



Chapter VII

## POLISH COMMUNITY AROUND THE WORLD

Agnieszka Słomian



## Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Folk costume / Source: DoLasu | art studio, Anna Prusiewicz

## 1. WORKSHOP SCENARIO



### AIMS

- To acquaint the participants with famous Polish figures, the history of emigration, places of residence and the current situation of the Polish diaspora worldwide.
- To define the causes of human migration worldwide and compare the contemporary situation of diasporas of different nationalities.
- To develop artistic skills and creative ways of communicating knowledge.



**DURATION:** 180 minutes.



**PARTICIPANTS:** 20 people.



### TEACHING METHODS

- Demonstration methods – film.
- Activation methods – staging.
- Problem-focused methods – didactic discussion.
- Practical methods – guiding text.



### TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Board or flipchart to write down associations.
- 4 Printed: large-format contour world map, A4 sheets for thematic categories and A5 sheets for the biographies of eight chosen Poles.
- Flipchart paper, white A4 papers and sticky notes, glue, scissors, crayons, markers.
- For diversification, printed photographs, symbols and maps may be hung around the room.

## I. WORKSHOP SCENARIO

**Plan of the workshop****1. INTRODUCTION**

The sheets containing the thematic categories defining famous Poles (*Auxiliary material no. 1*) are hung around the room in various places. The participants receive sticky notes on which they write the names and surnames of Poles from different historical periods. Afterwards, they assign them to a given thematic category and attach them to the appropriate sheet. The written names and surnames of the figures corresponding to each thematic category are clearly read aloud. The participants are invited to brainstorm associations concerning particular figures and their contributions to the international community. An attempt should then be made to assign each figure to the appropriate historical period.

In the form of a lecture, presentation or talk the information on the Polish Diaspora in the world and the "Pole's Card" document (*Educational material no. 1, 2*) is presented. The educational film *Get to know about Poland: Polish Community around the World* (*Auxiliary material no. 2*) is shown. The movie is discussed together – the information contained therein as well as the visual material.

The participants are invited to draw white and red flags of Poland on the printed large-format contour world map (*Auxiliary material no. 3*), based on their knowledge and the information provided in the film. Flags with the letter "H" (history) should be put in the places historically inhabited by the Poles (e.g. before they were deported or emigrated). However, the flags with the letter "P" (present day) should be placed in the countries where there are currently large concentrations of Poles (e.g. the descendants of Poles, economic emigrants). The participants are invited to draw the flags of their countries on the map, in places where their diasporas resided. The mosaic of these flags is discussed in the context of the contemporary situation regarding their fellow citizens.

**2. EXPLAINING AND CONDUCTING AN EXERCISE**

It should be explained that during the workshop a theatrical method shall be used, that is an improvisation involving the body in space. The first task will be a warm-up preparing the participants for the real one, during which they will become familiar with the biographies of eight famous Poles.

The participants stand in a circle while the trainer gives a keyword, for example 'hospital'. Person A stands in the centre of the circle in any position, followed by Person B and C one after the other who stand alongside "adding" a new element and creating a stationary image (sculpture). It is important for the participants to pay attention to the way they move while entering and leaving the circle – it should not be an "everyday" movement. When everybody is already standing in the stationary "image", the trainer invites them to add sound, words and movement to the sculpture, to bring the scene to life. The other participants applaud and the actors return to their seats. The trainer gives the subsequent keywords and new people enter the centre of the circle. When 3-4 keywords have been given, the trainer gives the names and surnames of the famous Poles who had been mentioned by the participants at the beginning of the workshop. Now their task is to present the figures in the manner of the previous exercise. After a few rounds, the task is discussed together - how the participants felt as actors, what gave them the greatest pleasure, and what presented the greatest difficulty.

## 1. WORKSHOP SCENARIO

Afterwards, the participants are divided into 4 groups of 5 people. Each group randomly selects the biographies of two famous Poles who lived outside the country (*Educational material no. 3 – 10*). The participants are asked whether they are familiar with these figures and what associations come to their mind. The task of the group is to present, in the form of a 3-minute presentation, each of these figures creatively, for example freeze frame, pantomime, sound, body improvisation in space, and interpret the information selected by the group. The participants have 40 minutes to prepare the presentation.



### 3. SUMMARY AND DISCUSSION

The participants are asked how they would evaluate their work in groups, whether they are satisfied with the end result, and which information arising from the task surprised them the most.

The participants are asked to think in groups of two, four and six (snowball sampling) what historical, social, political or economic factors influence human migration and the creation of diasporas throughout the world. Afterwards, the opinions are written on four flip-charts and discussed.



### 4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and presentation of the film: 45 minutes.

Conducting the exercise: 90 minutes, including:

- Time to explain the introductory and real task: 5 minutes.
- Time to perform the introductory task: 20 minutes.
- Time to work in groups: 40 minutes.
- Time to present the figures: 8 figures x 3 minutes (about 25 minutes).

Discussing the exercise and summarising the workshop: 45 minutes.

## 2. AUXILIARY MATERIALS

### Auxiliary material no. 1 Thematic categories



Painting, Film, Music, Literature, Sport, Politics, Society, Science, Military

### Auxiliary material no. 2 Educational film



The film is available on You Tube at:

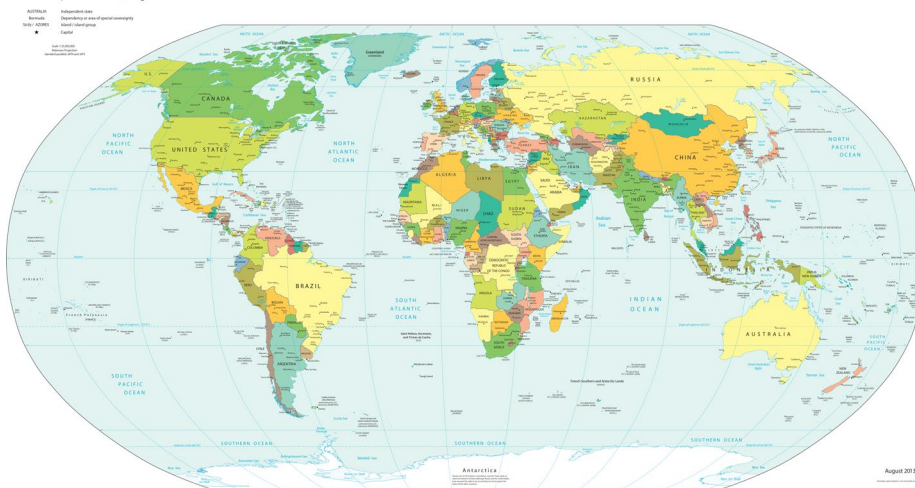
- *Get to know about Poland: Polish Community around the World*  
(EN): [https://www.youtube.com/watch?v=oyPPG2ZNg\\_c](https://www.youtube.com/watch?v=oyPPG2ZNg_c)  
(RU): <https://www.youtube.com/watch?v=5uGsLY1QhvU>

### Auxiliary material no. 3 Political Map of the World



- Political Map of the World  
(Attachment no.1, to print on A4)

Political Map of the World, August 2013



Design: Political Map of the World (august 2013) / CIA - The World Factbook / Source: Wikipedia,  
[https://commons.wikimedia.org/wiki/File:Political\\_Map\\_of\\_the\\_World\\_%28august\\_2013%29.png?uselang=pl](https://commons.wikimedia.org/wiki/File:Political_Map_of_the_World_%28august_2013%29.png?uselang=pl)

## 2. AUXILIARY MATERIALS

### Educational material no. 1



### The Polish diaspora

The Polish diaspora refers to people of Polish descent who live outside Poland. In Poland, the word “Polonia” – which simply means “Poland” in several languages – is commonly used. According to reliable estimates, 15-20 million people of Polish ancestry live outside Poland (the current population of the country is slightly over 38 million). The reasons for this massive displacement of several generations of Poles vary: they include border shifts, forced resettlement, and political or economic emigration. Major communities of Poles or people of Polish origin can be found in the United States, Germany, Ukraine, Russia, Kazakhstan, Belarus, Lithuania, France, the United Kingdom, Sweden, and Ireland as well as Brazil, Canada, Australia and Argentina. Poles also reside in many other countries on every continent. A large proportion of Polish citizens who migrated – mostly to the United States – in the early 20th century were Polish Jews. Today, they and their families form a considerable part of the Jewish diaspora. Until 1939, Poland was home to the world’s largest Jewish population, but over three million Polish Jews were killed in the Holocaust by Nazi Germany. Over the period of the last two decades, with the Republic of Poland enjoying its regained freedom and sovereignty, the Polish Ministry of Foreign Affairs, the Senate and many other institutions have made great efforts to help displaced Polish citizens around the world.

Based on: [http://www.msz.gov.pl/en/foreign\\_policy/polish\\_diaspora/](http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/)



Photo: The 2008 Pulaski Day Parade in New York City, for the annual Polish-American celebration / Salon Nowojorski / Source: Wikipedia

## 3. EDUCATIONAL MATERIALS

## Educational material no. 2

**Card of the Pole**

The Card of the Pole is a document stating allegiance to the Polish nation. The holder of the Card of the Pole may: obtain a long-term visa allowing multiple entry into Poland, take up legal employment without having to obtain a work permit, run a business in Poland on the same conditions as Polish citizens, benefit from the Polish education system free of charge, have access to Polish emergency medical services on the same conditions as Polish citizens, visit state-operated museums in Poland free of charge, be among the first to apply for financial support from the central or local budget devoted to supporting Polish citizens abroad. The Card of the Pole does not entitle the holder to obtain Polish citizenship or the legal right to reside in the territory of the Republic of Poland or to cross the Polish border without a valid visa.

Based on: [http://www.msz.gov.pl/en/foreign\\_policy/polish\\_diaspora/card\\_of\\_the\\_pole/](http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/card_of_the_pole/)



Photo: The Card of the Pole (obverse) / Council of Ministers of the Republic of Poland / Source: Wikipedia



## 3. EDUCATIONAL MATERIALS

## Educational material no. 3

**Kazimierz Pułaski (1745 – 1779)**

At an early age he joined in the fight to save Polish independence. He was an active member of the Bar Confederation – the uprising of part of the Polish nobility (szlachta) against Russian domination. At the age of 24 he became one of the leaders of the uprising. He fought with Russian troops in the eastern and southern parts of Poland. In one of his pugnacious expeditions he even attempted to kidnap the Polish king, Stanisław August Poniatowski. After the fall of the uprising, he had to flee from Poland as he could not count on refuge in any European country. He emigrated to North America, where he joined the army of George Washington and participated in the American Revolutionary War. At the Battle of Brandywine, through his bravery he saved the life of George Washington, who appointed him a general of the American Cavalry Brigade, which defeated the British at the Battle of Charleston in 1779. He died from his wounds during the siege of Savannah in 1779. Kazimierz Pułaski is considered the founder of the American Cavalry. In New York every first Sunday of October “Pułaski Parade”, the greatest parade in the USA, is held.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Kazimierz Pułaski / Source: Wikipedia

## 3. EDUCATIONAL MATERIALS

## Educational material no. 4

**Ignacy Domeyko (1802 – 1889)**

From a very young age he showed a keen interest in the sciences – mathematics, chemistry, geology, and mineralogy. In the years 1816-1822, he studied at the Imperial University of Vilnius, and in those days he joined the Society of Philomath – a secret society of students, where he met, for example, Adam Mickiewicz – the greatest Polish poet. In 1831 Domeyko joined the November Uprising alongside the Polish troops which fought in Lithuania. After the uprising, he went into exile, first to Prussia and Saxony and later to France. In 1837 he graduated from L'École des Mines. Shortly thereafter, he was appointed lecturer of chemistry and mineralogy in Coquimbo, in northern Chile, while at the same time conducting research on earthquakes and volcanic eruptions. He discovered the huge mineral deposits that have become the backbone of the Chilean economy. Since 1867, for 16 years he held the position of rector at the Universidad de Chile. At the end of his life he travelled to Europe. During his visit to Krakow in 1887, he received a Doctor Honoris Causa degree from the Jagiellonian University. His return trip to Chile strained his health and he died in Santiago de Chile in 1889.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Ignacy Domeyko / Source: Wikipedia

### 3. EDUCATIONAL MATERIALS

#### Educational material no. 5



#### Ernest Malinowski (1818 – 1899)

His father and older brother took part in the November Uprising, after whose fall the whole family was forced to emigrate. He studied in Paris at technical schools, and in 1838 started to work in the French Corps of Engineers of Roads and Bridges. In 1848 the Spring of Nations broke out in Europe. Ernest stopped working and wanted to join the uprising in Krakow, but before he arrived, the uprising had already collapsed. He returned to France and soon signed a contract to work in Peru as a government engineer, supervising the construction of roads and railways. He took an active part in combat during Peru's war with Spain in 1866, for which he received honorary citizenship of Peru. He was the chief engineer on the construction of the railway line through the Andes, connecting the coast with the interior of the country. More than 60 tunnels and over 40 bridges were built, some sections at an altitude of 5,000 meters. He was a founding member of the society known as the Club and Sociedad Nacional de Lima Geográfica. Apart from Polish, his mother tongue, he was fluent in Russian, English, French and Spanish. He never married; he lived in a luxury apartment in a hotel in Lima, where he died of a heart attack in 1899.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Ernest Malinowski / Source: Wikipedia

### 3. EDUCATIONAL MATERIALS

#### Educational material no. 6



#### Bronisław Grąbczewski (1855 – 1926)

His father took part in the January Uprising for which he was exiled to Siberia, and Bronisław, along with his mother, was evicted from the family estate in Lithuania and settled in Warsaw. He started his studies at the Institute of Mining in St. Petersburg, and in 1876 he began his military service in Turkestan. During various military campaigns and expeditions, he prepared detailed topographical maps, environmental and ethnological observations. He examined, for example, Central Tien Shan, Karakoram, Tibet, part of the Hindu Kush, tributaries of rivers the Syr Dary, and the Indus. He received medals from the Russian Geographical Society for his activities, and was appointed to important military and administrative functions in Tsarist Russia. He was the chief of the Osh Region in Kyrgyzstan, the governor of Astrakhan, field hetman of Astrakhan Cossack and administrator of the East China railway in Harbin. He was a Catholic, had liberal political views and was a Pole, and these were the obstacles to the advancement of his political and military career. During the revolution in Russia, he took a strong line against the Bolsheviks. He went to the Far East, and returned in 1920 to an independent Poland. In his twilight years he cooperated with the National Institute of Meteorology and Polish Geographical Society. He died in Warsaw in 1926.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Bronisław Grąbczewski / Source: Wikipedia

## 3. EDUCATIONAL MATERIALS

## Educational material no. 7

**Bronisław Piłsudski (1866 – 1918)**

He was a brother of Józef Piłsudski who, after World War I, won independence for Poland and became the head of the reborn country. Since 1886 Bronisław studied at the Faculty of Law in St. Petersburg, where he became involved in the revolutionary organisation known as “Will of the People” (Wola Ludu) preparing an attempt on life of Tsar Alexander III. After discovering the conspiracy, the tsarist authorities sentenced Bronisław to 15 years’ hard labour and exile to Sakhalin island. After 10 years, the sentence of exile was changed into a warrant to settle in the Far East without the right to leave. The Russian Academy of Sciences offered that he could carry out research on the culture of the Ainu, the Gilaks, the Oroks and the Manguns living on Sakhalin. During his subsequent years on Sakhalin and Hokkaido, he gathered invaluable ethnographic materials, using the latest techniques at that time. He took photos, made films and even... recorded sounds – on special wax rollers used for phonography and invented by Edison. After the outbreak of the Russo-Japanese War he went to Japan, where he established the Japanese-Polish Society. Then he returned to Poland, and lived in Cracow and Zakopane. During World War I he stayed in Switzerland, after which he moved to Paris, where in 1918 he drowned in the Seine.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*

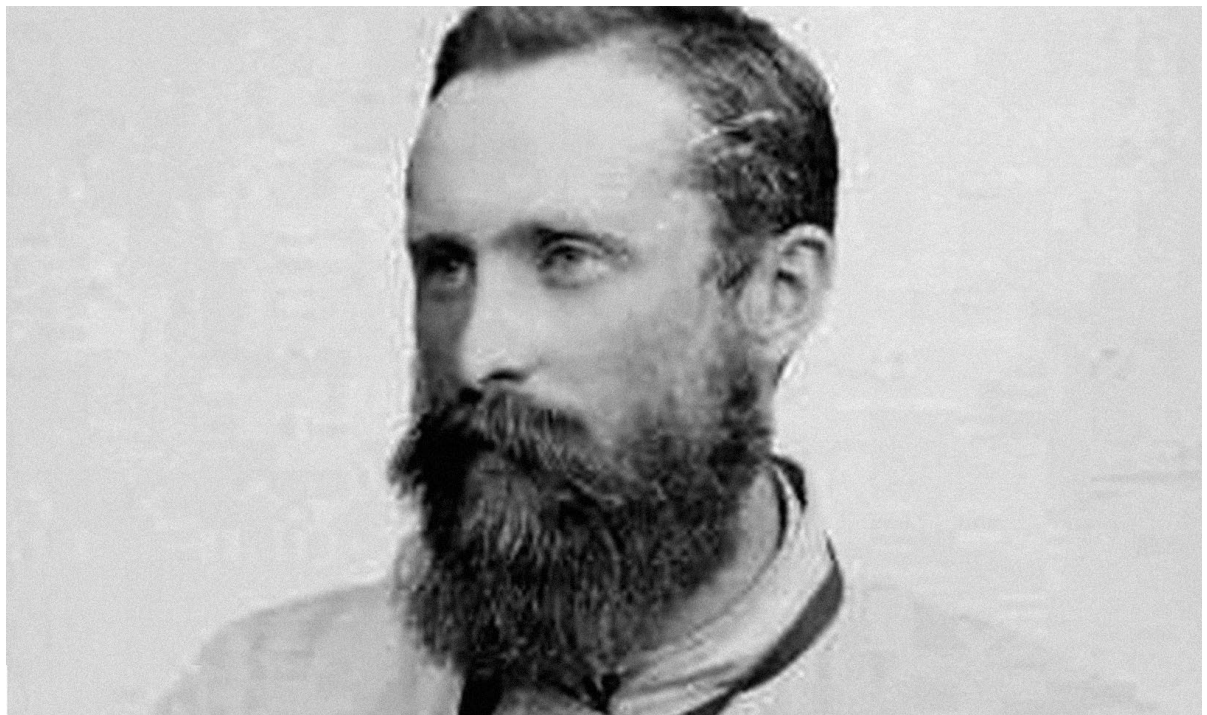


Photo: Bronisław Piłsudski / Source: Wikipedia

## 3. EDUCATIONAL MATERIALS

## Educational material no. 8

**Jan Nowak Jeziorański (1914 – 2005)**

Since 1940, he was a member of the underground movement and ran missions for the Home Army. He was a messenger, crossing through occupied territory to the zone of the Western allies. He was the last messenger who came to Warsaw before the outbreak of the Warsaw Uprising. During the uprising, he married his wife, Jadwiga, who also fought in the ranks of the Home Army – and because of the incessant shelling, the wedding ceremony lasted only seven minutes. The day before the capitulation of the uprising, he escaped to London with hundreds of photographs and documents of the underground state. After the war he stayed in the West. Initially, he worked in the Polish section of the BBC, dealing with Nazi crimes in occupied Poland. Since 1951, he chaired the Polish Radio Free Europe, providing uncensored information on events in the world. Listening to Radio Free Europe was forbidden in Poland. In 1976 he emigrated to the United States, where he worked in the Polish American Congress, actively lobbying for the admission of Poland to NATO. After 45 years in exile, he visited Poland for the first time in 1989 at the invitation of Lech Wałęsa. Then he regularly visited the country, and returned permanently in 2002. He died in 2005.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Jan Nowak Jeziorański / Source: Wikipedia

### 3. EDUCATIONAL MATERIALS

#### Educational material no. 9



#### Zbigniew Brzeziński (born 1928)

He spent his early childhood with his parents at a diplomatic office in Leipzig, where through the eyes of a child he saw fascism taking shape in Germany. After his return from Leipzig and a few years' stay in Poland, in 1938 the Brzeziński family moved to a diplomatic office in Canada, where they stayed out the Second World War. He graduated in Montreal, and in 1953 he received a Ph.D. in political sciences at Harvard. He was involved in political activities in the USA. During the years 1977-1981 he was a National Security Advisor in the cabinet of president Jimmy Carter. He postulated political and material support for the Polish "Solidarity" movement which was forming in 1980. It is believed that at this point in time his strong stance prevented the Soviet invasion of Poland. In the 90s he actively lobbied in US political circles for the admission of Poland to NATO. He is a supporter of the installation of missile defence systems in Poland and strengthening the alliance with the USA. In 1981 he received the American Medal of Freedom, while in 1995 the Polish president awarded him the Order of the White Eagle – the highest Polish state honour.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*

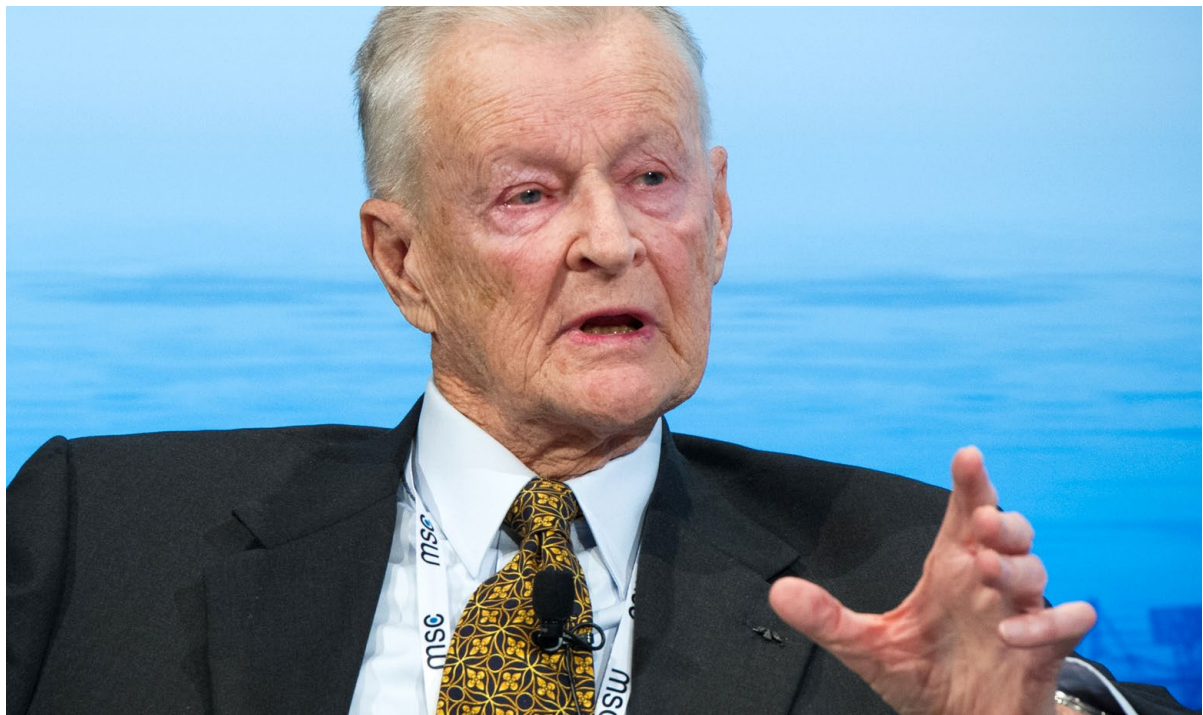


Photo: Zbigniew Brzeziński / Source: Wikipedia

### 3. EDUCATIONAL MATERIALS

#### Educational material no. 10



#### Jacek Kaczmarski (1957 – 2004)

His musical opus was considered to be politically and socially marked. His song Walls (Mury) of 1979 was declared the anthem of the nascent “Solidarity” movement, and he himself was branded “the bard of Solidarity”. When martial law was introduced in Poland in December 1981, he was on tour in France. He did not return to Poland. Instead, he performed in the West wherever he could, while also supporting the underground activities of Solidarity as well as organising charity events. Since 1984, he worked for Radio Free Europe, where he had his own programme. His subsequent albums of songs, which he created while in exile, were not only works aimed at bringing comfort in difficult times, but they were also an insightful historical and sociological analysis of Polish society. After regaining independence in 1989, Kaczmarski regularly came to Poland, gave concerts, recorded new albums, but he never returned permanently. In 1995, he settled in Australia. In 2002, he was diagnosed with cancer of the larynx. Jacek Kaczmarski returned to his homeland to spend the final months of his life there. He died in a hospital in Gdansk in 2004.

*Development of text: Agnieszka Słomian, Tomasz Mazurek*



Photo: Jacek Kaczmarski / Source: Wikipedia



## 4. THE PROPOSED LITERATURE AND FILMS

### Websites:

- List of Polish radio stations worldwide (PL): <http://www.polonia.org/radia.htm>
- Radio Polonia worldwide (PL): <http://www.poloniaintheworld.pl/>
- Polonia worldwide (PL): <http://www.polonia.org/>
- The Polish diaspora in Polish MFA website (EN):  
[http://www.msz.gov.pl/en/foreign\\_policy/polish\\_diaspora/](http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/)

### Books:

- *Atlas of Polish Presence Abroad, Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2014:*  
[http://www.msz.gov.pl/pl/p/msz\\_pl/polityka\\_zagraniczna/polonia/atlas\\_polskiej\\_obecnosci\\_w\\_swiecie/](http://www.msz.gov.pl/pl/p/msz_pl/polityka_zagraniczna/polonia/atlas_polskiej_obecnosci_w_swiecie/)
- *The Official Report on the Situation of Polonia and Poles Abroad (2009), Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2009:*  
<https://www.msz.gov.pl/resource/90f1454c-8ac1-439a-9e5f-ac2ca6a0f013>
- *The Official Report on the Situation of Polonia and Poles Abroad (2012), Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2013:*  
<https://www.msz.gov.pl/resource/b8b3993a-2df7-408b-a4c4-20b7ef465d34:JCR>

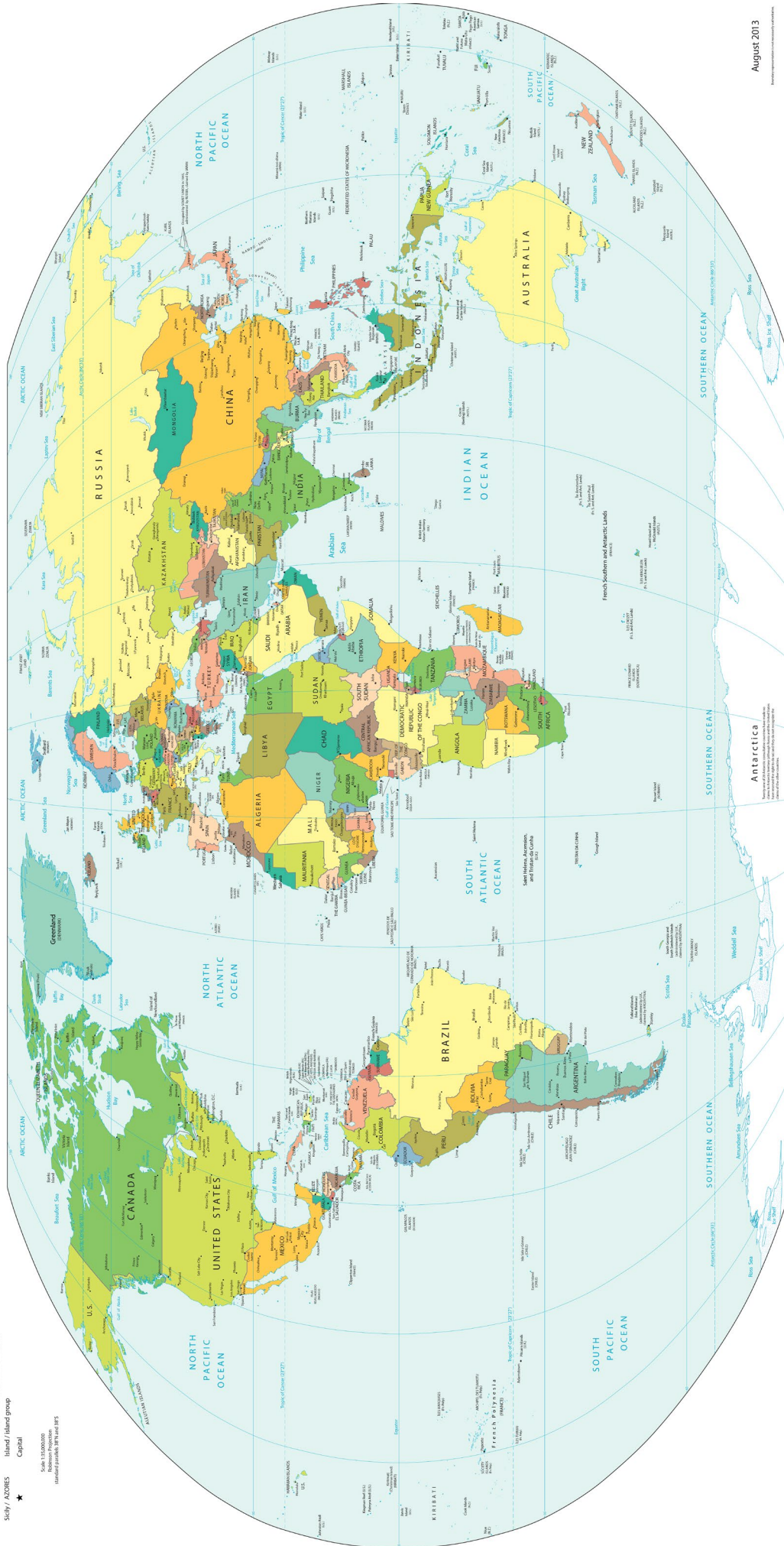
### Films:

- *Get to know about Poland: Polish Community around the World*  
(EN): [https://www.youtube.com/watch?v=oyPPG2ZNg\\_c](https://www.youtube.com/watch?v=oyPPG2ZNg_c)  
(RU): <https://www.youtube.com/watch?v=5uGsLY1QhvU>
- *Polish Diplomacy with the Polish Diaspora and for the Polish Diaspora* (PL):  
[https://www.youtube.com/watch?v=RJI2zB\\_C-tc](https://www.youtube.com/watch?v=RJI2zB_C-tc)
- *Polish Diaspora and Poles Abroad Day 2015* (PL):  
<https://www.youtube.com/playlist?list=PLbacxjg4nkHe-CXcAAZ2F6cncFpkdHIAR>
- #Polonia on Youtube: [https://www.youtube.com/channel/UCUU\\_Yc5St-NfY0ZslvC09Aw/featured](https://www.youtube.com/channel/UCUU_Yc5St-NfY0ZslvC09Aw/featured)

Political Map of the World, August 2013

- AUSTRALIA
- Bermuda
- Sully / AZORES
- ★
- Independent state
- Dependency or area of special sovereignty
- Island / Island group
- Capital

Scale: 1:10,000,000  
Standard parallels 30°N and 30°S



Antarctica