

Four Countries, One Fate: Life of Sephardic Jews during the first half of the 20th Century

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Subject: History

Timeline: Pre World War II, World War II, Post World War II, First half of 20th century

Target Age: 8th grade, 14 years old

Required Time: 2 lessons of 45 Minutes each

Summary

Goals:

- To gain knowledge and understanding of how the Sephardic Jews lived in the Balkans before the Second World War.
- To gain knowledge and understanding of how the Holocaust influenced the Sephardic Jewish life in the Balkans during Second World War.
- To gain knowledge and understanding of how the Holocaust affected life in the Balkans after the Second World War.

Students will use cooperative learning to understand the Balkans Sephardic history.

The Films, Interviews, and Pictures that will be used are:

“Coming of Age in a Time of War” (Croatia) <http://www.centropa.org/centropa-cinema/rifka-and-elvira-coming-age-time-war>

Elvira Kohn Interview: <http://www.centropa.org/biography/elvira-kohn>

Rifka Vostrel Interview: <http://www.centropa.org/biography/rifka-vostrel>

Elvira Kohn Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Kohn&donor=41941#collapsed>

Rifka Vostrel Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Vostrel&donor=43621#collapsed>

“My Spanish Bosnian Life” (Bosnia and Herzegovina)

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

Hana Gasic Interview: <http://www.centropa.org/biography/hana-gasic>

Hana Gasic Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Gasic&donor=41467#collapsed>

“Three Promises” (Serbia) http://www.centropa.org/centropa-cinema/matilda-kalef-three-promises?language=All&subtitle_language=All

Matilda Cerge Interview: <http://www.centropa.org/biography/matilda-gerge>

Matilda Cerge Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Cerge&donor=41000#collapsed>

“The Years Make Their Own” (Macedonia) http://www.centropa.org/centropa-cinema/beno-and-roza-kamhi-years-make-their-own?language=All&subtitle_language=All

Beno Ruso Interview: <http://www.centropa.org/biography/beno-ruso>

Roza Kahmi Interview: <http://www.centropa.org/biography/roza-kamhi>

Beno Ruso Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Ruso&donor=44956#collapsed>

Roza Kahmi Pictures: <http://www.centropa.org/pictures-stories?type%5B%5D=photo&title=Kamhi&donor=41808#collapsed>

****Guiding Questions for the Picture, Interview, and Film Analysis are at the end of this lesson***

Background Information:

Context for Lesson: The course will go over the history of the Balkans during the first half of the 20th century. This lesson will help students understand the political, social, and cultural situation that the Balkans faced during the first half of the twentieth century through the life of Sephardic Jews.

Skills:

- To gain knowledge and understanding of how the Sephardic Jews lived in the Balkans in the first half of the 20th century.
- To improve their skills of cooperative learning.
- To be able to use presentation and communication skills to present their findings to the class.

- The films will raise the students' awareness of the importance of being an Upstander in a time of crisis.

The students will watch the following film for homework to prepare for the lesson:
El Otra Camino: 1492 http://www.centropa.org/node/83049?subtitle_language=

The students should be able to gain knowledge and understand about the expulsion of the Sephardic Jews from Spain in 1492 and how their culture shifted to the Balkans.

Lesson:

1. Opening:

Students will stand in a circle and throw a ball to each other and when they catch the ball, each student has to recite one fact from *El Otra Camino* film. (5 to 7 minutes)

2. Main Lesson

- Divide the class into 4 groups of 6 students.
- Every group will be subdivided into three pairs and given the materials to work with. They will work in pairs until the end of the first lesson (30 to 35 minutes)
- Materials: Films, iPads/Laptops, headphones, printout of family pictures, Printout of the Interviews

Step 1

Groups:

Group 1: Croatia, Rivka Vostel and Elvira Kohn

Group 2: Bosnia, Hana Gasic

Group 3: Serbia, Kalef sisters, Matilda Cerge and Breda Kalef

Group 4: Macedonia, Beno Ruso and Roza Kahmi

Subgroups:

1 Pair: Movie: iPads/Laptops, headphones; the students will watch film using the iPads/Laptops and the headphones.

1 Pair: Picture Analysis: The students will analyze the photographs, set up the photos in a timeline to the best of their ability, and answer Analysis Questions

1 Pair: Interviews: The students will read the interview, discuss as a pair, and write a Short Summary of the Interview.

Step 2

When the whole group is done, the pairs will collaborate together to complete a poster on their specific person/people.

3. Closing:

In lesson day 2, the students will complete a gallery walk by presenting their placemat posters, pictures, and what they learned to their classmates.

Meeting Materials: String, Clothespins, Placemat Poster, Easel*

- Groups will have 10 minutes to present their project to their classmates.
- As they present, hang up their pictures using the string and clothespins.
- Use the easel to hold up the Placemat Poster to present their project.

After the Presentation: Every group should give one comment of positive feedback about what they liked about each project and one suggestion about what would have made the project better.

****Placemat: Each group will use a placemat graphic organizer to categorize their work and will be able to present their work to their classmates.***

Interview Analysis:

Movie Analysis:

Person/People
City & Country

Picture Analysis:

Picture Analysis Questions:

1. Describe what you see in the picture.
2. What is visible in the picture?
3. Who are the people in the picture?
4. What are the people wearing?
5. What social class do you think they belong in?

Film Analysis Questions:

1. What is the main topic of the film?
2. Who are the “Upstanders” in the film?
3. Who are the “Bystanders” in the film”?
4. Who are the “Perpetrators” in the film?
5. Is it possible to draw a straight line between the Upstanders, Bystanders and Perpetrators? Why? Explain your answer.

Interview Analysis Questions:

1. Who is being interviewed? When? Where? Why is it important?
2. Can you distinguish the facts and the opinions of the person being interviewed?
3. What was the impact of the changes on their life during the Holocaust?
4. What was one part of the interview that made the biggest impression in the interview?
5. In your opinion, who was the “Upstander”? Why? Explain your answer.