.pl/a/mapa-interaktywna/DxtJOGjbF>

<http://wladcpolske.pl/index.php?etap=10&i=889>

<https://mapyonline.gwo.pl/files/28530.pdf>

The teacher distributes a worksheet with a map – “Bolesław Chrobry's Conquests” –

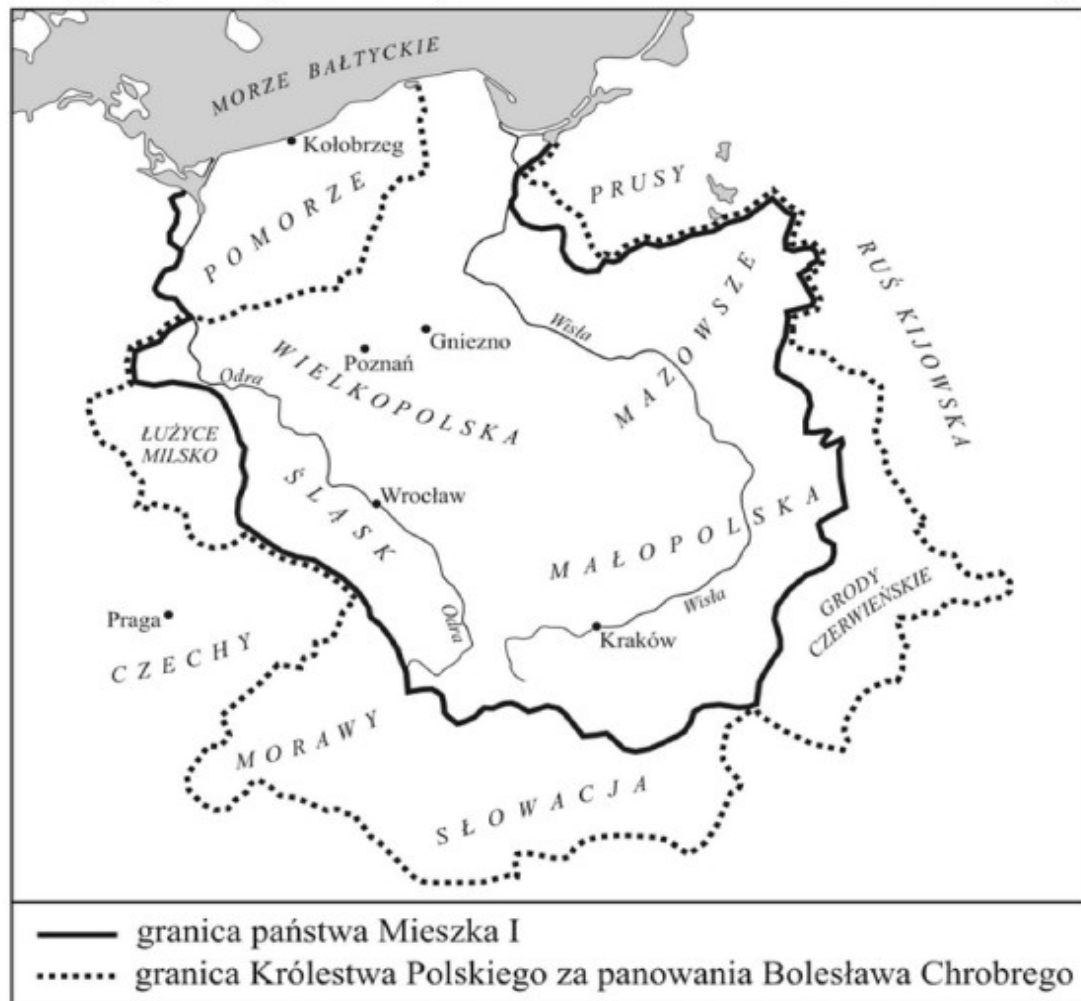
Appendix 4.

Students mark the territories conquered by Bolesław on the map.

The teacher asks: Which current countries were included in Bolesław's state?

Appendix 4:

Zasięg terytorialny Polski za panowania Mieszka I i Bolesława Chrobrego

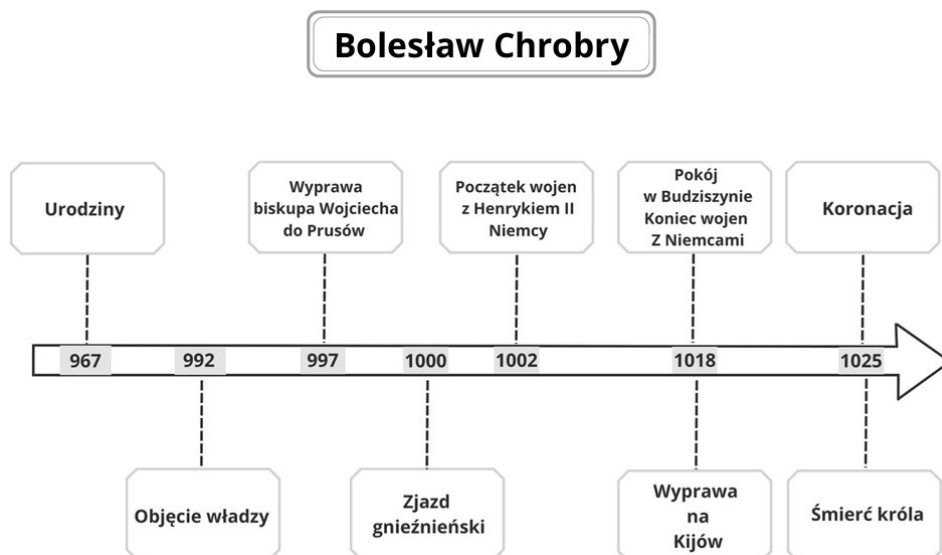


Group IV: Teacher's questions:

- Under what circumstances did Bolesław Chrobry get crowned King of Poland?
- What benefits did the royal coronation bring to the Polish ruler?

SUMMARY PHASE:

1. Students receive a timeline from the teacher and mark the dates and corresponding events on it – Appendix 5.



The teacher checks the correctness of the task completion.

2. The teacher informs the students about the possibility of completing additional tasks for interested students at home. Students can take the worksheet home after the lesson. At the end of the lesson, students receive a comic about Bolesław Chrobry and get acquainted with a sketchnote – Appendices 7 and 8.



ADDITIONAL TASK - WORKSHEET for interested students to complete at home:

Arrange the following events in chronological order by placing the numbers from 1 to 5. Start with the event that happened first.

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[Events listed]

EVALUATION

The teacher asks students: Name three facts you would pack in a suitcase labeled "Bolesław Chrobry".

Additional teacher questions:

- Was Chrobry a good king?
- How would you evaluate Chrobry? – class discussion. Voting: students vote "thumbs up," "thumbs down," and explain their position.

BIBLIOGRAPHY:

- History 5. Textbook. Primary School. WSIP, Krzysztof Kowalewski, Igor Kąkolewski, Anita Plumińska Mieloch.
- Animation "Saint Wojciech's Doors"
<https://www.youtube.com/watch?v=cs9X2RiKb2E>
- <https://twojahistoria.pl/2020/03/06/zjazd-gnieznienski-czyli-spotkanie-ksiecia-i-cesarza>
- Interactive maps:
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<http://wlaczpolske.pl/index.php?etap=10&i=889>
<https://mapyonline.gwo.pl/files/28530.pdf>
- Presentation – Poland during Bolesław Chrobry's reign

METHODOLOGIST OPINION**APPROVAL BY THE SCHOOL PRINCIPAL****APPENDICES**

