



# Memphis in May International Teachers' Conference

*"Bringing International Culture to Every Classroom"*

February 24, 2018



The Memphis in May International Teachers' Conference  
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INTERNATIONAL  PAPER



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**"Bringing International Culture to Every Classroom"**

**February 24, 2018**  
**Teaching and Learning Academy**

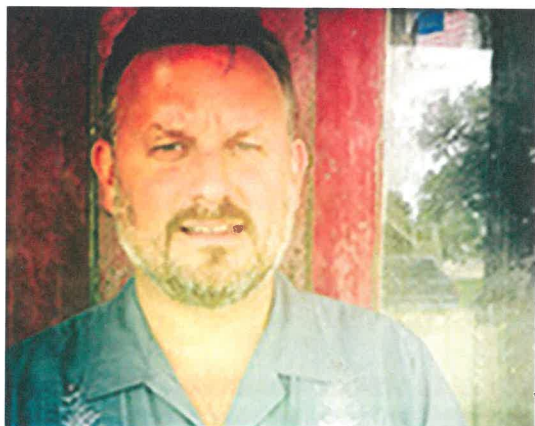
<b>TIME</b>	<b>ACTIVITY</b>	<b>LOCATION</b>
8:30 – 9:00	Registration	Lobby
9:00 – 9:15	<b>Welcome and Introductions</b>  Susan Elliott, Vice President of Programming, Memphis in May	Auditorium
9:15 – 10:00	<b>Keynote Speaker- Jeffrey Brown</b>	Auditorium
10:00 – 10:10	Transfer to Sessions	
10:10 – 10:50	<b>Session One</b>	Designated Rooms
10:50 – 11:00	Transfer to Sessions	
11:00 – 11:40	<b>Session Two</b>	Designated Rooms
11:40 – 12:00	Pick up Certificates	

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# Keynote Speaker- Jeffrey Brown

**Saturday, February 24, 2018**



American Jeffrey Brown grew up in Arlington, Texas, and graduated with honors from Texas A&M University in 1993.

There, he co-directed the program Students for Czechoslovakia, founded after former Czech President Vaclav Havel's first visit to the USA, and sent students to teach English in Czechia after the 1989 Velvet Revolution. From 1993 to 1998 he taught English Language and American Literature at Masaryk University in Brno, CZ. He

also worked as a freelance journalist and translator, created the first CDROM for learning Czech language, and worked often in the former Yugoslavia and Georgia as an election supervisor for the OSCE. After one year as the Editor-in-Chief of the publication *Central Europe Online* in Prague, he dedicated his time to filmmaking.

Jeffrey has produced a number of award-winning narrative features and feature documentaries in Europe, Africa and the USA, playing international festivals such as Sundance, Toronto IFF, Cannes, Berlinale, IDFA, Rotterdam, New York FF and being released in cinemas internationally as well as on Netflix, HBO, Showtime, PBS, ESPN and others. He was an Executive Producer for Academy Award-winning Czech director **Jan Sverak's *Kooky*, Special Jury Prize Winner at the 2010 Karlovy Vary IFF** in the Czech Republic. His African films have included the music documentaries *Durban Poison* and *Punk in Africa*, which played over 60 festivals and was released internationally.

Brown has organized many Czech film events in the North America, such the 2013 touring retrospective on Czech New Wave director Jan Nemec and the 2014 - 2018 *Czech That Film* series of contemporary Czech films. Since 2005, he has toured extensively, having screened his own films (notably *Call of Dudy: Bohemian Bagpipes Across Borders*, *Listopad* and *Vinyl Generation*) in over 50 Czech and Slovak communities as well as at the Czech Embassy in DC, Czech Consulate in LA, film festivals and universities focusing on Czech and/or Slavic and East European Studies.

## Session Presenters



Memphian **Erick Worthington** has a strong passion for travel and cultural exploration. A degree candidate at University of Memphis, his studies concentrate in the Anthropology and Earth Sciences Departments. As an undergrad, Erick had the opportunity to study abroad in the Czech Republic and earned his certification to teach English as a foreign language (TEFL) while going to school at the University of West Bohemia. He has traveled to such countries France, Belgium, Germany, England, Scotland, Ireland and, The Netherlands but maintains a special love for the Czech Republic and its people. Erick is excited to share his passion for that country with the Mid-South during the 2018 Memphis in May International Festival.



**Ashley Hisky**, a native Memphian, attended White Station High School, where she was heavily involved in the foreign language program. She went on to earn her bachelor's degree from the University of Memphis with a double major in English Literature and French Language and Literature. She continued her education there earning a Master of Arts degree with a double concentration in English as a Second Language and Applied Linguistics as well as her certification in Teaching English as a Second Language (TESL). Her international travels include countries such as France, Belgium, Holland, Germany, and the Czech Republic among others. While in graduate school, she studied abroad in the Czech Republic where she taught a beginner level English conversation course at the University of West Bohemia, earning her Teaching English as a Foreign Language (TEFL) certification. Currently, she is working as an instructor in the Intensive English for Internationals program at the University of Memphis.



**Nicole Kennell** was born on Guam and grew up everywhere. With nine years of teaching and curriculum development experience in public schools, she is the currently the Lead Instructor for Adult ESL at HopeWorks in Memphis. She attended college at Harding University in Searcy, Arkansas, where she met her husband Mark Kennell. They worked in Togo, West Africa for ten years. Besides two daughters and two adorable dogs, her passions include travel, coffee, music.

**Maddie and Michal Kennell** - Maddie was born in Memphis in 1999 and Michal was born in Paris, France in 2000. They grew up in both Memphis and Togo West, Africa before their family settled in Memphis in 2014. Michal, a Junior at Immaculate Conception High School, loves tea, books, history, and talking about her dogs. A Day Scholar at Rhodes College, Maddie is a Pre-Nursing Major, writes for The Bridge newspaper, and consumes vast amounts of Gibson's Donuts.





# **Bringing the Czech Republic to the Classrooms of Memphis in 2018**

While each of Memphis in May's education competitions are judged on differing criteria, every Memphis in May competition encourages a show of creativity and demonstrated knowledge of the honored country. Competitions are geared to specific age groups and grade levels, with involvement opportunities available for all grades. Competitions are open to all students attending public, private, or home school within Shelby County, Tennessee. Applications are available on the Memphis in May website as well as via mass mailings to schools. Judging committees, comprised of local educators, writers, and artists, kindly volunteer their time to examine entries. Competition winners receive certificates and cash prizes at an awards ceremony in the spring.

## **PowerPoint Presentation Competition**

### **6-12 Grade Students**

The PowerPoint Presentation Competition promotes design creativity and allows students to incorporate what they have learned about the honored country through overall presentation, graphic design, and written word. This competition is a wonderful tool to acquaint students with PowerPoint, an invaluable program in the business world, all while exposing them to international culture. First, second, and third place winners will be chosen in two grade categories: 6-8 grade, and 9-12 grades.

**Entry deadline is Friday, March 23, 2018 at 5:00 p.m.**

# BlueCross BlueShield World Cargo Crate

## K-12 Grade Students

The World Cargo Crate Photo Contest encourages teachers to use their cameras to capture special moments in their classrooms. The photographic entries portray special “learning moments” between the students, their teachers, and the unique items from the honored country.

As most of these items are foreign to the students, their reactions of interest, surprise, and curiosity are clearly visible in the photos. The winning teacher receives a Memphis in May prize package for their classroom and the privilege of being the first to reserve the World Cargo Crate for the upcoming school year. The winning teachers and students also get to see their pictures displayed on the Memphis in May website as “the face” of the World Cargo Crate for the next year. Up to 5 photos may be submitted per entry, along with the teacher’s name and title, school name, school address, school phone number, and teacher’s email address.

Entries must be received **by Friday, May 18, 2018 at 5:00 p.m.** Entries must be digital and may be submitted by email or on a CD to 56 S. Front Street, Memphis, TN 38103. For more information, contact [education@memphisinmay.org](mailto:education@memphisinmay.org) with any questions.

**For complete details and to apply:**  
**<http://bit.ly/SchoolCompetitions>**



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# Want to turn what you've learned today into \$1,000 cash?

**Then you should enter the following  
Memphis in May Competitions**

## **Sedgwick International Teacher Competition**

Now teachers have the chance to win alongside their students! Whether you always celebrate the honored country with Memphis in May, or whether you are considering incorporating Memphis in May into your classroom for the first time, this competition is for you! Memphis in May will recognize the teachers with the most outstanding "global classrooms," teachers who utilize international programming to supplement their curriculum and introduce the Czech Republic to their students. The "International Teacher" Grand Prize Winner will receive \$1,000, and one Runner Up will receive \$500.

**Entry Deadline is 5:00 p.m. on Friday, May 11, 2018**

**For complete details and to apply:  
<http://bit.ly/SchoolCompetitions>**



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## ***EPOQUE QUARTET***

### **THE ORPHEUM THEATRE**

**THURSDAY, MAY 10 AT 10:30 AM**

Teachers! Looking for a **field trip for your students**? As part of the 2018 Salute to the Czech Republic, Memphis in May International Festival presents *Epoque Quartet* at The Orpheum Theatre during International Week.

The Prague string quartet, Epoque Quartet, was founded in 1999. These four excellent soloists and chamber musicians with abundant stage experience bring together not only their unanimity in musical opinions and the relationship in their artistic nature, but even their extraordinary interest in diverse musical genres – such as jazz, rock and funk – outside the traditional “classical music.” While the compositions of the classical quartet literature remain an integral part of the ensemble’s programs, the sensitive approach to unconventional arrangements opens new possibilities in using the string instruments and, at the same time, enables them to widen the repertoire, which on Czech and abroad stages is unique.

Experience a performance by the world-renown Epoque Quartet, who fuse their classical training with the sounds of jazz, rock, and funk for a concert unlike any other.

The performance is an excellent complement to any of the Memphis in May classroom programs or competitions and is offered **FREE of charge** to schools.

This year YOUR students can experience the sounds of the Czech Republic!

Performance will last approximately 60 minutes. There is no cost for students or chaperones to attend. Schools should provide transportation to and from the show.

***Limited seating, first come – first served basis.***

***To reserve your seats, register online at: <http://bit.ly/EpoqueQuartet>***

## In-School Czech Performances

Memphis in May International Festival is proud to offer performances to Memphis area schools at no charge. In celebration of International Week, schools will have the opportunity to enjoy a vibrant cultural performance from the Domažlice Bagpipe Band.

This year your students can experience the sounds of the Czech Republic! Domažlice Bagpipe Band has been among the leading ensembles performing various styles of bagpipe (dudy) music of the Chod region of Western Bohemia (Czech Republic) for more than twenty years.

Along with the bagpipe, clarinet, string violin and bass, various, nearly forgotten, ancient Czech folk rhythmic musical instruments such as the *fanfrnoch* (clay or metal container with horsehair), *vozembouch* (staff topped with bow hung with rattles), and *hrábě* (rake) will be played.

Be ready to be entertained as these instruments bring a comic element to the performance and require some audience participation. The music will also be moderated, with stories about bagpipe (dudy) music history and *poudacky*, typical Chod jokes.



The performances this year will be held on Wednesday, May 9, Friday, May 11, Monday, May 14 and Tuesday, May 15. Performances are scheduled during school hours and in conjunction with the school schedule.

*There is no cost to schools for hosting a performance.*

Request forms available online until April 19, 2018 at  
<http://bit.ly/InSchoolPerformance>

We will let you know on April 26, 2018 if we are able to accommodate your school on the tour this year.



# International Teachers' Conference Presenters

## Keynote Speaker

**Jeffrey Brown**

*Call of Dudy: Bohemian Bagpipes Across Borders*

## Session Presenters

**Erick Worthington & Ashley Hisky-** *Did You Know Countries Grow? International Influences from the Czech Republic*

**Nicole, Maddie & Michal Kennell -** *Alphonse Mucha*



Presentations are available online at <http://www.memphisinmay.org/honored-country/for-educators/international-teachers-conference/>

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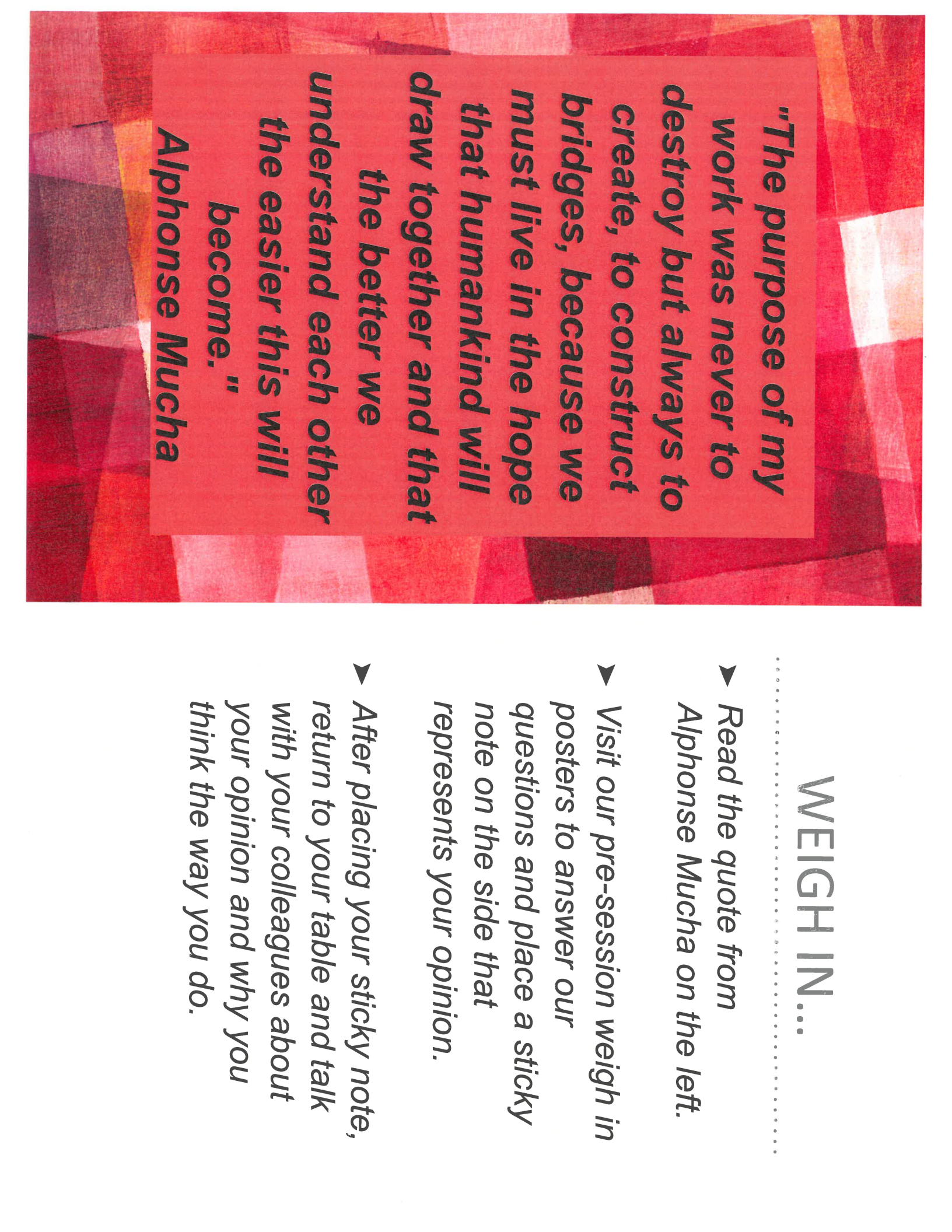


# ALPHONSE MUCHA AND THE SLAV EPIC

*A Great Debate*







***"The purpose of my work was never to destroy but always to create, to construct bridges, because we must live in the hope that humankind will draw together and that the better we understand each other the easier this will become."***  
***Alphonse Mucha***

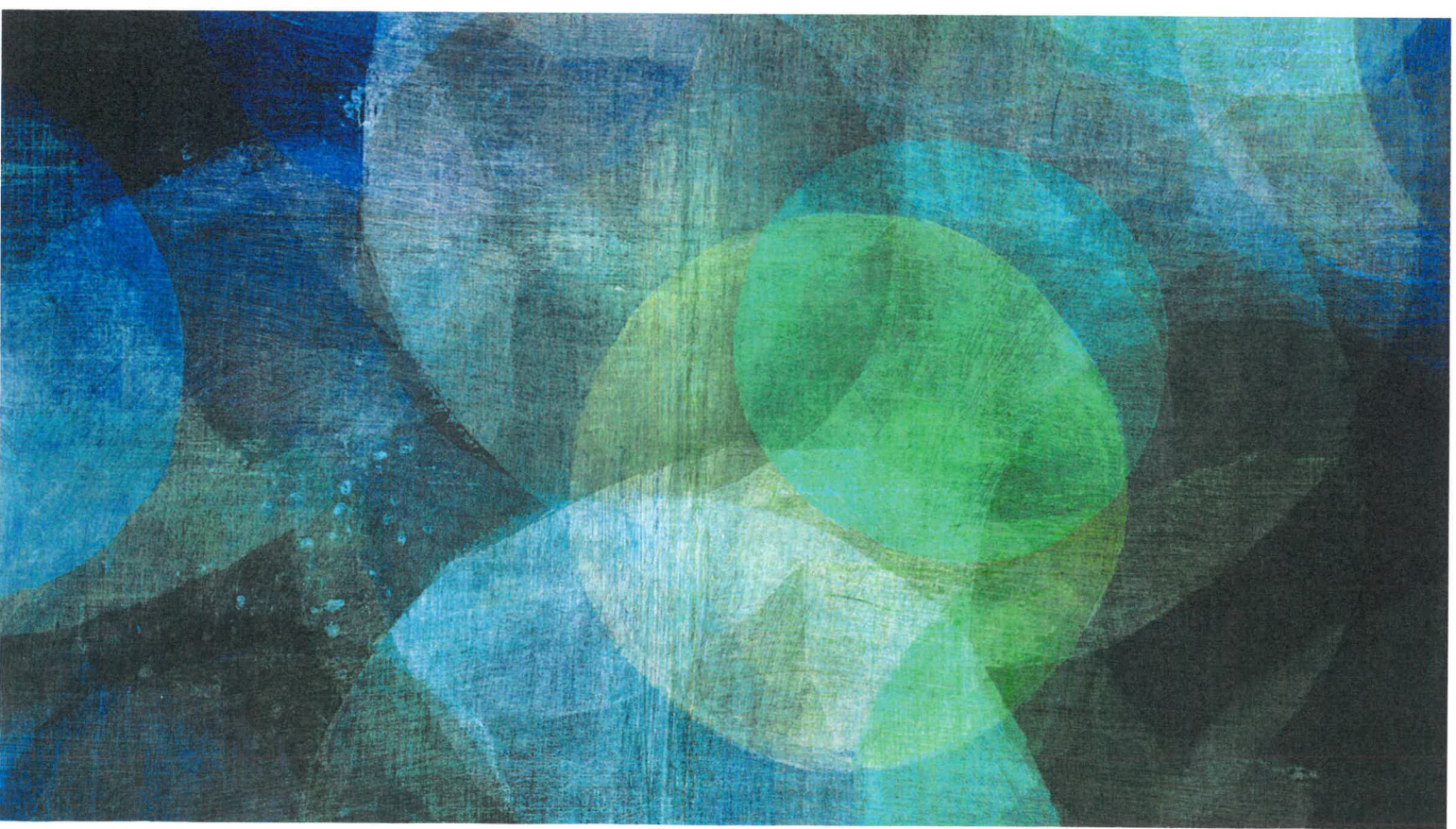
## WEIGH IN...

- ▶ Read the quote from Alphonse Mucha on the left.
- ▶ Visit our pre-session weigh in posters to answer our questions and place a sticky note on the side that represents your opinion.
- ▶ After placing your sticky note, return to your table and talk with your colleagues about your opinion and why you think the way you do.



“...there’s great value  
in recognizing  
different perspectives  
in conversations  
because these enable  
us to hear and react  
to things very  
differently.”

.....Adapted from article at  
<https://www.forbes.com/sites/forbescoachescouncil/2016/11/17/why-understanding-other-perspectives-is-a-key-leadership-skill/#3b3f55fc6d20>





## Objectives

- Examine the life of Alphonse Mucha and the Slav Epic.
- Analyze the current debate regarding the Slav Epic Tour.
- Implement 3 strategies for understanding other perspectives using the Slav Epic dispute.
- Appropriate the lesson for lower grade levels.



# ALPHONSE MUCHA

1860-1939

- ▶ He grew up under the rule of the Austro-Hungarian Empire and frequently witnessed uprising and war.
- ▶ His early artistic career was made drawing cigarette ads that were so popular, they were stolen for their beauty.





Mucha's works frequently featured beautiful healthy young women in flowing vaguely Neoclassical



Alphonse Mucha - The Seasons

courtesy of [www.alfonsmucha.org](http://www.alfonsmucha.org)



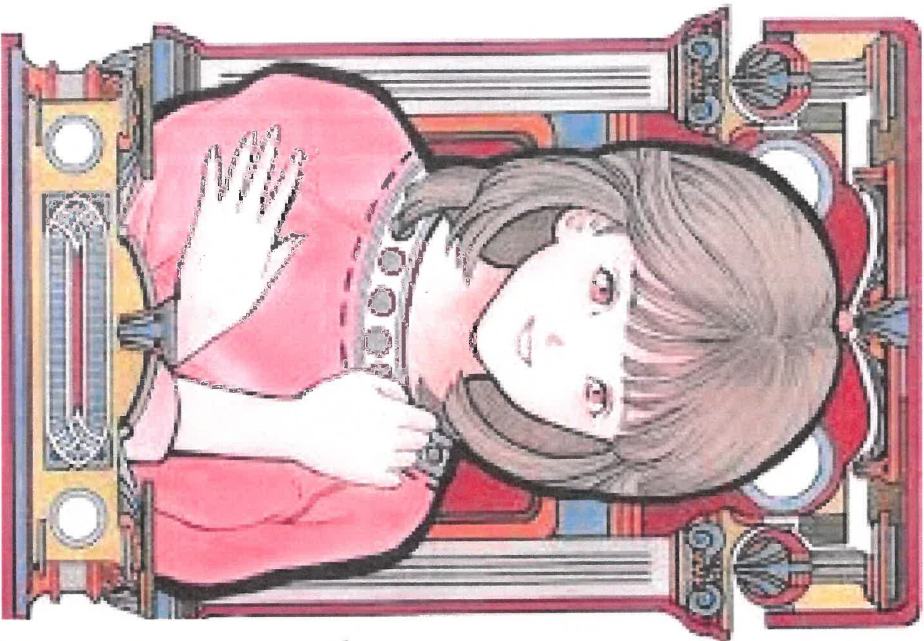


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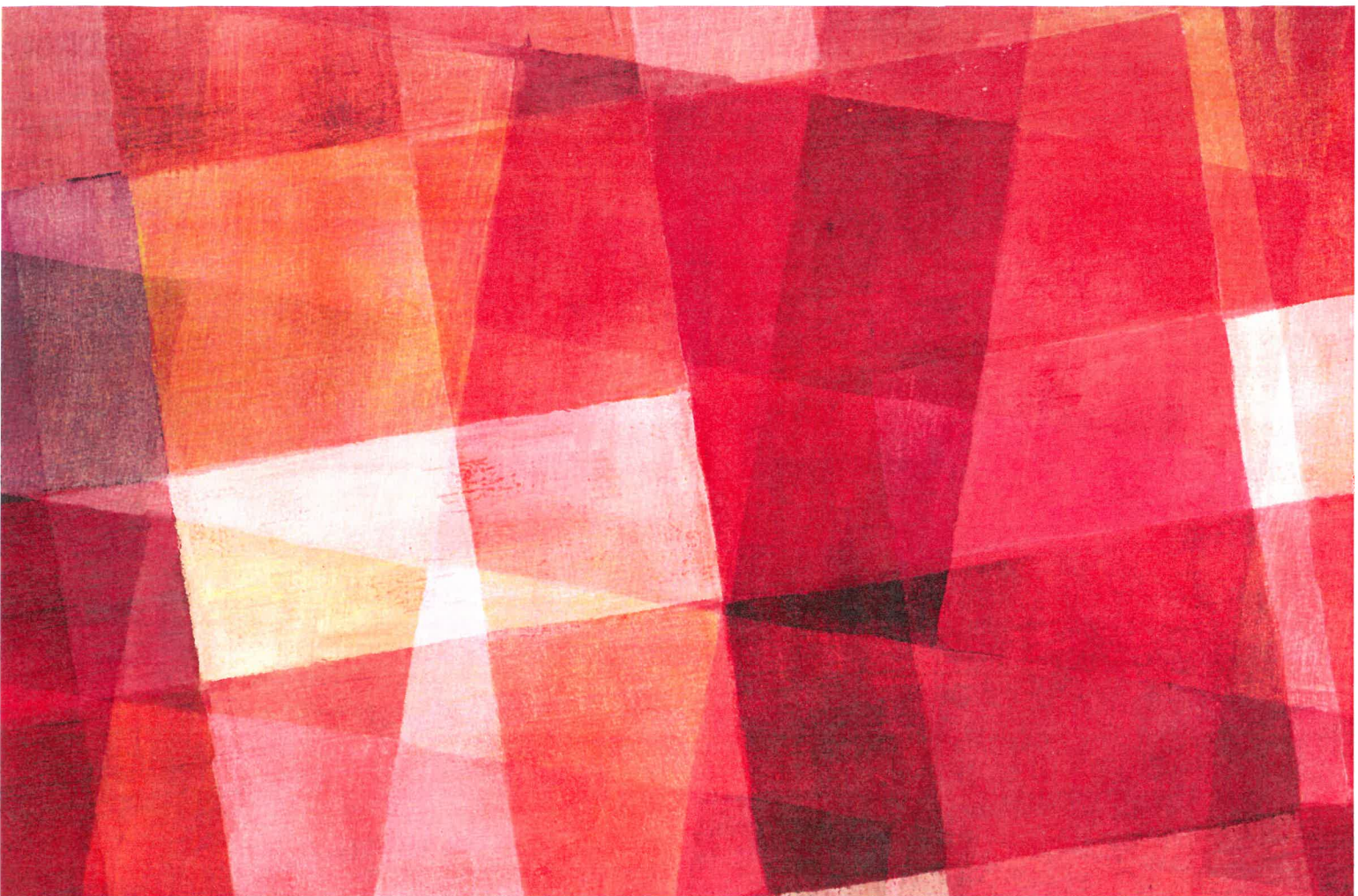
► You can see the  
influence of his  
work even today  
and across  
cultures...



# Popular Manga Artist Masakazu Katsura







## SLAV EPIC

.....

- ▶ Having gained fame as an artist in Paris, Mucha travelled to America where he secured funding, and in 1910 he returned to his home in Bohemia to begin his work on the Slav Epic.
- ▶ Slav Epic told the history of his people, and displayed the pride of the Slavs despite having been ruled by others for centuries.
- ▶ The paintings took him 18 years to complete. There are 20 paintings that range [13.25 x 15.75 feet to 20 x 26.5 feet.](#)



# Step 1: Perspective

## Awareness

1. SKIM THE NY  
TIMES ARTICLE  
REGARDING THE SLAV  
EPIC CONTROVERSY.

2. DIVIDE  
INTO 2 GROUPS  
BASED ON WHOM  
YOU AGREE  
WITH; **PRAGUE**  
**CITY COUNCIL**  
OR **THE MUCHA**  
**FOUNDATION.**



3. THINK  
ABOUT YOUR  
PERSPECTIVE  
AS A COUNCIL  
MEMBER OR A  
FOUNDATION  
MEMBER.

4. ANSWER THE  
QUESTION:  
WHAT DO I  
WANT?

5. ANSWER THE  
QUESTION:  
WHAT DO I  
FEAR?

## Step 2: *Perspective Taking*

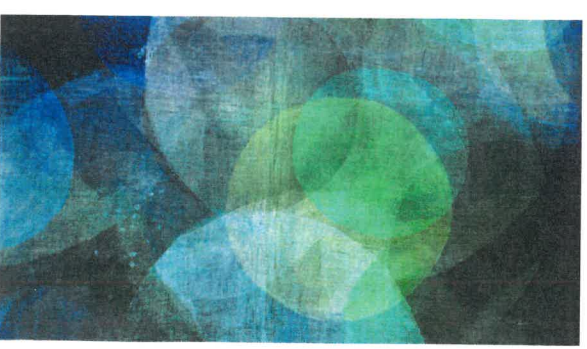
1. SWITCH  
ROLES AND  
TAKE THE  
OTHER  
PERSPECTIVE.

2. ANSWER THE SAME  
QUESTIONS.

3. TRY TO GIVE  
EACH SIDE  
EQUAL  
CONSIDERATION.

4. DO NOT THINK OF  
EITHER SIDE AS  
GOOD OR BAD.

5. SUCCESS IN THIS EXERCISE IS  
**NOT** MEASURED IN VALIDATING  
YOUR OPINION, BUT IN  
UNDERSTANDING THE OTHER  
PERSPECTIVE.



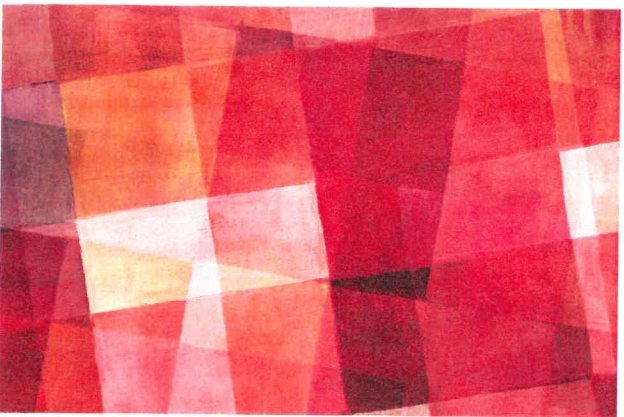
## *Step 3: Perspective Coordinating*

1. WHAT DOES  
THE OTHER  
PERSPECTIVE  
TELL YOU ABOUT  
THAT SIDE AND  
HOW THEY SEE  
THE WORLD?

2. HOW DOES THIS  
DECISION IMPACT  
THEM?

3. HOW CAN YOU  
COMMUNICATE WITH  
THEM CONSIDERING  
THEIR POSITION?

4. HOW DOES CONSIDERING  
THEIR VIEWPOINT HELP YOU  
UNDERSTAND THE SITUATION  
AND MAKE A DECISION?

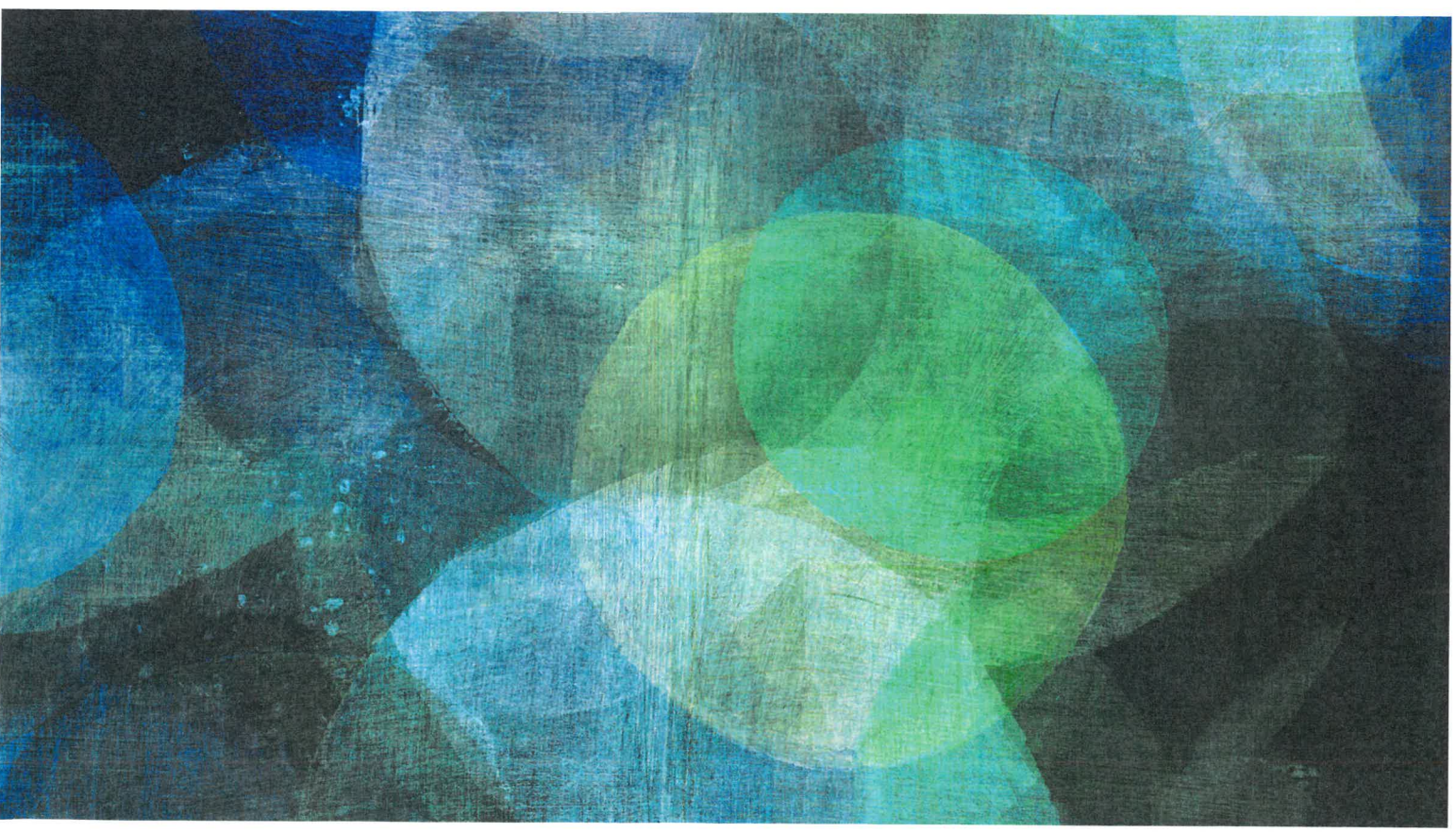




## *Appropriate the Lesson for Lower Grades*

*K-5: Students view three of Mucha's paintings or prints. They evaluate the paintings, choose a favorite, and explain why they prefer it over the others. Students discuss their preferences and practice listening to others' opinions, asking questions, restating what they heard, and defending their own opinions respectfully.*

.....







**Debrief:**

***What was the purpose of each of the following strategies?***

***Perspective Awareness***

***Perspective Taking***

***Perspective Coordinating***

***How could developing these skills help our students in real-world situations?***



## MUCHA'S SLAV EPIC TO BE SHOWN IN PRAGUE'S MUNICIPAL HOUSE IN 2018

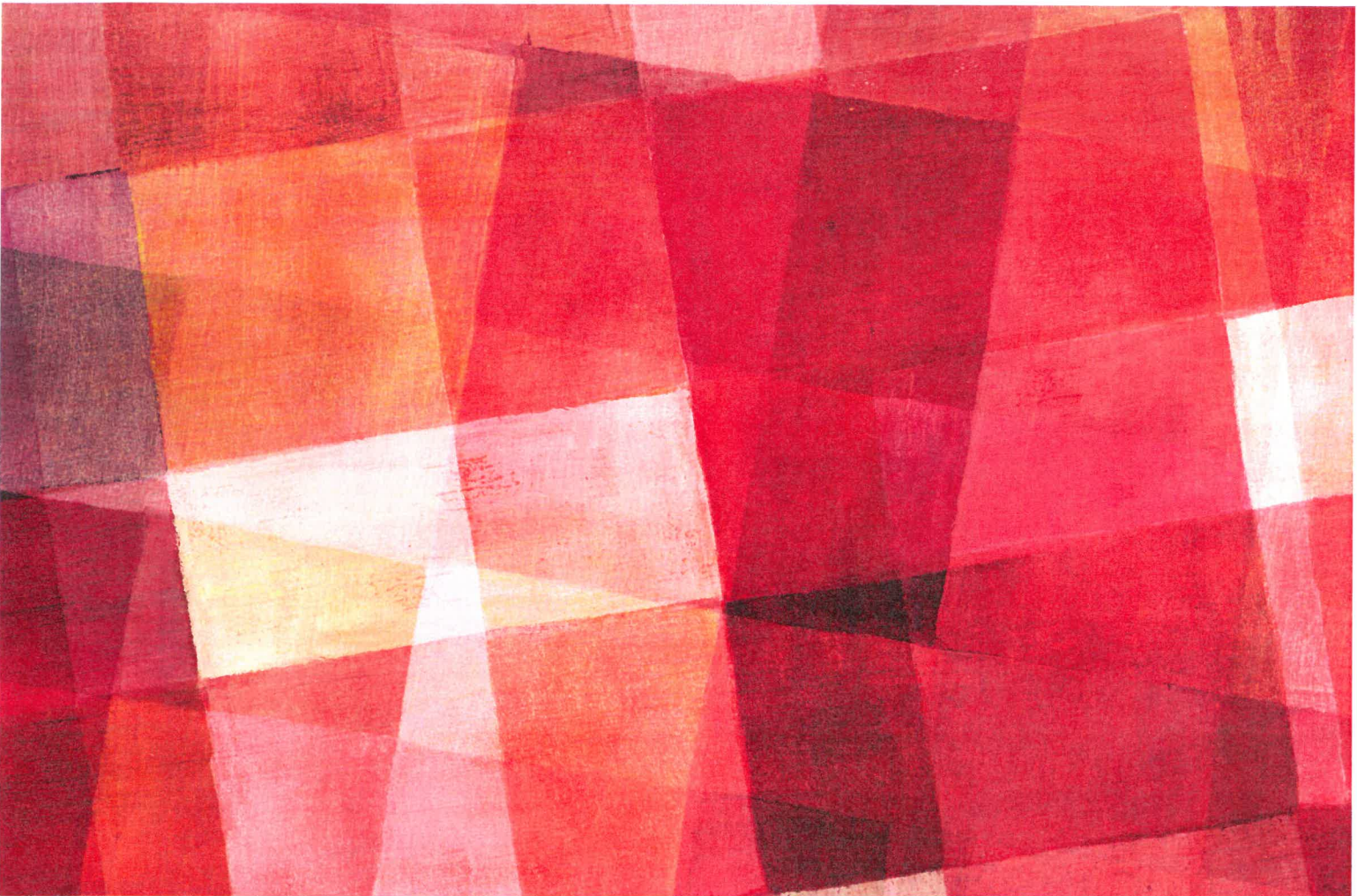
According to some reliable sources the Slav Epic series of paintings by Czech Art-Nouveau artist Alfons Mucha will be displayed in the Municipal House in Prague next year.

The paintings are now stored in the gallery's depository after their exhibition in Tokyo held from March 8 to May 5, which was visited by more than 662,000 people. The paintings returned from Japan at the end of June and they are in a good shape.

Some cities in the United States, South Korea and China expressed interest in displaying the Slav Epic but the local pressure for the return of these works has been stronger than the . However, the paintings will not be sent to another exhibition abroad soon.

The author bequeathed the paintings to Prague on condition that the city build an independent exhibition pavilion for them. It has not happened yet.

However, the Prague City Hall declares that it will build suitable premises to display the paintings. <http://thePaintingStub/muchas-slav-epic-shown-pragues-municipal-house-2018/>



## ►Resources

- .....
- <https://www.forbes.com/sites/forbescoachescouncil/2016/11/17/why-understanding-other-perspectives-is-a-key-leadership-skill/#3b3f5fc6d20>
- <http://www.muchafoundation.org/gallery/themes/theme/slav-epic>
- <http://www.muchafoundation.org>
- <https://www.alfonsmucha.org>
- <http://www.muchafoundation.org/gallery/colour-your-own-mucha>
- <https://www.nytimes.com/2017/01/06/arts/design/alfonso-mucha-slav-epic.html>
- <http://artnouveau.club/muchas-slav-epic-shown-prague-municipal-house-2018>



## My Favorite Work by Mucha

My favorite work by Alphonse Mucha is

---

I like it because \_\_\_\_\_

---

---

\_\_\_\_\_ prefers the work called

---

because \_\_\_\_\_

---

My Drawing of My Favorite Work by Mucha

# Key Questions for Slav Epic Controversy

- Should the courts transfer ownership of Slav Epic back to the Mucha estate? Why or why not?
- Should the Prague City Council loan the Slav Epic to other museums for an international tour? Why or why not?
- If the Slav Epic came to Memphis as part of the international tour would you go see the exhibit or would take a stand by intentionally not paying to see the exhibit?



## Perspectives Exercise

### Perspective Awareness

Think about your own perspective. Be honest with yourself and answer the following questions.

My perspective on this issue is....	
What I want is...	
What I fear is...	

### Perspective Taking

Now put yourself in the place of the other perspective. Do not judge it as good or bad. Be honest and thorough and answer the following questions.

My perspective on this issue is....	
What I want is...	
What I fear is...	

## Perspective Coordinating

1. What does the other perspective tell you about the other side and how they see their world?
2. How does this decision impact them?
3. How can you communicate with them considering their position?
4. How does considering these viewpoints help you understand the situation and make a decision?



# Czech Artist's Grandson Sues to Block Loan of Works to Tokyo

(Lexile Approx. 1300)

Adaptation of NY Times article by PHILIP J. HEIJMANS JAN. 6, 2017



An installation view of Alphonse Mucha's "Slav Epic," a cycle of 20 large canvases shown since 2012 at the Veletržní Palace, part of the National Gallery in Prague. Credit Milan Bures for The New York Times

PRAGUE — Walking the creaking floors of a 17th-century building near Prague Castle, John Mucha led an informal tour through the house where he has lived nearly all his life.

Mr. Mucha's grandfather, was the Czech Art Nouveau painter and designer [Alphonse Mucha](#). The walls of the home hold part of a collection that includes

posters of the French actress [Sarah Bernhardt](#) with coiled hair and flowing robes. There are more than 3,000 of his grandfather's works in the family collection, and Mr. Mucha, 68, has made it his life's mission to preserve them.

Which is why he is taking the city of Prague to court.

Mr. Mucha — along with local art restorers, and historians — passionately opposes the city's plan to take his grandfather's masterwork "Slav Epic" on tour internationally for the first time.

"[Slav Epic](#)" is a cycle of 20 large canvases shown since 2012 at the [Veletržní Palace](#), part of the [National Gallery](#) here, depicting the mythology and history of Czech and other Slavic peoples. Completed in 1928, it was given to Prague by Alphonse Mucha over the 18 years it took to create. Today, the works are strongly linked to Czech identity, having survived near-destruction during [World War II](#) and under communism.

Last month, the [Prague City Gallery](#), caretaker of the works, announced that the city had signed off on a three-month loan to the [National Art Center, Tokyo](#), starting in March, as part of the center's year of Czech culture. With individual pieces of "Slav Epic" standing well over 20 feet, experts have said that the works are simply too big to move internationally without damaging them.

For Mr. Mucha, this is too much of a risk to take. He also says it is a violation of a 1913 agreement between the artist and the American Charles R. Crane, who financed the creation of "Slav Epic." The agreement stipulates that the works be donated to Prague on the condition that the city build a permanent facility to house them — a promise that the city of Prague has not kept even nearly 90 years after the Slav Epic's completion, .

For this reason, Mr. Mucha said, he is asking the courts "to confirm that the deed of gift was not done," and that it is invalid. In a lawsuit filed in his name against the city of Prague, he is asking that ownership of the works be transferred back to the Mucha estate. Court hearings are set to begin Jan. 18.

Alphonse Mucha, who lived from 1860 to 1939, rose to fame in Paris as a designer of advertising posters in the 1890s before going on to create a range of illustrations and paintings in an ornate style synonymous with Art Nouveau.



But “Slav Epic” is widely seen as Mucha’s masterpiece, and its insurance value is at least 10.8 million euros, or roughly \$11 million at current exchange rates, the Czech news media reported in September.

“He is referred to as kind of a godlike figure,” said Gabriel Weisberg, a professor of art history at the University of Minnesota, adding that Mucha contributed to the revitalization of the color print revolution during the late 19th and early 20th centuries.

Prof. Karel Stretti, who leads the restoration department at the Academy of Fine Arts in Prague, said the largest of the “Slav Epic” pieces measures 26.5 feet by 20 feet, meaning handlers would have to remove it from its frame and roll it up, which could crack the paint.

“The nature of the works — egg tempera on a hemp canvas — and the way it may be insulated makes them particularly vulnerable,” the professor added.

In 1921, five canvases were sent to New York and Chicago at the request of Mr. Crane. The works returned with minor blemishes and the city of Prague advised in 1936 that they were not be moved again, according to letters Professor Stretti showed to The New York Times.

During World War II, the “Slav Epic” paintings were nearly lost forever. Mucha was interrogated by the Gestapo, accused of being a nationalist and a Jewish sympathizer, shortly before his death from pneumonia in 1939. The canvases were then rolled up and hidden in a local school to keep them out of the hands of the Nazis. They would not be seen again until the 1960s, when they were exhibited in a castle near where Mucha was born. They were moved to Veletržní Palace in 2012.

According to Professor Stretti, who leads an association of restorers, 600 people have signed a petition calling for Prague to cancel the Tokyo loan. Restorers, conservators and local experts have accused the Prague government of not appreciating the risks of a relocation, and of being blinded by the typical financial incentives in such loans.

“Political and economic interests should not be placed ahead of the interests of our culture,” the professor said.

Neither the city of Prague nor the National Art Center in Tokyo responded to inquiries about how much the money the Art Center agreed to pay for the loan of the paintings.

Jan Wolf, Prague's councilor in charge of culture, who is responsible for the loan, declined requests for an interview.

The Prague City Gallery, which is controlled by the City Council, has sought to reaffirm its decision to lend the paintings, saying in an emailed statement last month that Mucha had wanted "to show the importance of Slavic history to the widest possible audience, not only in Europe but also overseas."

The city maintains that it has no contract that requires it to build a venue for "Slav Epic," Jana Felixova, a lawyer representing Prague in the upcoming trial, said by email. She said that John Mucha's case hinged on the 1913 agreement between his grandfather and Mr. Crane.

The document, a scanned copy of which was seen by The New York Times, states that the city agreed in 1909 to build a place to house "Slav Epic." While the city recognizes the document as authentic, Ms. Felixova said, it is not bound by it because Prague is not a signatory.

Despite the pending court hearings, the gallery plans to move ahead with its project: It says the 20 canvases that make up the "Slav Epic" will be rolled up in the next two weeks and be sent to Japan in time for the exhibition.

"Prague accepted the ownership of the 'Slav Epic' in good faith and was, and still is, convinced of the indisputability of its ownership," Ms. Felixova said.

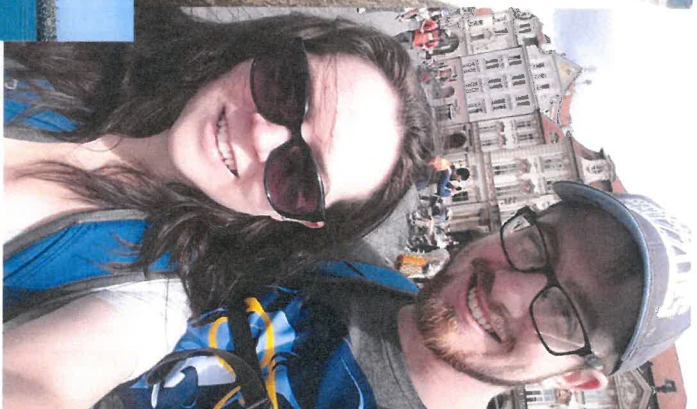


# The Incredible Shrinking Country

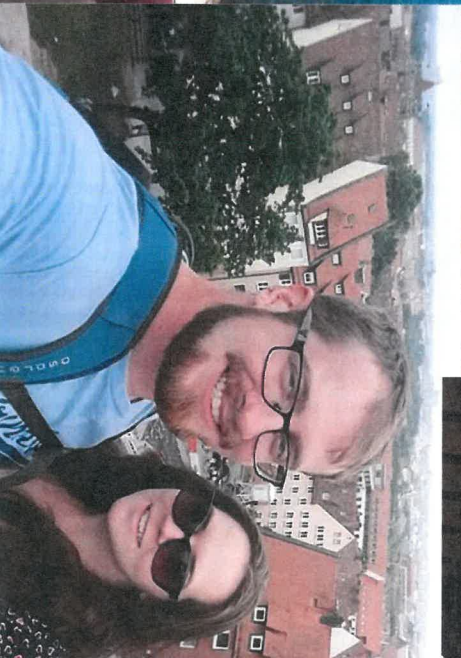
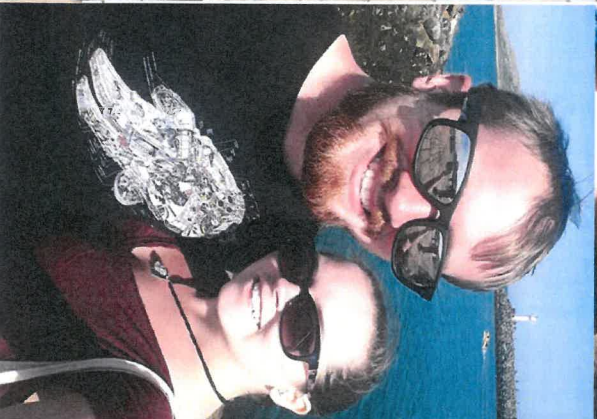
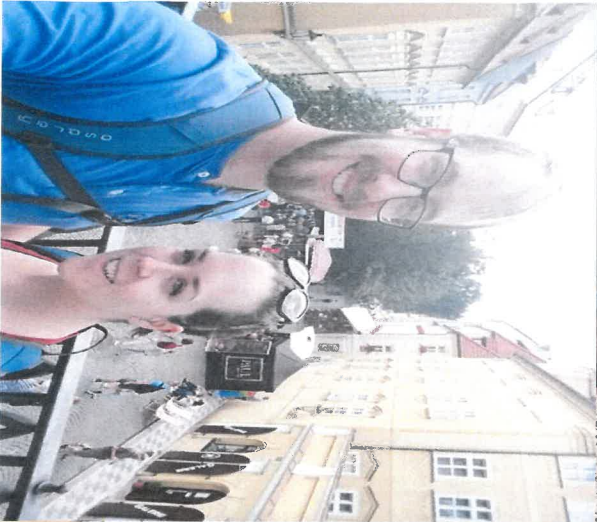
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Czech Innovations from Four Different Eras.





BOELE  
ENTINA  
6-2116  
Ashley  
Erick  
were  
4/7/11  
USA

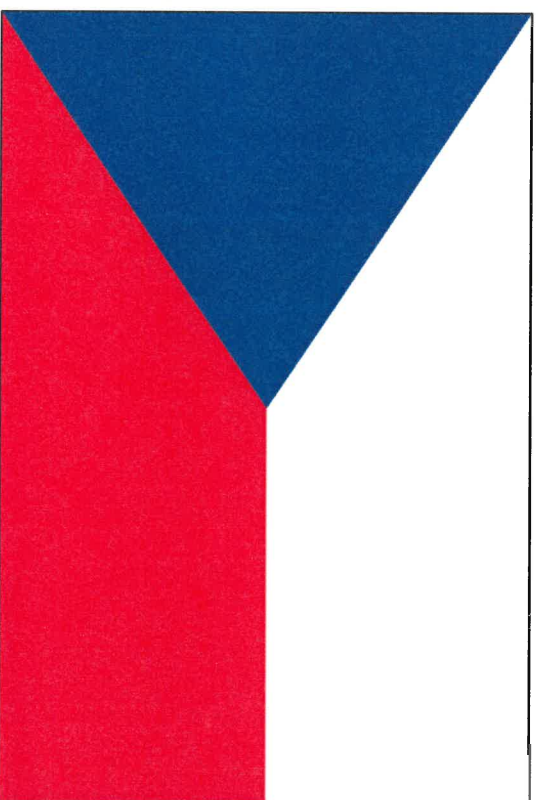


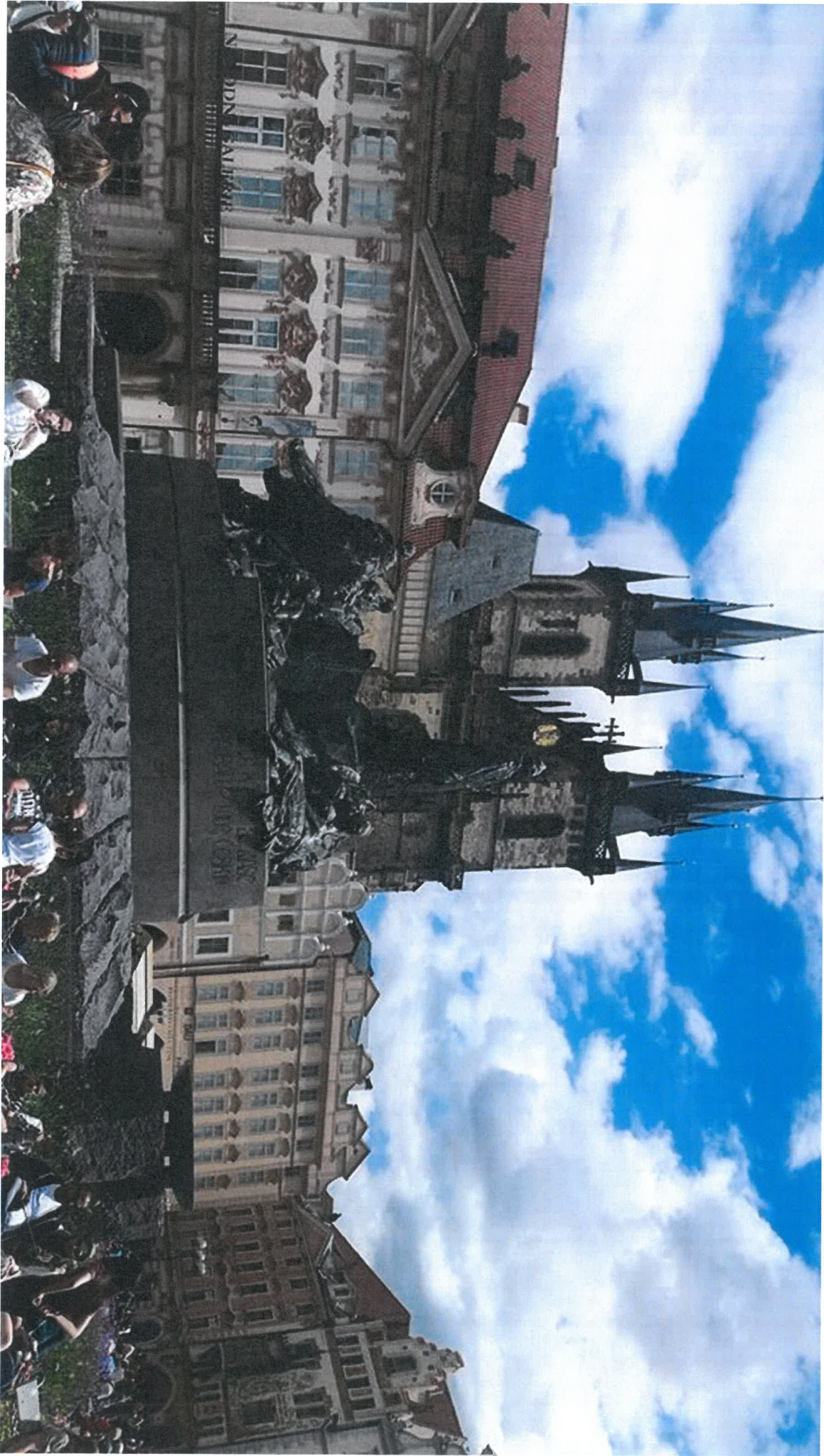
Presented by:  
Ashley Hisky  
& Erick  
Worthington



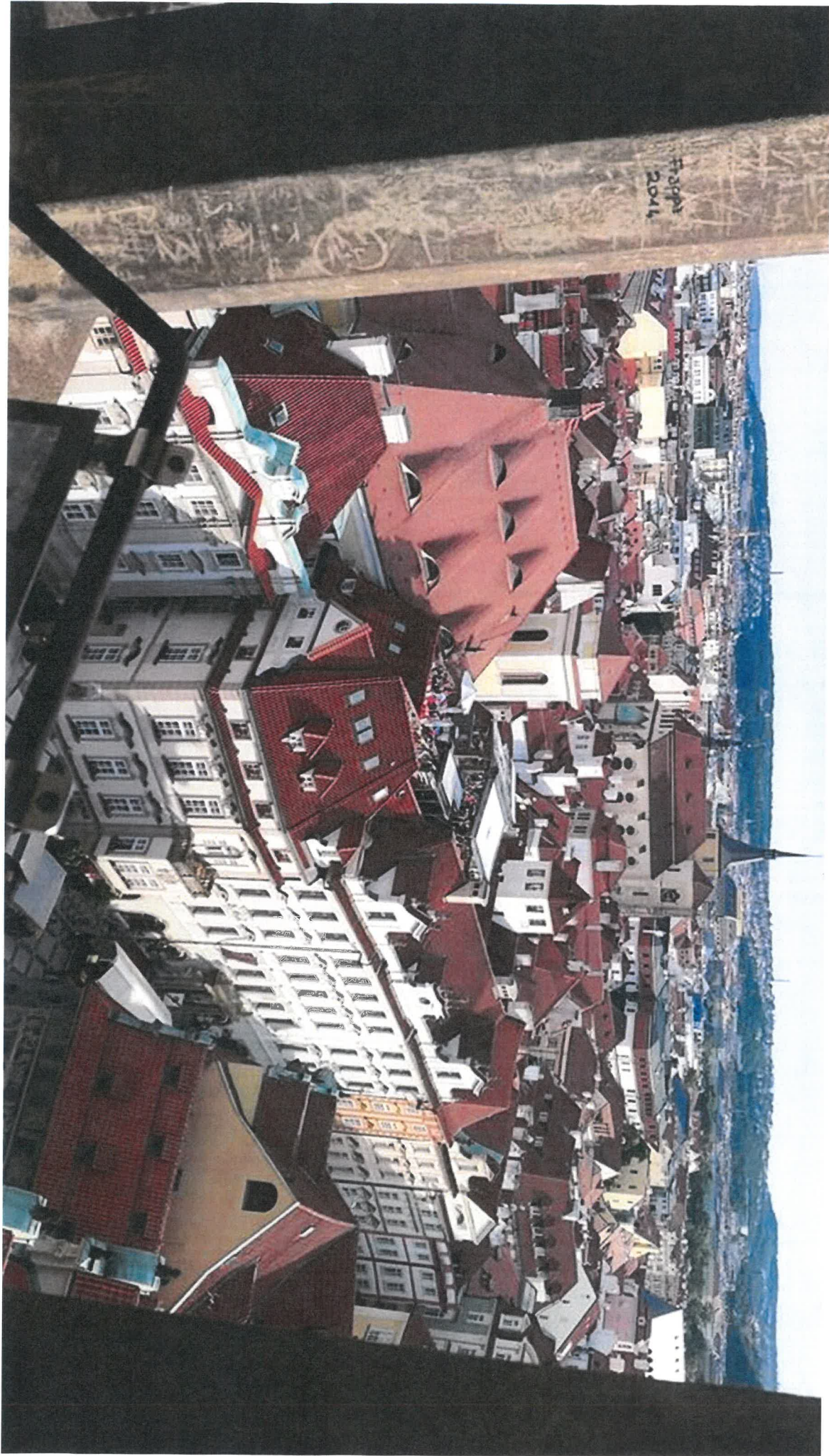
# Introduction to the Topic:

- This presentation discusses innovations produced from the Czech Republic over four distinct time periods in which the country subsequently decreased in area.
- Lessons and activities related to the inventions will be given throughout the presentation.









Frøya  
2014

# The Four Eras

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The Holy Roman Empire (800-1806)

The Austro-Hungarian Empire (1867-1918)

The Socialist Republic (1948-1989)

The Parliamentary Republic (1993-Present)



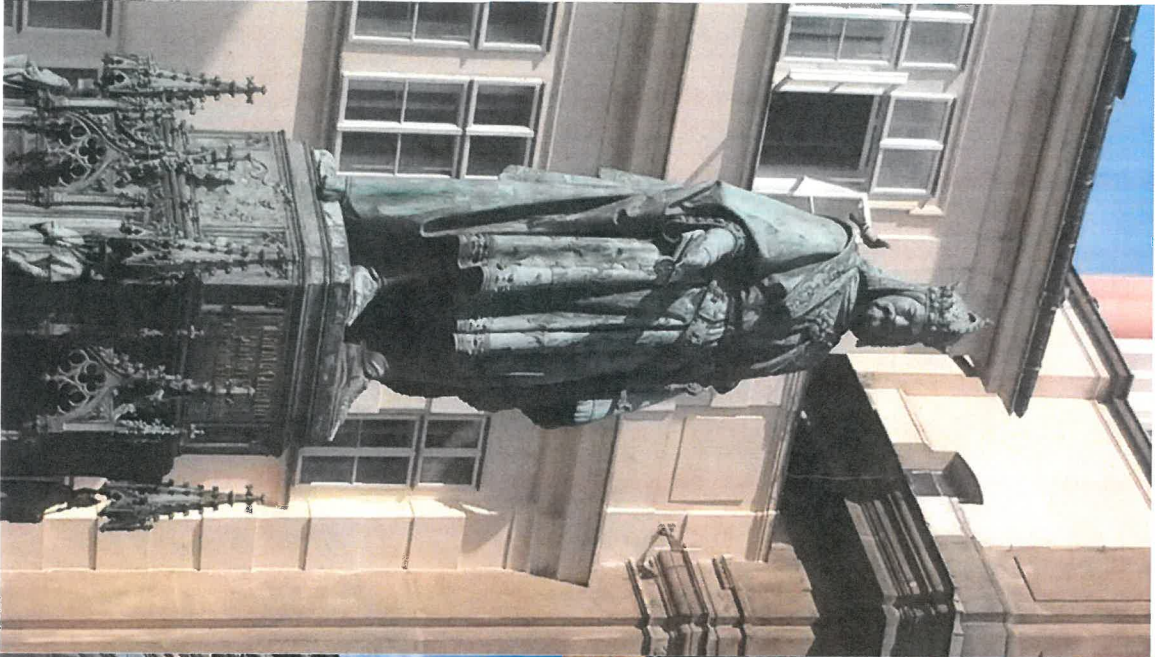
## The Holy Roman Empire

- 800-1806
- “Bohemia”
- The Czech Republic was part of this major land mass.
- Charles IV (Karel IV) : First King of Bohemia, crowned Holy Roman Emperor 1346



The Holy Roman Empire imposed on modern European borders











## Major Innovations under the Holy Roman Empire

- Prague Castle (Pražský hrad)  
(870-1929)
- Charles Bridge (Karlův most)  
(1357)
- The Astronomical Clock (Pražský orloj)  
(1410)
- Powder Towers (Prašná brána)  
(1475)





## Charles Bridge (Karlův most)

- Built in 1357 by Holy Roman Empower Charles IV of Prague (Praha)
- Titled “Charles Bridge” in 1870
- At 621 meters (2,037 ft.), it crosses the Vltava River
- The bridge is lined with 30 statues of various people and scenes



### Statues include:

St. Francis of Assisi  
The Lamentation of Christ  
St. Wenceslas (Czech)  
The Crucifix and Calvary  
St. Cyril (Slovak)  
St. Vitus

# Classroom Activity: Charles Bridge

- Subjects: History and Language

## Arts

- Discuss at least five of the statues on the Bridge.
- Have students give ideas about why those statues were chosen (pairs or groups)

## Activity

- In groups, have students design their own bridge with 10 statues for the Czech Republic.
- As a group, write a persuasive paragraph about who and what famous Czech figures they would put on the bridge and why.
- The same groups should work together on a short persuasive presentation explaining the people and scenes they chose for their bridge.



## Differentiation / Alternative

The given activity instructs that students choose any people or scenes that they would like to be statues on the bridge they have designed for the Czech Republic.

To make this task more difficult for older students, learners can choose historical figures and scenes from one category.

For example:

- Rulers & Leaders = St. Wenceslas, Vaclav Havel, Charles IV
- Artists, Writers, & Musicians = Josef Lada, Franz Kafka, Jiří Štítr
- Famous industry leaders = Václav Laurin, Ludwig Moser, Josef Veverka

# Persuasive Essay Outline

## ● **Introductory Paragraph**

- Grab the reader's attention by using a "hook."
- Give an overview of the argument.
- Close with a thesis statement that reveals the position to be argued.

## ● **Body Paragraphs**

- Each body paragraph should focus on one piece of evidence.
- Within each paragraph, provide sufficient supporting detail.

## ● **Opposing View Paragraph**

- Describe and then refute the key points of the opposing view.

## ● **Concluding Paragraph**

- Restate and reinforce the thesis and supporting evidence.



OUTLINE FOR PERSUASIVE ESSAY

Paragraph  
1

INTRODUCTION:

CLAIM:

Paragraph  
2

REASON #1:

EVIDENCE/EXAMPLE:

QUOTE (OPTIONAL):

Paragraph  
3

REASON #2:

EVIDENCE/EXAMPLE:

QUOTE (OPTIONAL):

Paragraph  
4

COUNTERCLAIM:

DISCREDIT:

Paragraph  
5

CONCLUSION:

## Austro-Hungarian Empire

- 1867-1918
- “Bohemia” officially became Czechoslovakia after the fall of the Empire in 1918.
- The Hapsburg Monarchy
- Several countries from the Holy Roman Empire were not included in the Austro-Hungarian Empire.

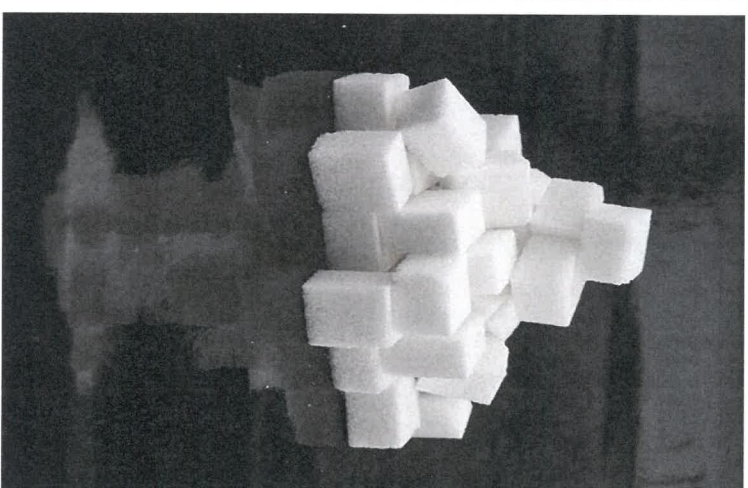




# Major Innovations under the Austro-Hungarian Empire

- Finger print as a form of identification (1823)
- Sugar Cubes (1843)
- Mandatory switch to the Metric System (1876)
- Cubo-Expressionism in Prague (1912-1914)

the Metric System					
Newton Force	meter Length	liter Volume	Watt Power	Pascal Pressure	
Joule Energy					
Symbol	Prefix	Multiplication Factor			
E	exa	10 <sup>21</sup>	1,000,000,000,000,000,000		
P	peta	10 <sup>15</sup>	1,000,000,000,000,000		
T	tera	10 <sup>12</sup>	1,000,000,000,000		
G	giga	10 <sup>9</sup>	1,000,000,000		
M	mega	10 <sup>6</sup>	1,000,000		
k	kilo	10 <sup>3</sup>	1,000		
h	hecto	10 <sup>2</sup>	100		
da	deca	10 <sup>1</sup>	10		
d	deci	10 <sup>-1</sup>	0.1		
c	centi	10 <sup>-2</sup>	0.01		
m	milli	10 <sup>-3</sup>	0.001		
µ	micro	10 <sup>-6</sup>	0.000,001		
n	nano	10 <sup>-9</sup>	0.000,000,001		
p	pico	10 <sup>-12</sup>	0.000,000,000,001		
f	femto	10 <sup>-15</sup>	0.000,000,000,000,001		
a	atto	10 <sup>-18</sup>	0.000,000,000,000,000,001		





Bohumil Kubišta: "Pohřebek smrti" (The Kiss of Death, 1912) —————→

"Come to the edge" - Czech Cubo-Expressionist Bohumil Kubišta

Bohumil Kubišta: "Soldier" (1912) ←————





## Fingerprints (otisky prstů)

- 1823

- The concept of unique prints as a form of identification is a Czech discovery.
- J.E. Purkyně (1787-1869)
- Czech anatomist and physiologist
- Three types of patterns: Whorls, Loops, and Arches



**Loops**



**Whorls**



**Arches**

Figure 4 Patterns of fingerprint

Loops- ridges enter the print on one side and exit on the same side

Whorls- typically contains circles, loops, or a mixture of the two.

Arches- ridges enter on one side and exit on the other side

# Classroom Activity: Fingerprints

- Subjects: Science

Activity

- Discuss and examine examples of the three patterns that can be found in fingerprints.
- Elicit theories from students as to why fingerprints are unique.
- Groupthink on typical purposes for fingerprints. Has this changed over time?
- In groups, have students identify the patterns in example prints given by the instructor.
- Students will cast and transfer their own prints in groups and identify the patterns in their own prints.



## Differentiation / Alternative

The given activity instructs that each student examine and identify patterns in their own prints. However, other components can be added to make the task more challenging for older students.

1. Students fingerprint themselves on their individual handouts.
2. As a group, each person chooses **one** finger to print (pinky, ring, index, etc.) on a new blank handout.
3. Groups swap finger print handouts (individual sheets and the one group sheet). Each group examines the fingerprints on the group sheet, compares them to the individual sheets, identifies and notes patterns (arches, whorls, loops), and then matches the print to the corresponding person.

# Identify each fingerprint pattern.



**A**

Left Hand

?



**B**

Right Hand



**C**

Right Hand



**D**

Right Hand



**E**

Left Hand



\_\_\_\_\_ 's Finger Prints

### Left Hand

<u>Pinky</u>	<u>Ring Finger</u>	<u>Middle Finger</u>	<u>Index Finger</u>	<u>Thumb</u>

### Right Hand

<u>Pinky</u>	<u>Ring Finger</u>	<u>Middle Finger</u>	<u>Index Finger</u>	<u>Thumb</u>

# Directions

1<sup>st</sup> – Roll the “pad” portion of your thumb over the ink pad from the left side of your thumb to the right. You do not have to push down really hard!



2<sup>nd</sup> – Roll the “pad” portion of your thumb from the left side of your thumb to the right in the correct box on your paper to make a thumbprint.

3<sup>rd</sup> – Continue this process to make a fingerprint of all ten fingers on the “My Prints” worksheet.

4<sup>th</sup> – Use your notes and a magnifying lens to help you figure out what type of pattern is found in each of your fingerprints. Label each one with the pattern’s name.



# Classroom Activity: Metric System



## Subjects: Math

- Discuss the Metric System
- Cover basic conversion

## Activity

- Four Corners
- Teacher puts posters in each corner of the room. Posters should be any metric units.
- Students will be grouped into fours. Each group will be given a random metric unit and the group will have to move to the appropriate corner.
  - Centimeters in one corner, Grams in another corner, etc.

# Metric Conversion

King	Henry	Died	Unusually	Drinking	Chocolate	Milk
<b>Kilo</b> $10 \times 10 \times 10 \times$  <b>LARGER</b> than a unit 1 kilo = 1,000 units	<b>Hecto</b> $10 \times 10 \times$ <b>LARGER</b> than a unit 1 hecto = 100 units	<b>Deca</b> $10 \times$ <b>LARGER</b> than a unit 1 deca = 10 units	 * Unit * <i>Meter (length)</i> <i>Liter (liquid volume)</i> <i>Gram (mass/weight)</i> 1 unit	<b>Deci</b> $10 \times$ <b>SMALLER</b> than a unit 10 deci = 1 unit	<b>Centi</b> $10 \times 10 \times$ <b>SMALLER</b> than a unit 100 centi = 1 unit	<b>Milli</b> $10 \times 10 \times 10 \times$ <b>SMALLER</b> than a unit 1,000 milli = 1 unit
km = kilometer kl = kiloliter kg = kilogram	hm = hectometer hl = hectoliter hg = hectogram	dam = decameter dal = decaliter dag = decagram	m = meter l = liter g = gram	dm = decimeter dl = deciliter dg = decigram	cm = centimeter cl = centiliter cg = centigram	mm = millimeter ml = milliliter mg = milligram
Example 5 kilo	50 hecto	500 deca	5,000 units	50,000 deci	500,000 centi	5,000,000 milli

DIVIDE numbers by 10 if you are getting bigger (same as moving decimal point one space to the left)

MULTIPLY numbers by 10 if you are getting smaller (same as moving decimal point one space to the right)



<b>Metric Units</b>	<b>Customary Units</b>
1 centimeter	0.394 inch
1 meter	3.281 feet or 1.093 yards
1 kilometer	0.621 mile
1 gram	0.035 ounce
1 kilogram	2.205 pounds
1 milliliter	0.034 fluid ounce
1 liter	1.057 quart or 0.264 gallon

Meter

Joule

Group 1	Group 2
Group 3	Group 4

Gram

Watt

Teacher puts a different Metric Unit on the board for each group. These can be found easily with a Google search. The entire group must move to the corresponding corner of the classroom. This activity will reinforce which Metric Unit are equivalent to the American Standard Unit.

## Czechoslovakia: The Socialist Republic

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- 1948-1989
- Officially titled Czechoslovakia after the dissolution of the Austro-Hungarian Empire (1918)
- In 1948, Czechoslovakia was recognized as a satellite state of the Soviet Union
- They remained as such until the Velvet Revolution of 1989

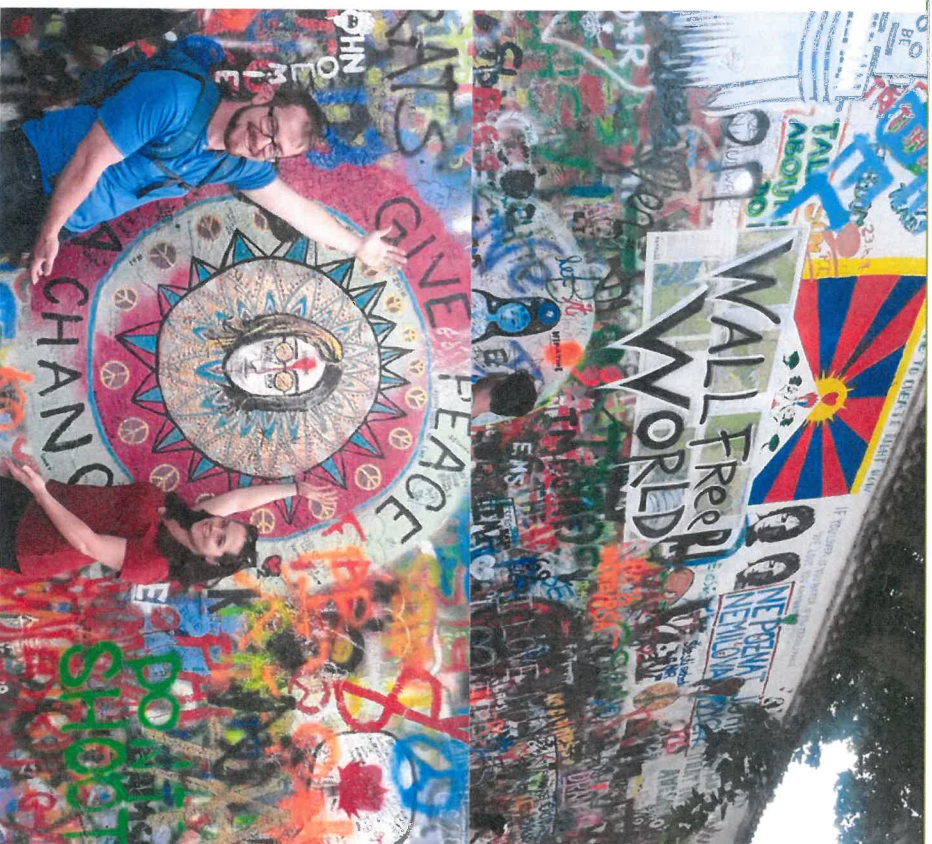




## Major Innovations under the Socialist Republic

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- Contact Lenses (kontaktní čočky) (1961)
- The John Lennon Wall (1980)
  - Žižkov Tower (1985)



## Contact Lenses (kontaktní čočky)

- 1961
- Otto Wichterle (1913-1998)
  - Czech chemist
- A preferred alternative to glasses
- Bausch and Lomb bought the patent from Wichterle in 1966 for \$3M.





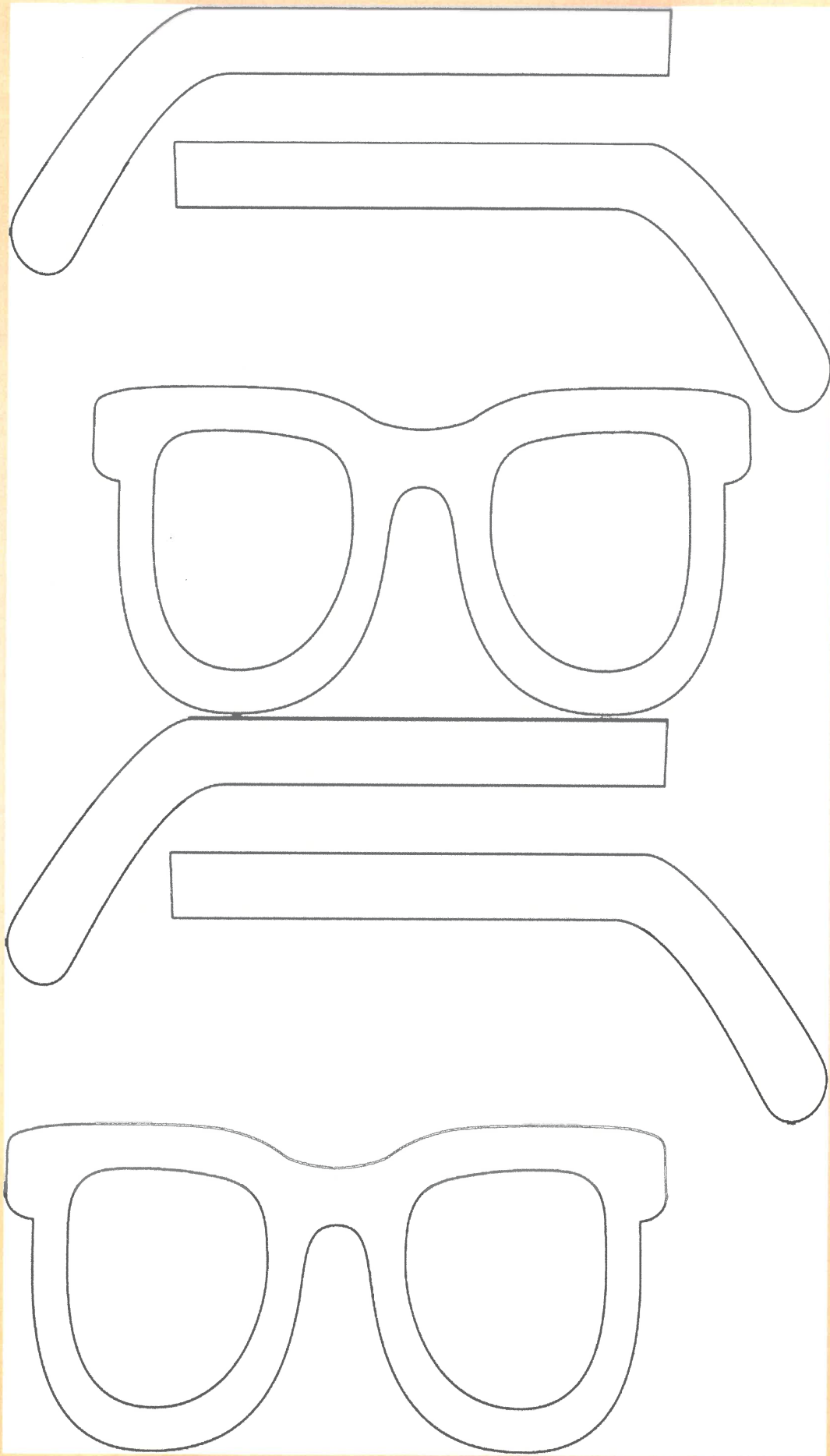
# Classroom Activity: Contact Lenses

- Subjects: Language Arts

- Read through a biography or article about Wichterle.
- Find and discuss information on how he created the lens.

## Activity

- Provide all students with a set of paper glasses to cut out.
- Establish a rule mandating that all students must wear their paper glasses for half of the class. They should make notes on problems and issues.
- For the remainder of the class period, allow students to collaborate and share their notes.
- Individually, they should write an expository essay presenting an argument for or against glasses or contacts. The paragraphs should follow the issues noted with the glasses. The conclusion should repeat the argument.





# Expository Essay Map

## Paragraph 1

### Introduction

**Introductory Information:** Have an interesting opening sentence that catches the reader's attention. Give some background information. Try using an **interesting fact**, an **interesting question**, or a **quotation**.

**Thesis:** Write sentence or statement describing what your paper will be about. What subject are you talking about and what about that subject? List everything that you will be talking about in your body paragraphs. You do not have a paper without a thesis! For STAAR, your thesis must answer the prompt.

Write a **Topic** (a sentence describing what your first paragraph is about) / **Transition Sentence**.

Write a paragraph about the **first** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.

Make sure to include **specific details** and **examples**. It should **ALL** relate to your thesis.

Write a **Topic / Transition Sentence**. Make sure your topic sentence is also a transition sentence. Your ideas need to move from one topic to another logically.

Write a paragraph about the **second** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.

Make sure to include **specific details** and **examples**. It should all relate to your thesis.

Write a **Topic/Transition Sentence**.

Write a paragraph about the **third** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.

Make sure to include **specific details** and **examples**. It should all relate to your thesis.

Write a **final Transition Sentence**. **Sum up all your major points** again. Do **NOT** just repeat what you've already said. Use **different vocabulary**. Make a **universal comment** on your topic that anyone can connect with.

## Paragraph 2

### 1<sup>st</sup> Body Paragraph

## Paragraph 3

### 2<sup>nd</sup> Body Paragraph

## Paragraph 4

### 3<sup>rd</sup> Body Paragraph (Optional)

## Paragraph 5

### Conclusion

# The Czech Republic

## A Parliamentary Republic

- 1993- Present
- The Velvet Divorce (1993) led to the separation and sovereignty of the Republic and Slovakia.
- Currently, the Czech republic is comprised of three regions: Bohemia, Moravia, and Silesia.
- Joined the EU in 2004







# Czech Republic

Prague,  
the Capital City

Czech Silesia



Czech Silesia

Karlovy Vary  
Region

Ústí nad Labem  
Region

Central Bohemian  
Region

Liberec Region

Hradec Králové  
Region

Pardubice Region

Plzeň Region

South Bohemian  
Region

Vysočina Region

South Moravian  
Region

Olomouc  
Region

Zlín Region

Czech Silesia  
Moravian-Silesian Region

**Bohemia**

**Moravia**



Bohemia

Bohemia



Moravia

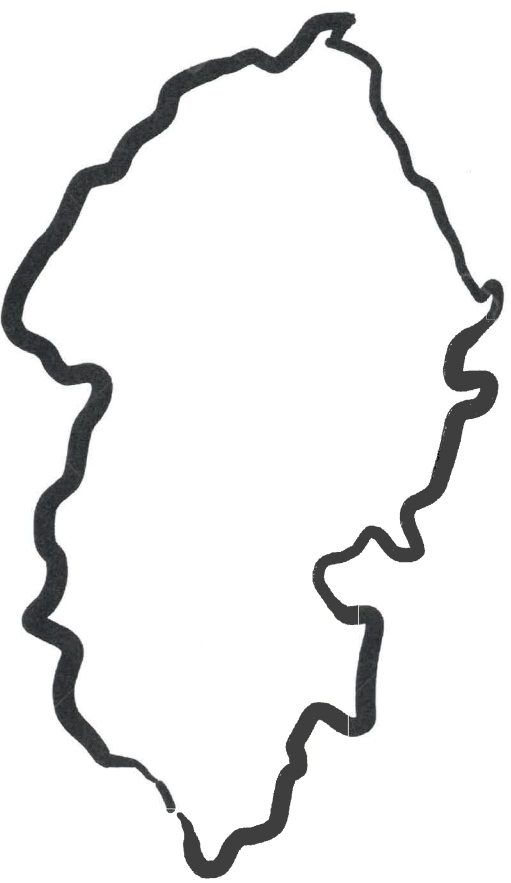
Moravia

Moravian enclaves



82,931 km<sup>2</sup>  
Population (2016):  
4.96M

Currently, the Czech Republic is  
about the size of South Carolina



CZECHIA

78,867 km<sup>2</sup>  
Population (2017):  
10.5M

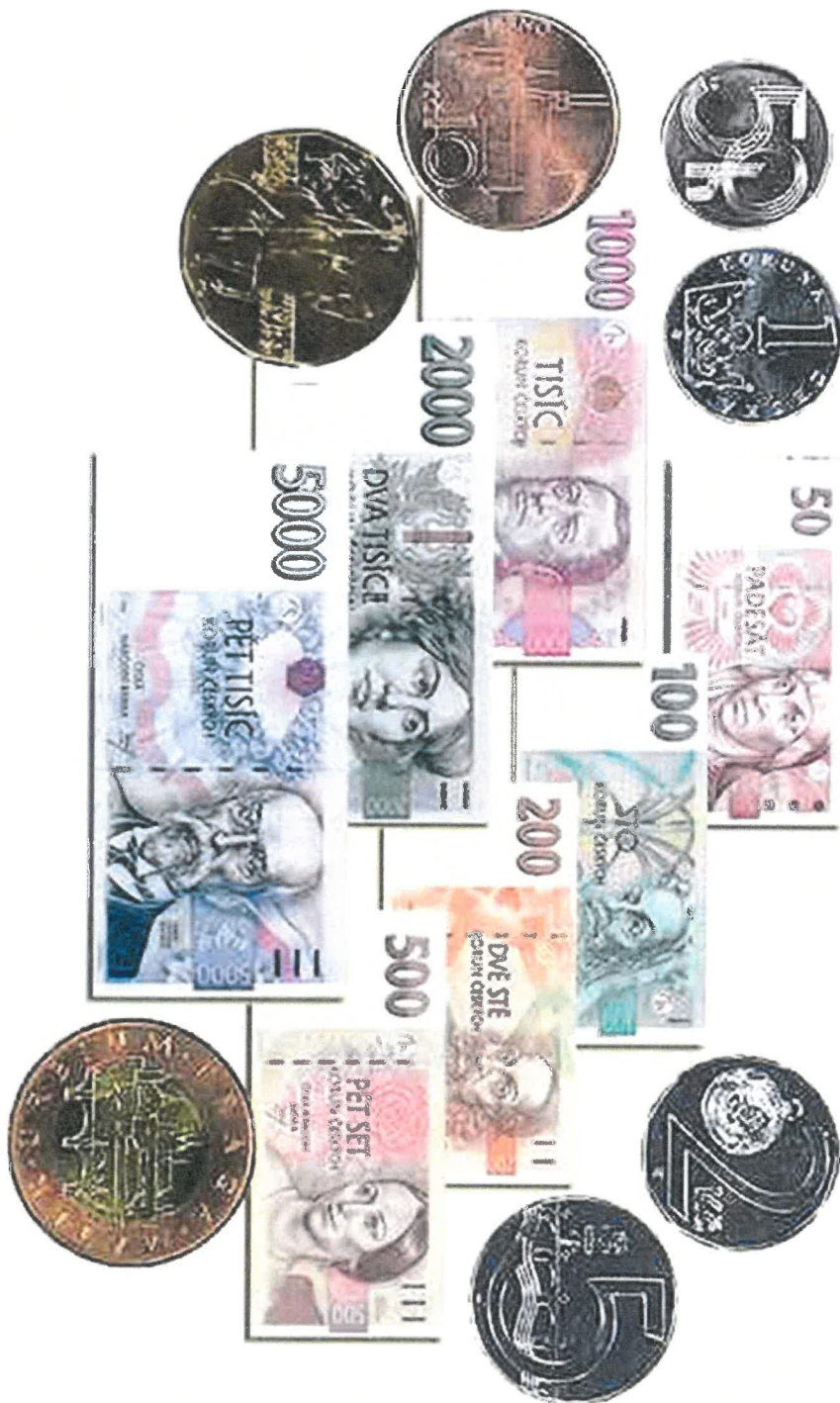


## Current Trends in the Czech Republic

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- Currency is the Koruna
- The country is most known for:
  - Ice Cream
  - Glass Blowing
  - Wine
  - Lace







# Classroom Activity: Currency

- Subjects: Social Studies

- The Czech Republic separated from Slovakia in 1993. Both countries joined the European Union in 2004.
- Slovakia changed currency to the Euro. The Republic stayed on the Koruna.

## Activity

- In groups, research and discuss the European Union and its purpose.
- Compare the strength of the Euro to the Koruna.
- Elicit ideas as to why the Republic did not convert to the Euro and the possible consequences. Create a pros and cons list
- Anonymously survey the class for “good choice” or “poor choice” and create a graph or chart.

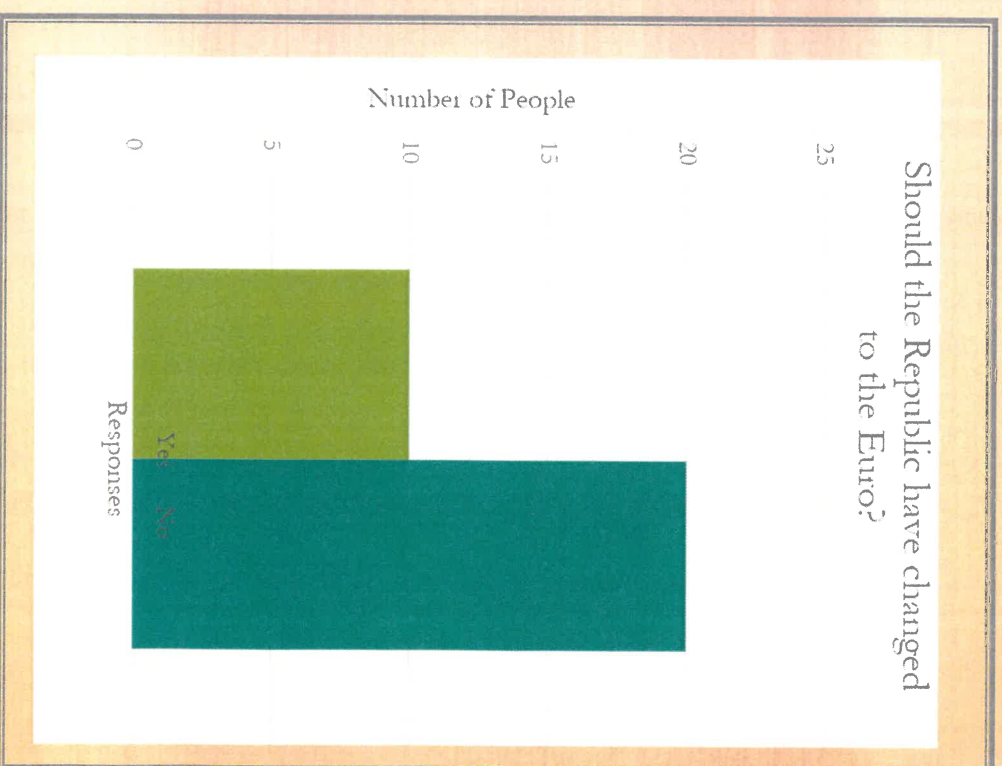
# Helpful Articles on the EU

- “8 Things You Didn’t Know About the European Union”
  - <https://www.pbs.org/newshour/world/8-things-you-didnt-know-about-the-european-union>
- “European Union”
  - <https://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/international-organizations/european-union>
- “EU member countries in brief”
  - [https://europa.eu/european-union/about-eu/countries/member-countries\\_en](https://europa.eu/european-union/about-eu/countries/member-countries_en)



# Making a Bar Graph

1. Create a name for your graph
2. Draw the “x” (horizontal) and “y” (vertical) axis
3. Label the “x” axis with the responses of your choice
4. Label the “y” axis with “Number of People”.
5. Survey your class and draw a line up matching the number of people for the “yes” “no” vote.
6. Make the rectangle and fill in the spaces with two different colors.



# Thank you for listening!

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