**Lesson plan for grades 4-6 of primary school**

Subject: My homeland - Poland.

Main goals:

- shaping patriotism, civic and patriotic attitudes, national identity;

- learning and consolidating national symbols,

- creating an atmosphere of interest in one's own country and a proper understanding of the word "homeland" and its symbols;

Operational goals:

Pupil:

- indicates Poland on the map of Europe,

- makes the country outline from paper strips,

- does mathematical calculations in the range of 100,

- indicates the capitals of Poland on the map,

- knows the national symbols and colors of the European Union flag,

- does artistic work,

- colors the picture by code,

- listens in the correct attitude to the national anthem,

- knows what "patriotism" is,

- understands the concept of "homeland",

- supplements the work card with the names of countries neighboring Poland,

- watches the themed film with understanding,

- matches the names and dates of national holidays to the illustration,

methods:

verbal: explanation, talk, conversation,

- activating - brainstorming

- visualization: drawings, photos, illustrations, film

- artistic and didactic fun,

- artistic and technical work

forms:

- collective

- group: uniform and diverse,

- individual,

Teaching aids: work cards with the names of countries neighboring Poland, a card with activities and slogan, drawing a map of Europe, work cards with a coded drawing of Poland, thematic film, pens, red paints, brushes, water pots, paper strips for 4 groups, colored crayons, recording of the Polish national anthem, chart with charts: Homeland, Poles, Poland, drawing of the Polish emblem, Polish flag, EU flag and inscriptions with names of national symbols, notation of the Polish anthem, blue ribbon, sponges, inscriptions - Warsaw, November 11, May 2 , May 3, Independence Day, May 3rd Constitution Day, flag drawing, Independence Day illustration, May 3rd Constitution drawing,

Forms used to assess students in class:

- verbal praise in the class forum,

- current control of the correctness of task performance,

- exhibition of art works,

LESSON:

1. **Welcoming students. Specification of the topic and purpose of the class**:

Teacher's comment:

We are here to talk about matters very important to every human being related to human identity, patriotism and the country in which he lives.

2. **Talking about students' identities**.

The teacher asks the students:

- Have you ever wondered who you are?

There may be different answers: sons, daughters, students, Poles.

- What does the word "Pole" mean?

-What is being Polish for you? (I live in Poland, I speak Polish, I go to a Polish school),

3. **The teacher shows the board with the words: PATRIOTISM. He asks**:

- What does the word "patriotism" mean?

Students give their interpretation of the word.

The teacher distributes the worksheets to students and instructs them to solve activities and read the slogan that is a generalized concept of patriotism.

• Worksheet - activities with the slogan: Love for HOMELAND

Students perform calculations, look for the appropriate result in the table, and then enter the letter from the activity into it and read the password

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 62 | 24 | 40 | 38 | 3 | 20 | 22 | 43 |
|  |  |  |  |  |  |  |  |

20 + 42= 8\*3= 100-60= 15+23= 12:4= 5\*4= 34-12= 35+8=

O J C Z Y Z N A

( HOMELAND)

• They finish the sentence by supplementing it with the word from the table:

Patriotism is love for ... (HOMELAND).

• Then the teacher asks:

- What does homeland mean to you? If you say the word homeland, what do you think about?

Answers received from students: my country, my city, village, my district, my home, my closest relatives, my relatives, friends and acquaintances, native language, history, culture, national flag, anthem, emblem, other.

Teacher's comment:

I would like to introduce you to our homeland and its symbols through various images.

• The teacher shows the board with a map of Europe and marked Poland.

• Then shows:

- charts or cards with graphs drawn:

HOMELAND

my home my family

my street my friends

my neighborhood my friends

my city POLES

my village

my country

POLAND

native language

National flag

National anthem

literature

history

culture

4. **National symbols**

Teacher's comment:

Now let's talk about national symbols for a moment. What does this concept mean?

Students answer: country symbol, hallmark,

- projection of a film about national symbols

• Polish emblem - a white eagle on a red background,

• Flag display - the teacher explains the meaning of colors:

- white - purity represented by the eagle,

- red - eagle's courage and bravery, as well as blood shed by Poles in defense of their homeland,

• Screening of the text of the Polish national anthem - "Dąbrowski's Mazurka" (words: Józef Wybicki), listening to a fragment of the anthem. The teacher resembles an attitude while listening to or singing the anthem (attentive attitude - silhouette straight, arms along the body).

• The teacher hangs 3 drawings and pro to fit the inscription to the drawing - eager students approach the board and place the inscriptions in the right places.

- flag

- emblem

- National anthem

5. **Artistic and didactic work: POLISH CONTOUR**

The teacher divides the class into 4 groups.

• the task of the groups is to create a Polish outline from paper strips,

• then the groups are tasked to form a blue ribbon line of the largest Polish river - the Vistula.

• using the map, the groups mark the capital of Poland - Warsaw, placing the inscription with the name of the capital in the right place.

• on the basis of the map of Europe, students write on the work cards of Poland's neighbors,

• color the European Union flag,

6. **The teacher shows charts with illustrations, names and dates of public holidays**

• Independence Day - November 11’th

• Constitution Day May 3 - May 3’rd

• Flag Day - May 2’nd

7. **Art work**

The teacher divides the class into 2 groups.

a) Coding - map of Poland

The teacher gives the first group the previously coded cards prepared. The students' task is to decode the code with appropriate colors - a map of Poland (individual work)

b) Polish Emblem

The second group is to perform the emblem of Poland. Students stick eagles prepared earlier on the cards. Then, with sponges dipped in red paint, they color the entire surface of the paper. Then they peel off the silhouette of the eagle. They decorate the classroom with finished works.

8. **Summary of classes**:

"Stairs" - On the stairs drawn, students assess their involvement in the course of classes on a scale of 1 to 6, where 1 is the lowest grade and the lowest grade, and 6 is the highest grade and the highest grade of stairs.

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