

Searching for the lost world...

*(Film and exhibition in the teaching of History
and Literature)*

*My Spanish Bosnian life (Hana Gašić)
and
The Lost Sephardic World of the Western Balkans*

*Vera Dujaković, History teacher
Valentina Andrejić Ristić, Serbian language and Literature teacher*

From the exhibition *Lost Sephardic World of the Western Balkans* in the First Nis Grammar School “Stevan Sremac” in Niš



Information about the project

- **School:** First Nis Grammar School “Stevan Sremac”.
- **Duration:** first part (90 minutes)
second part (45 minutes)
third part (45 minutes)
- **Extracurricular activities**
- **Age of students:** 16 years old
- **Teachers** involved with the project:
- Valentina Andrejić Ristić, Serbian Language and Literature teacher
Vera Dujakovic, History teacher

Why did we choose this theme?

Aims:

- Learning about the history and culture of the Balkan Sephards (history)
- To point out humanistic ideas, altruism and other moral values (literature)
- Active learning by using unusual teaching methods and IT

Teacher preparatory activities

1. Make 9 questions (based on the film about Hana Gasic) related to the culture and history of the Sephardic Jews (in general).
2. Make 9 video clips from the film about Hana Gasic (My Bosnian Spanish life), so that in each clip the answer will be given to the question we asked.
3. Video clips should be published on Youtube.
4. Create a QR code for each video clip and place it next to the questions we asked.

Teacher preparatory activities

5. Create 9 additional questions to be answered when the first phase is completed. The students should find answers to these questions in the exhibition about the Sephardic Jews.

1. First part of activities (90 minutes)

1. Students should be divided into 4 groups.
2. Students are asked to answer 9 questions. The answer will be obtained if they scan the QR code and look up the video clip from the film about Hana Gašić.
3. After this, students have to answer 10 additional questions. The answers will be found if they carefully look at the exhibition.

1. First part of activities (90 minutes)

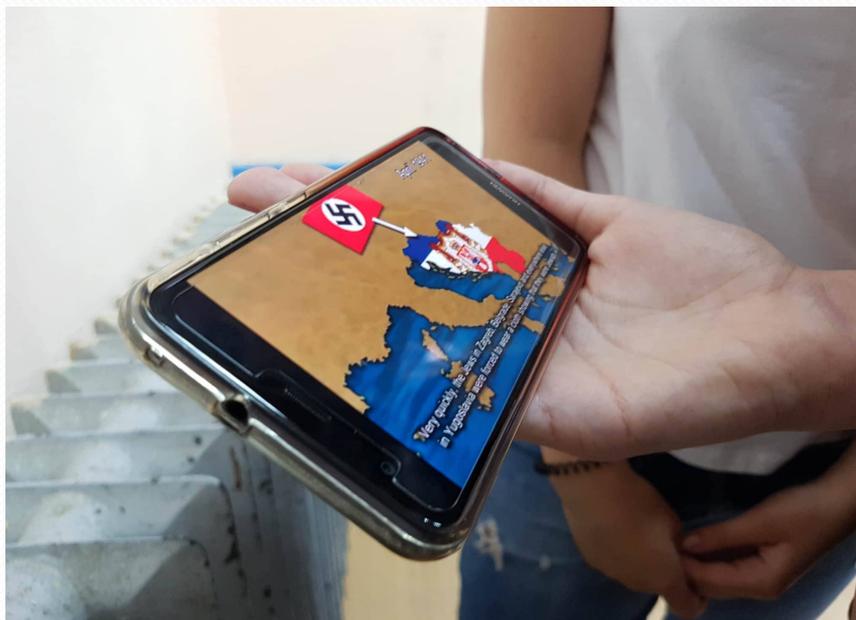
4. Analysis of the collected facts

A representative of each group presents the conclusions reached by the members of his group.

5. Discussion and clarification of doubts and ambiguities.

The purpose of these activities is for the students to collect as much information from the film and exhibition as possible, and put together a story.



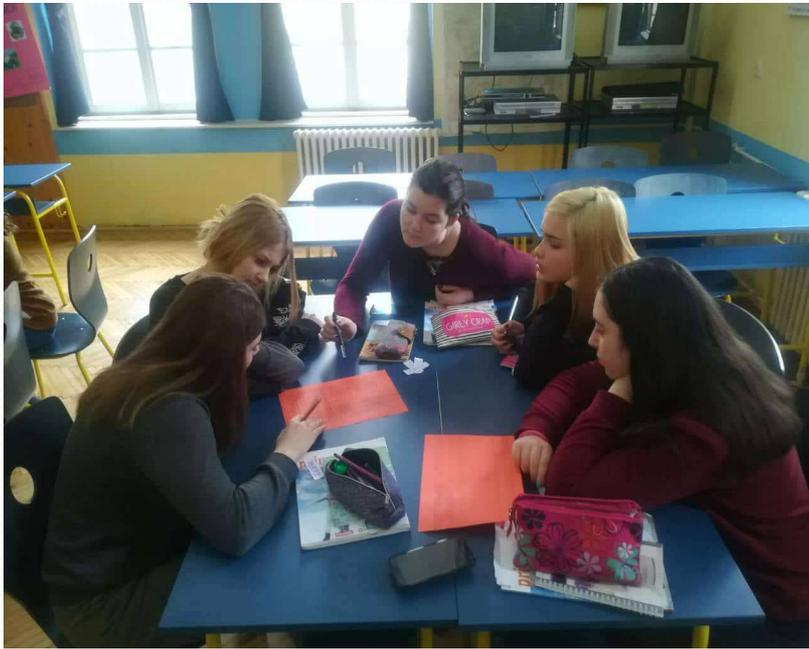




2. Second part of activities (45 minutes)

1. Watching the whole film about Hana Gašić (students should pay attention to the personal destiny of Hana)
2. Discussion about the film (relation of general and individual / personal, moral values, altruism, religion ...)
3. Each of the 4 groups gets a research task. Now, students will have to apply what they have learned, but also expand their knowledge.

At the beginning, the students learned the general facts about the Sephards in the Balkans, then they found out Hana Gasić's personal story, and now they need to research local history of their region.



3. Third part of activities (45 minutes)

Presentation of the results of the research tasks. Topics:

1. The Jewish community in Niš before the Second World War
2. The Jewish community in Niš during the Second World War
3. Jewish monuments in Niš
4. Righteous among the Nations

Criteria for evaluation of students

- **Speed** (after receiving the task, each group should collect all the information as quickly as possible). The fastest group gets the maximum points and the slowest 1 point.
- **Argumentation during presentation** (4 points or 3 points)
- **Research assignment:** (6 and 5 points)
- **An additional task.** If a group wants to get more points, they should prepare a presentation about one Jewish custom.

Conclusions:

- The students learned about the Sephardic Jews who were once our fellow citizens.
- The pupils used different sources for learning: the film about Hana Gasić, the exhibition about the Sephards in the Balkans, as well as other sources in the preparation for their research
- Students worked in groups, and during the learning process, they used the benefits of IT (QR codes, Internet, PP ...), and the learning process was organized as a kind of competition, which further motivated students to work.
- The questions that were prepared helped pupils to watch the film and the exhibition carefully and analytically.
- This way of learning is good for many teaching units dealing with different subjects.

Questions for the students

Note:

The answers to questions marked with numbers are found in video clips from the film about Hana Gašić and the students will find them by scanning the QR code.

The answers to the questions marked with the letters are in the exhibition and the students should look at the exhibition carefully and find the answer.

1. From where did the Jews come to the Balkans? When did that happen?
A) Where else, outside of Balkan, were the Jews from Spain relocated?
2. Which language do Jews from Spain speak?
B) Who are the Ashkenazi, and who are Sephards?
3. What were the Jews' occupations ?
C) Find photos from the exhibition which show Jewish occupations and photograph them.
4. Why were there two sinagogs in Sarajevo?
D) Take a picture of the Belgrade sinagog.
5. How many Jews lived in Sarajevo before World War II ?
E) How many Jews lived in Belgrade inbetween the two world wars?

Questions for the students

- 6. In which way were the Jews connected to members of other religious groups? (insert)
In which part of Belgrade was the highest number of Jews? (exhibition)
- 7. What happened to the Jews after Germany occupied Yugoslavia in 1941? (insert)
How many Jews lived in Yugoslavia shortly prior to 1941? (exhibition)
- 8. Explain how Jewish families died in Bosnia and Independent State of Croatia? (insert)
How did Jews suffer in Serbia? (exhibition)
- 9. Who and in what way helped Jews? (insert)
Name the receivers of the honorific Righteous Among the Nations. (exhibition) How do you receive this honorific?

- *The Lost Sephardic World of the Western Balkans* is an exhibition that was a very important event in the First Nis Grammar School “ Stevan Sremac” for several reasons. The first and most important thing is that almost all school students saw the exhibition and learned about the history of the Jews. Another important thing is that we, as organizers, educated a few students from the school as guides through the exhibition, and this way we encouraged peer education. Also, the teachers accepted the exhibition as a useful teaching tool and the opportunity to connect the exhibition with film, text, photography, music ... The very concept of the exhibition was interactive and interesting. The exhibition consisted of three parts: 1. The lost Sephardic world (exhibition), 2. the cinema (we showed Centropa s films: "The Kalef sisters" , "A bookstore in 6 chapters", "Hana Gašić"), 3. the comic exhibition about Hilda Deitch). And the last but definitely not less important thing about the exhibition is that it attracted visitors from the whole city (elementary schools, secondary schools, faculties, citizens) and about 500 visitors saw the story of the Sephardic Jews. One student from Niš was delighted with the exhibition and brought his three friends Jews (who were in Niš for student exchange) at the exhibition. The point is that we have achieved several goals with this exhibition. It informed about the Jews, taught about them, showed new methods of learning, influenced peer learning, highlighted the school in which it was placed as the center of cultural events in the city etc., so after all I can say that the work on the organization of the exhibition provided much more than professional satisfaction.



Thank you for your attention!