

# Gwiazda Kopernika



## Teacher's notes for *Gwiazda Kopernika*

These materials offer a language learning experience that will fulfil the criteria for an L3 experience either as an insert in primary 5, 6 or 7, or at some point within the broad general education in the secondary school. The resource introduces learners to Polish through the medium of a subtitled animated film based on the life of the famous renaissance scientist Nicolaus Copernicus. The activities allow learners to develop some basic language skills in Polish across the four skills of listening, talking, reading and (basic) writing. Learners are encouraged to use their knowledge about language to match the written and spoken word and to listen and respond to language used in contexts based around the story. The materials support practitioners by offering

a platform that can lead to wider learning opportunities, especially in exploring the cultural aspects of Poland. The teacher's notes give a possible ways of exploiting this resource but are in no way prescriptive.

### **Who are these materials for?:**

These materials are aimed at learners working towards or at second level in primary school as an L3 insert, or as a stand-alone L3 experience within the secondary BGE. The language development is based around the story of Copernicus' discovery of heliocentricity and its historical importance. Although the context for learning has a science theme, the language learned builds on the themes language learners have encountered in the learning of their L2. The activities reinforce the key learning points from the story and the vocabulary lists and sound files allow practitioners to prepare any prior learning needed to assist understanding and enjoyment.

### **Building on prior learning:**

The prior learning needed in order for learners to get the most out of this resource is detailed in the learning journey. In broad terms, learners should be familiar with the solar system and the movement of the planets around the sun, as well as having an idea of the historical context in which Copernicus was working. In this resource, learners will access some learning online through the *Fun Kids live* website <http://www.funkidslive.com/features/learn-polish/> which will prepare the way for some of the activities in the pack. The language consists of greetings, countries and nationalities, colours, and simple opinions on food and drink. There is also vocabulary related to the planets, astrology (signs of the zodiac) and basic scientific elements.

The language may seem initially daunting to both teachers and learners however, the images along with the English subtitles should make the story accessible.

Once learners have a broad understanding of the story, they will be ready to tackle the activities in the learners' pack. In turn, these will also reinforce understanding of some aspects of the story which could provide a focus for further development in class.

A list of key vocabulary for each task supports practitioners through each of the tasks in the activity pack. This, alongside the sound files and video clips,

should ensure a broadening of understanding of the written and spoken word and the honing of listening skills.

### **Getting started**

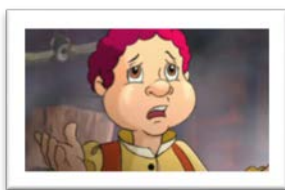
Before viewing the film, take some time to introduce Poland and Copernicus to your class using the two powerpoint presentations from the pack. These have been devised to set the scene and prepare learners for the topics and language learning to come, as well as providing some useful information on Poland, its culture and customs. This could be further exploited during the L3 experience and could be enriched further if there are native speakers in the class. Practitioners can amend or adapt the slides depending on their context and a number of additional slides have been included which can be added to suit the focus of learning.

### **Activity 1 :Who's who**

In this activity, learners should match up the pictures of the main characters from the story by reading and listening to the sound files.

Key vocabulary and sound files have been added to allow learners to practise pronunciation of family members and their relationship to the young Copernicus.

Answers:



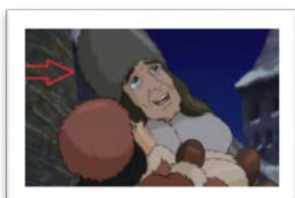
**Close friend (m)**



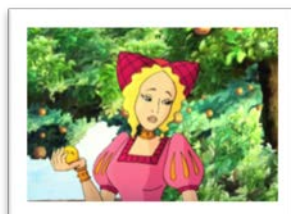
**Copernicus**



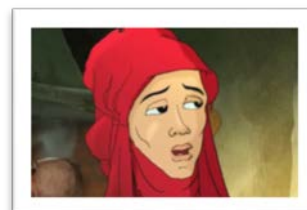
**Brother**



**Father**



**close friend (f)**



**mother**



**Uncle**



**dog and fish**

## Activity 2: Greetings

### Step 1

Before attempting this activity, have a look at <http://www.funkidslive.com/features/learn-polish/learn-polish-meet-and-greet/> which introduces learners to basic greetings in Polish. This reminds learners of the register of language needed here (and in other languages) when addressing someone formally or informally. Links could be made with the L2 experience as appropriate. Once learners have had a basic introduction, click on the sound files and again let learners have plenty of practice with these phrases. Use pictures of the characters from the story of others to decide if a formal or informal greeting is needed.

### Step 2

In the next section, learners will hear how to ask someone their name. There are two versions, masculine and feminine. Get learners to use their KAL to work out why there might be two versions. Use the sound files again to listen and repeat until learners have the confidence to try the activities described below :

**Round robin** : in two circles , children move in opposite directions and when they are stopped (by the teacher calling out, by music stopping etc) they have to introduce themselves to the person opposite.

**Take your partners**: using small cards with familiar characters on them, (Mickey Mouse/ Minnie Mouse etc.) learners have to find their partner by introducing themselves around the class. First to find their partner wins.

## Activity 3 Travels.

This activity introduces learners to countries to echo the journey that Copernicus made across Europe during his lifetime. Many of the words are cognates for English and should make understanding much easier for learners.

Polska	Poland	Hiszpania	Spain
Wielka Brytania	Great Britian	Norwegia	Norway
Francja	France	Rosja	Russia
Dania	Denmark	Grecja	Greece
Holandia	Holland	Szkocja	Scotland

This activity relates directly to the slide on the introductory presentation and builds on learners' knowledge of European geography, including the countries that border Poland.

#### **Activity 4**

In this activity, learners are reminded of the difference between countries and nationalities. Here, learners practise saying where they come from. In order to complete this activity, they need to be able to recognise the European country from its flag. Once learners are confident, having practised the phrases from the sound files, they can build up short conversations using all of the language they have learned so far.

*Jestem z Holandii*      *I'm from Holland*      *Jestem z Hiszpanii*      *I'm from Spain*

*Jestem z Rosji*      *I'm from Russia*      *Jestem z Wielkiej Brytanii*      *I'm from Great Britain*

*Jestem z Francji*      *I'm from France*      *Jestem ze Szkocji*      *I'm from Scotland*

Using a dictionary or reliable website such as [www.wordreference.com](http://www.wordreference.com) you could introduce more countries relevant to your learners.

#### **Activity 5 : Instruments**

In this activity, learners look at some of the instruments used in the time of Copernicus and can do some research online to find out what they are called and what they might have been used for. Learners could also research other important historical events taking place during Copernicus' lifetime. Some links have been provided to get started.

In the second part of this activity, learners are asked to use their knowledge about language to identify the modern day items, using the pictures and sound files to help understanding.

#### **Activity 6: Food and drink**

Again, using the link from the *Funkidslive* website, learners will learn how to express simple likes and dislikes with food and drink items. Learners should continue to familiarise themselves using the sound files, then progress to the supported reading and writing activities that follow.

Teachers can link this back to the introductory presentation, where they can highlight Polish specialities and items that could be found in the local Polish delicatessen or food aisle in the supermarket. Similarities and differences could be illustrated, tasted and celebrated.

### **Activity 7: The Solar system**

This activity gives learners the opportunity to build on their learning in science by using their knowledge about the planets in the solar system. The activity explores in more depth the significance of Copernicus' theory and how revolutionary it was at that time in history. The large number of cognates will assist understanding and will give opportunities to create a class display or to be set as a homework task, linking Polish and English. Learners are then set a mini challenge to try and create their own mnemonic or rap to remember the order of the planets from the sun and work out if our knowledge of the planets has changed since the time of Copernicus.

### **Activity 8 A:**

This activity introduces learners to astrology, signs of the zodiac and how they link to the constellation in the solar system. As preparation, you could ask learners to find out their own sign of the zodiac and find a horoscope from a newspaper, magazine or online. Again, this would lend itself to creating a display or poster for each sign and the dates linked to it. Learners could be more ambitious and try and write their own horoscope section for their school or class magazine, bulletin or blog.

### **Activity 8 B:**

Here, learners need to think about the signs of the zodiac and work out how they relate to the four elements of fire, water earth and air. This offers another opportunity for learners to use their science skills.

### **Activity 9:**

In this activity, learners are asked to think about the character of Paul Van de Volder in the film. As the antithesis of Copernicus, he believes in myth, legend and magic, as seen in his search for a magic formula to make gold. The idea of alchemy is introduced and learners can use the links to discover more. You may want to make mention of the 'Philosopher's stone' as in *Harry Potter*, being believed to be an essential part of the elements considered vital to produce gold from other base elements. In this final task learners are asked to

use their imagination using English and Polish to write their magic formula to produce gold.

<https://www.youtube.com/watch?v=vFPQITnN2dE>

<https://en.wikipedia.org/wiki/Alchemy>

[https://en.wikipedia.org/wiki/Philosopher%27s\\_stone](https://en.wikipedia.org/wiki/Philosopher%27s_stone)

"This resource is part of a collaborative scheme by the University of Glasgow and Education Scotland bringing together researchers, school teachers and Education Scotland officials to create new resources for Broad General Education (BGE).

These resources were created by Elwira Grossman , Izabela Rudzka (University of Glasgow) and Shona Hugh (Education Scotland)."

