

Centropa – Kalef Movie

Lesson Plan

Duration: 6 weeks (1 week is 80 min.)

- 1st week :** **(11/April)** introduction to the topic
- 2nd week:** **(18/April)** watching the Kalef movie and discussion
- 3rd week:** **(25/April)** explanation and preparation of the basic
elements of UOML project
- 4th week:** **(2/May)** starting to make their own video
- 5th week:** **(9/May)** video making process
- 6th week:** **(16/May)** concluding the video

See details below

Centropa – Kalef Movie

Lesson Plan – week 1

Time: 40'

Subject: Introduction

1- The teacher encourages the students to talk about the fears of life without associating the concepts to their lives or giving examples.

Fears of life					
hunger	death	illness	disabilities	separation	oppression
unemployment	war	natural disasters	humiliation	homelessness	

2- Then the teacher takes some of the concepts mentioned above and widens them.

humiliation: *low level work *specific type of clothes

oppression: within a family / by the government / by the community

homelessness: * no home * expulsion *refugeeism *collective/individual

homelessness

disabilities: *mental *physical *by birth *by accident

separation (positive or negative): *wife- husband *parents – children * marriage

* graduation * moving house *changing school * making aliyah

war: *direct war *indirect war *own war *in someone's name * to be pushed in or out (and being humiliated) *volunteering in taking part *being left behind

Centropa – Kalef Movie

Lesson Plan – week 1

Time: 40'

Subject: Sephardic Jews & What is Centropa

3- Sephardic Jews. What other countries do you know that Sephardic Jews settled in? (showing on map with the capitals)

4- Teacher tells the students about Centropa and what it does and explains the student his/her own involvement in the project.

5- The teacher explains the students why he/she chose the movie stating that it's not a must see movie for didactic reasons but rather a video that the teacher would like to share with the students.

6- The Kalef Movie (*if there is not enough time, the screening will be left to the other week*)

(End of lesson with a **home task** (see attachment) on reflections on the movie with a guide provided by the teacher)

7- Home Task – Teacher gives a form to evaluate student's feelings and thoughts on sentences selected. The sentences must be replaced in the bubbles that correspond the feeling. Next lesson the students are expected to reflect upon the sentences by giving examples from the movie and their lives.

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Lesson Plan – week 2

Time: 80'

Subject: New understanding and approaches in telling history

8- Home Task - Discussion on the student's reflections on the sentences given.

9- New approaches on Holocaust. The teacher gives the students a **hand out** (see attachment) on “anticipated repertoire of Holocaust – related mental images”. Then the students are expected to categorize the repertoire according to the concepts discussed on the first week. Students discuss what they expected to see (especially in Serbia) and what they actually saw. The teacher encourages discussing and listing the POSITIVE images in student's minds after watching the movie. *(Teacher has his/her own list but does not share it with the students, they make their own POSITIVE list together, if there are any aspects left out, the teacher guides them towards the lacking aspects).*

10- Discussing the teaching of Holocaust and questioning the new approaches of teaching it. How it is done so far, how they feel about it, how it should be done.

UOML – Students shoot a video

Lesson Plan – week 3 - 6

11- Teacher links it to Turkish Sephardic Community talking about its richness and history throughout its settlement in Ottoman Empire/Turkey. What do students know about Turkish Jewish Community's 20th century history (wealth tax / Askale labor camp/ German Jewish professors coming to Turkey and etc.)

12- Don't we have anything to offer and share?

13- During the introduction to preparation of the project, students with the help of the teacher translate the **specific** examples of the movie into **universals**.

14- Teacher explains the project. As an end of term project students are expected to shoot a video similar to the Kalef movie. Teacher divides the class into two groups and explains each group his/her expectations providing a guide line (in preparation process) based on the ground work done.

Basic tasks are: interviewing people, writing a script and translating it to Spanish, music selection.