

Title: Greek Jewry of Thessaloniki

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1. Characteristics

School Subject:

The scenario is to be implemented during English Lessons but it could involve colleagues who teach History, Religion and Civics

Connection to school book:

It can stand alone as a yearly independent project or in Greece it can be connected to the school book, Lyceum class B, unit 8 “Book Burning”

Student profile:

It is suitable for students 15-18

English Language level:

According to CEFR, level B1+

Duration:

It can be implemented within 4 school hours and one part of it will be done at home following the flipped classroom approach

Required Previous Knowledge:

Students should have a basic knowledge of World War II and should be familiar with creating timelines (e.g. Prezi), cloud computing (e.g. WordArt), using the e-me and Padlet platform. They must also have worked collaboratively in the past.

2. Brief Description

The subject of the script concerns the acquisition of knowledge of local history, focusing our attention on the multiculturalism of Thessaloniki and especially on the existence of a prosperous Jewish Community until World War II. To serve that goal, two films from the Centropa organization are used together with the website of the Jewish Museum of Thessaloniki. The aim of the script is to give students the opportunity to acquire basic knowledge so that they can take part in the creation of a short film on the Holocaust. The texts are mostly multimodal and the script is based on the four-resources model. Enquiry-based learning, cooperative learning, flipped classroom, and scaffolding are also used.

3. Aims

*(α) concerning **the subject of English***

Reading Comprehension

- *collect information about persons, objects, locations from one or more short informative texts and classify them*
- *understand a simple structured text that deals with everyday life issues (family, hobbies, interests, work, travel, current events or happenings) and understand the general idea, the topic being addressed and the basic organization of its meanings*
- *locate information contained in simple graphs*
- *understand simple descriptions of events, feelings or experiences*
- *navigate a site and understand its structure and content*

Writing

- *tell a story, describe events, experiences, emotions, report everyday problems*
- *exchange information on everyday social issues, suggest or comment on possible solutions to a problem, and draw conclusions*
- *to formulate and briefly explain their point of view or to exchange views on issues of interest to them (e.g. on the content of a film)*

- produce coherent texts with logical connections and semantic relevance of individual sentences and make good use of appropriate coherence language indicators,
- compose or summarize information from a variety of sources by compiling a new, well-structured, coherent text

Written Mediation

- Students should be able to convey in writing in the foreign language the basic idea or the basic meanings of a Greek language text
- Further, they should be able to summarize or compose the main points of one or more Greek language texts

Listening

- understand the general meaning and specific information of a speech that refers to a topic familiar to them

Speaking

- discuss
- describe events or situations based on a certain visual stimulus or tell a story by making assumptions about it
- to describe experiences, emotions producing short, coherent oral texts
- suggest solutions to a problem, express grievances or dissatisfaction
- to express their opinion or their opposition to the opinion already expressed by their interlocutor
- summarize or compose the main points of one or more texts on familiar topics

(β) concerning **the use of technology**

- familiarize themselves with the e-me platform as a reference tool for their work
- read word-clouds to make assumptions but also as a means of practicing, consolidating and acquiring vocabulary related to a specific topic
- search the internet for information
- create timelines using the Prezi collaborative tool
- write their views on Padlet and share them with classmates
- create short videos

(γ) concerning **the learning process and their knowledge of the world,**

- Learn the local history with a focus on the Jewish community of Thessaloniki
- recognize the importance of solidarity and tolerance as cornerstones of society
- associate the annihilation of the Jewish community then with today's existing stereotypes and xenophobia
- recognition of the danger that history may repeat itself
- develop arguments against hate speech

4. Detailed Description

1st Teaching Hour

1st Activity:

Duration: 15'

Type of Activity: study a word-art and connect to previous knowledge

Class Organization: working in groups

Teacher's role: the teacher encourages, supports, advises, coordinates

Student's role: according to the four-resource model the student acts as a decoder and constructor of meaning

Teacher actions: The teacher asks the students to study in groups the word-cloud and recognize the subject of the lesson. He asks about the existence of unknown concepts but does not explain. He gives students time to discover the concepts themselves either by peer tutoring or by looking words up in [a dictionary](#) that he provides. When they finish, he gives them basic concepts concerning the Greek Jews to introduce the subject. At this stage, he leads discussions but still allows the students to discover knowledge by searching the internet

Student actions: The student as part of the group acts either as a knowledge provider or as an independent researcher. Collaborates with the team, expresses an opinion, convinces and is convinced. He shares knowledge and follows instructions in order to gain knowledge through sharing

Digital educational content, tools, resources: WordArt was used to create the cloud, while the list of concepts and terms was taken from [the Breman Museum](#). The Internet has been used for the concepts of Romaniotes etc.

Results of the activity: with this activity it is expected to retrieve previous knowledge about World War II and relevant vocabulary and to acquire new one. At the same time, concepts that may be unfamiliar to students are introduced as they relate to local history which has unfortunately been silenced for a number of years. Students learn how to share information and they act as autonomous researchers of knowledge.

Alternatively / in addition: there is a wonderful [activity for creating a glossary by Photodentro](#) which can be used as a mediation work and the words and concepts can be written in both Greek and English. To use the tool, the Flash player is required, while its use is recommended as it allows you to save your work.

2nd Activity: The Other Path (Centropa)

Duration: 25'

Activity Type: Watch the film and answer the questions

Class Organization: groupwork

Teacher's role: the teacher coordinates the discussion but remains merely advisory and supportive.

Student's role: the student watches the film and works according to the four-resource model as a user and analyst

Teacher's actions: the teacher asks the students to watch the video, answer the questions and after agreeing on the answers to present them to the class.

Student's actions: Each student as a unit answers the questions but as a group they present these answers to the class and take an active part in the discussion that follows. The video is the provider of historical knowledge which they expand through the discussion that follows as the answers are presented.

Digital educational content, tools, resources: the video is available on You tube, provided by the Centropa organization, and the tool "*Watch and Share You tube Videos safely*" has been used for its classroom presentation. The exercise is written in Word.

Results of the activity: Students will, through World History, learn about their local history.

2nd Teaching Hour

Activity: Timeline on Prezi

Duration: 40'

Activity Type: read and transfer selected information on a Timeline

Class Organization: groupwork

Teacher's role: The teacher remains a discreet counselor and facilitates if asked for help

Student's role: The student remains autonomous and his role is strengthened as he takes the initiative and through democratic actions decides and shares material with the other groups. He works within a team and according to the four-resources model acts as a decoder, manufacturer, user and text analyst

Teacher actions: The teacher asks the students to visit the website of the Jewish Museum of Thessaloniki providing the specific section, to distribute the material among them within their groups according to the time separation of the website and after studying, locating information, agreeing and choosing the material they consider appropriate for a timeline, to create the timeline using Prezi.

Student actions: Students follow the instructions, select era and language of the text, study, collaborate, co-decide and create using previous, recent and new knowledge which they consolidate using it to create a timeline. At the end, the groups present their work in class practicing and accepting constructive criticism.

Digital educational content, tools, resources: the material - texts - photos – are available at the website of the Jewish Museum of Thessaloniki, section History & Culture, while students refer to Prezi to create a timeline

Results of the activity: students deepen their knowledge in history and work partly on material that has been discussed and presented through other text types in previous activities (scaffolding). Students are expected to read a text to locate and select information either from the Greek text (mediation) or from the English and to transfer and organize the information in a timeline which using the Prezi collaborative tool allows them not only to use their imagination but also to add a more personal element to their work. Knowledge is also enhanced during the presentation of the group's work in the classroom during which students learn to ask, answer, evaluate, be evaluated, explain and meditate.

ATTENTION: (5 ') At the end of the lesson the teacher asks the students to visit their hive on the E-ME platform to see the study material for the next lesson

3rd Teaching Hour (flipped classroom – at home)

1st Activity: A Bookstore in 6 Chapters (Centropa)

Duration: depending on student level of knowledge and motivation

Activity Type: At home - I see - I answer - I search either in the familiar environment or on the internet - I write in Padlet

Classroom organization: individual work

Teacher's role: The teacher can provide assistance asynchronously

Role of the student: autonomous, the student works according to the model of 4 resources

Teacher actions: The teacher has already assigned the activity accompanied by a worksheet to the e-me platform, of which she reminds her students via e-mail.

Student Actions: The student is invited to work alone at home and to understand his/her key role in learning. He watches videos and acts in a similar way to the one s/he had worked as part of a team during the 1st hour. In this activity, s/he is expected to research first within his familiar environment, to find information about the well-known and very old bookstore of Thessaloniki, to interview and transfer information to Padlet. Students are allowed to go online only if their efforts are fruitless.

Digital educational content, tools, resources: in this activity we again use multimodal material from the Centropa organization, which is similarly available on You tube, and in addition Padlet is used to record the results of the interviews. The e-me platform is used here as a repository since the goal of the lesson is not to assessment but to engage students and motivate them to participate in a classroom discussion.

Results of the activity: one of the goals of the activity is to teach the student take responsibility for the learning process. However, in addition to this, the student is expected to gain knowledge about local history through a personal testimony, to recycle, to add. To feel, to perceive, to think, to judge and to criticize behaviors and to develop a sense of responsibility for actions.

3rd Teaching hour (within class)

2nd Activity

Duration: [30 ']

Type of activity: discussion

Classroom organization: individual work

Teacher's role: The teacher coordinates the discussion / presentation of the assignments, is encouraging and supportive.

Student's role: the student acts as a presenter

Teacher actions: The teacher asks the students to check the answers to the video they had prepared at home and discuss according to the answers given. When the first part is over, they proceed to the second. In other words, she asks the students to present the results of the interviews about the bookstore and the role it played in people's lives. Here the teacher can share her personal experience.

Student actions: the student is mainly in the role of presenter and interlocutor. He learns to give and take turns in speech, to express and support his views, to argue.

Digital educational content, tools, resources: Padlet is used in this activity to start presentation and discussion in class.

Results of the activity: The student is invited to take part in discussions on a daily basis and here he is given the opportunity to engage in an authentic dialogue. Through dialogue s/he is given the opportunity to use his knowledge in new conditions.

3rd Activity

Duration: 10-15 '

Type of activity: QUIZ

Classroom organization: individual work

Teacher's role: leader

Role of the student: examinee

Teacher actions: The teacher explains that he will close the chapter in the form of a short repetition with the aim of self-improvement rather than control and asks students to answer a short quiz.

Student actions: The student accepts the role of the examinee as s/he also wants to know what he has learned

Digital educational content, tools, resources: quiz has been created with Google documents

Results of the activity: The student learns that he needs to be evaluated and especially that he needs to self-evaluate.

At the same time, s/he recognizes his weaknesses and works towards improvement

5. Evaluation and Impact

The script has been taught has had positive reinforcement. The collaborative method is dear to the students as it provides them with a safe environment for collaboration and the possibility of autonomous exploratory learning offers incentives to engage them in the learning process by allowing them to make their own choices. Also, the inverted learning proposed in the third hour enables students to work at a time and pace of their choice, giving the opportunity to students with low self-esteem to prepare and feel the required calmness for learning to take place. The integration of technology that enables an asynchronous learning also contributes to the creation of a positive learning climate.

The script, however, is part of a larger set of sections that have been implemented so that one may be left with a sense of need for expansion. The script is part of a whole year project the 1st part of which aimed at WWII and this 2nd part aimed at local history.

6. Indicative Bibliography – Internet Sources

<https://www.centropa.org/>

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<https://www.centropa.org/centropa-cinema/renee-molho-bookstore-six-chapters?language=en>

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<http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-9488>

<https://prezi.com/presentation-template/timeline/>

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7. Task Sheets

STUDENT'S TASK SHEET

DAY 1

Task 1. Warm up /connecting to previous knowledge

Form groups of 3 or 5

a. Study the WordArt



Which words can you recognize and what do you think the main theme is. Are there words you do not know? Check with your partners or [this dictionary](#). Be prepared to answer your teacher's questions.

b. Now look at the following words: Romaniotes

Sephard

Ashkenazi

What do you know about them?

If you are not familiar with the words look them up on the internet.

Report to the class and discuss with your teacher

Task 2: Watch [this 12' video](#) and answer the questions

1. The speaker brings us back in time, in 1492. Why is this period important?

2. Who was expelled, _____ from where, _____ by whom _____

and why, _____?

3.a Whom were they gladly received by? _____

b. Do you remember the name of the Sultan? _____

4. What language did Sephardi Jews speak? _____

5. 1941 is another important date. Why? _____

6. What is “the other path” and what made them choose it?

7. If you were to decide about the aim of this story what would you say it is? Explain.

To be continued!

Day 2. Keep your group formations.

Task 1.

a. Visit the site of the Jewish Museum of Thessaloniki and [find the article](#) on The Jews of Thessaloniki under the History and Culture column.

b. Divide the periods mentioned in the article among you. Take into account the length of the text

c. Keep notes of the important facts as you will have to create [on Prezi](#) a Timeline of what you have read.

Present your timelines to the class

NOTE: The article can / may be read in Greek but the timeline has to be in English

HOMework:

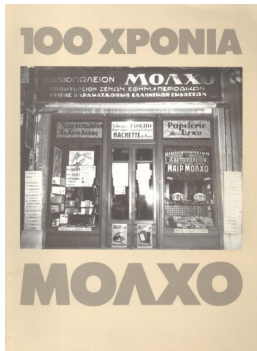
a. [Watch this video](#) and answer the questions.

b. Ask your parents or grandparents whether they had been to the Bookstore

c. Write down anything they have to share from a story about it, up to their opinion of the bookstore and bring it with you to share with the class.

If it is not possible to get information from your relatives and neighbors search the internet for more information.

d. Provide your answers on the Padlet!



“A BOOKSTORE IN SIX CHAPTERS”

A Centropa Film on the life of the Molho Family from Thessaloniki

TASKS

A. Pre-viewing: Read the following questions and clarify what you may not understand

B. While-viewing: Watch the film and take notes

C. After-viewing: Report to the class and discuss

1. How is the Molho bookstore important for the history of Thessaloniki?

2. In 1492 Sephardic Jews moved from Spain to Thessaloniki. Why did that happen and why was Thessaloniki chosen?

3. The bookstore was established in 1888. What do you observe concerning the growth of the Jewish community?

4. Nina Molho states that in 1923 the atmosphere of the city had changed. How does she justify her opinion?

5. What does the viewer learn about the fate of Greek Jews in 1941?

6. What happened to the bookstore during the German occupation?

7. How did some Jews avoid deportation? How many people had to cooperate for that?

8. Nina's father, like many others, chose not to talk about that time. What would you have done?
How important is historical memory?

9. Solon and Renee belonged to those lucky ones who hadn't been deported to a concentration camp. Most Jews from Thessaloniki were murdered. How do you think the Molho's felt returning to a city deprived from anything that would remind them of their Jewish identity?

Day 3. Discussion day – revision day- Padlet day

I trust you have done your homework and are ready to discuss your answers.

Now have you brought anything back from our tiny query at home? Share your on Padlet answers with the class

Did you like the film? Explain

What stoke you as special, something you did not know or never thought of?

Are there any questions you would like to ask?

And at last the thing you have all been waiting for!!! [A QUIZ!](#)



&

For next time I will be expecting your short videos on the Jews of Thessaloniki (optional)