

Lesson / Unit Title: Sephardic Jews in the 1492

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School District: CSA 2017

Grade Level: 10-11 or college level up to Lyceum level

Subject: American History and Philosophy

Time Required: Five periods (40 minutes classes)

Lesson/Unit Summary (*synopsis*): Students will have a deeper understanding about the refugee crisis in society nowadays and the outcomes of political, social, economic and religious policies implemented by the ruling class. Work cooperatively in small groups to analyze sources such as the Centropa film *El Otro Camino* and the expulsion of the Jews from Spain in order to make meaningful connections between the past and the present as well as evaluate current events.

Big Idea (s)/Essential Questions for Lesson / Unit

1. Understanding the reasons behind movement and forced/willing immigration.
2. Analyze the overall impact of intolerance coming from the ruling class.
3. Evaluate the rights and responsibilities of every citizen living in a civil society.

4. Assess the challenges that Jews face as new comers in a new society.

Enduring Understanding:

1. Apply key concepts of democracy.
2. Be able to synthesize critical materials using XXI century skills.
3. Assess the rights and responsibility of citizenship throughout the world.
4. Increase awareness about people's responsibilities to respect one another and be empathetic and sympathetic with others.

Vocabulary / Key Terms for Lesson / Unit:

Deportation

Ethnic group minority

Ethnic understanding

Human Rights

Life-story-empathy

Monarchy/Divine Power-Ruling

Persecution

Religious tolerance/intolerance

Self determination

Tyranny

New Jersey Academic Standards:

<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>

(Include standards' numbers and statements)

- Key Ideas and Details:

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Craft and Structure:

[CCSS.ELA-Literacy.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-Literacy.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- Range of Reading and Level of Text Complexity:

Implementation of Rigor: DOK: (Depth of Knowledge):

<https://www.google.com/search?q=dok&source=lnms&tbn=isc>

[h&sa=X&ved=0ahUKEwjo25Of-eLSAhXF5yYKHdQdB0wQ_AUIBigB&biw=1252&bih=580](https://www.youtube.com/watch?v=0ahUKEwjo25Of-eLSAhXF5yYKHdQdB0wQ_AUIBigB&biw=1252&bih=580)

Level 3: Assess and compare / Construct & critique

Level 4: Synthesize & connect / Cite Evidence & Analyze

Lesson / Unit Objective (s):

Upon conclusion of this lesson, TLWBAT:

1. Evaluate the contribution of the Sephardic Jews to the Ottoman Empire (elements that they brought from their home-land).
2. Trace the transportation means employed to move massive numbers of Sephardic Jews to a new land.
3. Conduct inquiry about the contemporary countries that made up the Ottoman Empire in 1492.
4. Engage in class discussion through a Socratic Seminar about the film *El Otro Camino* which was an alternative to survival as a community.

Anticipatory Set

1. KWL Chart (What do you **K**now, What do you **W**ant to know, What did you **L**earn?)
2. Do now:
 - Are all citizens entitled to the same human rights? Explain.
 - What are the risks of living in a non-democratic society? Explain.

- Do civil / human rights depend upon government's actions/interference? Explain and provide an example.

Instructional Procedures and Activities:

Stimulating Strategy:

KWL and Do now

Procedures:

Day 1:

- Have the students record on a KWL their knowledge of the events that took place in 1492 as well as the expell of the Jews in Spain during the reign of King Ferdinand and Queen Isabella. After that the class will have a brief discussion about the first two columns.
- Do now: Why do people immigrate?
- Go over vocabulary.
- Teacher gives mini-lecture about the expell of the Jews from Spain and their acceptance in the Ottoman-Empire.

Day 2:

- Students will watch the Centropa film: El Otro Camino. While viewing the film students will work with this film's study guide.

- Then will have a class discussion making connections to now/then.
- Next, students will discuss push/pull factor for movement or immigration.
- Lastly, students will update their KWL with the new knowledge they have learnt thus far.
- Use a Venn Diagram to compare both events (El Otro Camino and the expulsion of the Jews)
<https://www.template.net/business/word-templates/venn-diagram-template/>
- For homework students will create 1 or 2 HOTQs for next day debate.

Day 3:

- Students will read primary and secondary sources in order to analyze 2 different perspectives as well as synthesize the content (Scholarly readings – good and reliable source (s).
 The Expulsion of the Jews from Spain: www.jstor.org,
 King Ferdinand V of Spain Queen Isabella I of Spain: www.universityarchives.com.
- Students will assess the similarities and differences of the sources utilizing a Reading Like A Historian (RLAH) strategy.
- Exit ticket – 5min reflections about what has been learned (write it on L column of the KWL)
- For homework students will create a political cartoon (caricature) about the expulsion of the Jews or their journey the Ottoman-Empire.

Day 4:

- Students will assess their political cartoon concepts
- Reflection: What did students learn from this lesson?

Optional Extended Activities:

Interview a relative who immigrated to the USA.

Create a questionnaire for interview

Create a postcard or memorial card or an exhibition about the Sephardic Jews

Assessment (s):

Formative:

- Compare and contrast the film *El Otro Camino* with the *Expulsion of the Jews* document on a Venn Diagram
- Create 2 high order thinking questions (HOTQs) for class discussion about the most effective tactics employed by the people who stood up for justice in Sarajevo and the Civil Rights Movement

Materials:

- Textbook: *The Americans Chapter 29 McDougal-Little: 2005, The Underground Rail Road from McDougal Littell (handout)*
- Centropa film: *El Otro Camino*:
www.centropa.org/node/83049?subtitle_language

- Blank Venn Diagram:
<https://www.template.net/business/word-templates/venn-diagram-template/>

Themes:

1. Geography
2. Continuity and Change / Change over Time
3. Equal Opportunity

Excellent Sites used for this lesson:

- <https://www.gilderlehrman.org/history-by-era/1945-present/sixties/timeline-terms> terms defined
- <https://sheg.stanford.edu/intro-materials> (RLAH: Reading Like a Historian) teaching materials, lesson plans, primary/secondary sources

Map websites:

- http://www.eduplace.com/kids/socsci/books/applications/i/maps/maps/g5s_u6/index.html
- www.googlemaps.com

<https://edsitement.neh.gov/lesson-plan/kennedy-administration-and-civil-rights-movement#sect-activities>

<https://www.gilderlehrman.org/history-now/2006-06/civil-rights-movement>