

Beautiful People



Overview Information

Lesson Title: Beautiful People

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Subject: English as a second language, Literature/Creative writing, Social and Political Education

Grade level of students: Adapted version of this lesson plan is usable for both primary school students and high school students

Total required time to teach lesson: Three 45 minute lessons and an exhibition for Holocaust Remembrance Day

Summary:

The themes of this lesson plan are related to the Sephardic Jewish history in the Balkans, and righteous gentile presented through the personal stories of four Centropa films related to the Balkan Jewish history of the 20th century. It was designed for teaching English as a second language, Literature/Creative writing, Social and Political Education. The main aim of the lesson plan is that students develop an understanding of the notion of “Righteous among the Nation” and the risks it involves. They will research about the Righteous Gentile of their own choice using a variety of Centropa films and other resources. Eventually, they will try to find examples of people’s commitments from their surrounding (family,

neighborhoods, town, country, etc.) and reflect on human values and the importance of civic society in times of crisis.

This lesson allows us to have a cross cultural project whereby students from our respected countries (Greece, Macedonia and Croatia) can connect to each other and build links.

Background information: This lesson plan was created during CSA 2017 which took place in Budapest and Belgrade, 4th – 12 July 2017, as a result of the of the small group work sessions of the *Sephardic Jews in the Balkans in the 20th century elective group*. It was designed by a mixed-national group of teachers who come from Greece, Macedonia and Croatia. Since the group members are both primary and high school teachers it was designed so that an adapted version of this lesson plan can be implemented with both primary and secondary school students.

Enduring understanding: The importance of commitments people make to support others and sometimes even save other people's lives. The important role of civil society in times of crises.

Goals/Objectives:

- Learn about life of the Balkan Sephardic Jews before, during and after World War II
- Learn about the Holocaust of the Balkan Sephardic Jews
- Get an awareness of the necessity for helping people in times of crisis
- Get an awareness of the important role of the civil society in times of crisis
- Strengthen students' awareness about the importance of inter-cultural and inter-religious tolerance in the past and today.
- Combat Anti-Semitism, racism and nationalism.

Resources:

Centropa films:

- "Renee Molho: A Bookstore in Six Chapters"
[http://www.centropa.org/centropa-cinema/renee-molho-bookstore-six-chapters?subtitle language=](http://www.centropa.org/centropa-cinema/renee-molho-bookstore-six-chapters?subtitle_language=)
- "Hana Gasic: My Spanish Bosnian Life"

http://www.centropa.org/centropa-cinema/hana-gasic-my-spanish-bosnian-life?subtitle_language=

- “Matilda Kalef – Three Promises”

http://www.centropa.org/centropa-cinema/matilda-kalef-three-promises?subtitle_language=

- “Beno and Rosa: The Years Make their Own”

http://www.centropa.org/centropa-cinema/beno-and-roza-kamhi-years-make-their-own?subtitle_language=

A poem by George Elliot “Count that day lost”

<http://archive.c3.ort.org.il/apps/ww/page.aspx?ws=137d6bea-3732-4c6e-874e-8d0894618089&page=8459e092-673e-4075-a585-2e23e4193efb&fol=0c4b9001-52f4-4d7e-bba5-f444417024ab>

Lesson 1

Introduction:

Step 1: Brainstorming discussion on the concept of human beauty. What makes a person beautiful? Physical appearance, attitude, manners, personality...

Main Part:

Step 1: The teacher briefly introduces one Centropa film listed above.

Step 2: The students are given a *while you watch* task: Identify a beautiful person in the film. What makes him/her beautiful? What did she/he do that makes him/her beautiful?

Step 3: The students watch one of the Centropa’s films listed in the *resources part* of this lesson plan.

Conclusion:

Step 1: Class discussion on the *while you watch* task. The students identify the Righteous Gentile in the film.

Homework:

Do a research on “Righteous Gentile”. Learn about the “Righteous Gentiles” from your own country. Write a one paragraph text/ make a short power point presentation on the homework tasks.

Lesson 2

Introduction:

Step 1: Few students reflect on the homework task from the previous lesson (read texts/present power point presentations)

Main Activity:

Step 1: Discussion – describe the qualities of the personality of a beautiful person/righteous gentile.

Step 2: The teacher displays a poster of a hand shaped tree. Each student receives a piece of paper in the shape of a leaf/heart where he writes the qualities of the personality of a beautiful person. Students stick the pieces of paper on the hand shaped tree to complete the poster.



Conclusion:

Students discuss in pairs examples of people’s commitments from their surrounding (family, neighborhoods, town, country, etc.)

Homework: Write a one page paragraph on an example about the commitments of a person that you know (family, friend, famous person, etc.). Insert a picture of him/her, print it and bring it to class.

Lesson 3

Introduction:

Step 1: A few students read their homework from the previous lesson

Main Activity:

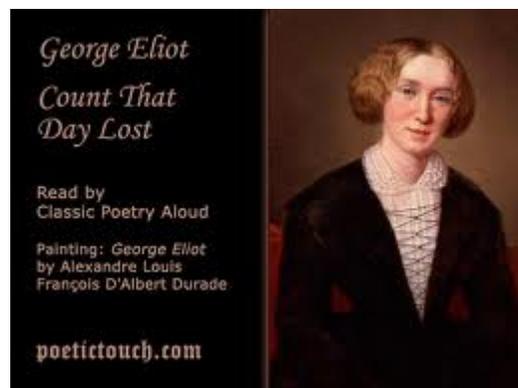
Step 1: Class discussion on the texts that the students wrote for homework.

Step 2: The teacher together with the students make a classroom/school exhibition of the printed material. The exhibition will be used for Holocaust Remembrance Day together with the tree.

Note about the exhibition: Two students should recite a poem by George Elliot “Count the Day Lost”

Count That Day Lost

By George Eliot



If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went --
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart, by yea or nay --
If, through it all
You've nothing done that you can trace
That brought the sunshine to one face--
No act most small
That helped some soul and nothing cost --
Then count that day as worse than lost.

Conclusion: Students practice their presentations skills for the opening of the exhibition.

Note on the Cross Cultural project:

This lesson plan is used in four countries at the same time while students interact each other on a digital platform of the choice of the teachers. The final product and the students' reflections of the lesson plan are shared among the students in the four countries through a digital platform.