

## **Introductory Information;**

**Lesson Title:** 'Stand up for what is right'

### **Teachers:**

Nirit Neeman - Israel

Anna Janssen - Spain

Olga Knouma - Greece

Jorge Gomez - USA

**Applicable Courses:** Social Studies, History, Civics, Religion

**Primary Category:** Holocaust

**Grade Levels:** 7th - 9th

**Time frame:** 50-60 minutes lesson

**Summary:** This lesson highlights the value of promising something and keeping your word regarding the risks involved. It also emphasizes individual acts of bravery to help others even in the face of danger. The goal of the lesson is to promote a dialog among students regarding moral decisions under extreme circumstances.

The lesson uses the Centropa film "Three Promises". This lesson can be taught in several languages since the film has subtitles in English, Greek, Hebrew, Spanish German and Slovenian

### **I. Background Information:**

This lesson can be used during the commemoration of the Holocaust. It can also be used to celebrate intercultural/interreligious relations and religious tolerance.

**II. Enduring Understanding:** People from different religious backgrounds came together and risk their life in order to help those who were being persecuted during the Nazi regime.

### **III. Goals and Objectives:**

- Students will gain knowledge about the Jewish Serbian community pre WWII.
- Students will practice critical thinking.
- Students will use historical documents and primary sources to make inferences applicable to their lives.

### **IV. Material Used:**

Centropa Film "Three promises"

<https://www.centropa.org/centropa-cinema/matilda-kalef-three-promises>

## **V. Background skills needed:**

- Critical thinking strategies
- Basic knowledge of WWII
- Basic knowledge of the Holocaust.

## **Required preparation reading:**

### **About the Righteous:**

<https://www.yadvashem.org/righteous/about-the-righteous.html>

## **Additional Sources:**

### **Map of Serbia during Nazi occupation:**

[https://enacademic.com/pictures/enwiki/65/Axis\\_occupation\\_of\\_Yugoslavia%2C\\_1943-44.png](https://enacademic.com/pictures/enwiki/65/Axis_occupation_of_Yugoslavia%2C_1943-44.png)

### **Photo collection of the Kalef Family**

<https://www.centropa.org/photo/vukica-kalef-lenka-koen-and-lenka-kalef>

## **Hook/Introductory Activity:**

Before the class starts the teacher set up a mural with a map of Serbia, pictures of the Kaleff Family from the Centropa database and the following questions:

“What is a promise?”

“Do you make promises?”

“Do you keep your promises?”

The teacher will ask in advance from two students to help with the changes which will be added to the mural.

Teacher will ask the class to answer those three questions with the shoulder partner.

After a couple of minutes the teacher will present to the class the following dilemma:

“You’ve promised your mother that you’ll stay out of trouble in school. During lunch, you see another student bullying your best friend. You know that if you intervene, most likely an argument will occur and it might end up on a fight, which will get you in trouble with the school administration. What do you do? Do you keep your promise or do you defend your best friend?”

Students will share their answer and explain why they decided to react one way or another. (10 minutes) Teacher will facilitate the discussion and make sure all students have an opportunity to participate.

Teacher will show the first part of the video (0-8 min in the film)

Teacher will divide the class into 3 groups. Each group will receive an index card with one of the following questions:

Group 1: What is family for you?

Group 2: Do you have to be a blood relative to be considered family? Explain

Group 3: What rituals or customs does your family have?

Each group will record their answer on a large sheet of paper (A3/A4 size). Then the groups will rotate until all had an opportunity to answer the questions. Teacher will tape the answers on the wall. (15 minutes)

2 students will paste the answers sheet on one side of the mural and draw a border dividing the mural to two. Teacher will show the second part of the video.

Students will form 4 new groups and collaborate to answer the following questions:

1. How the life of the people in the film have changed?
2. Who help them and why?
3. What promises were made and kept?
4. What helped them carry on during those years?

Each group will record their answer on a large sheet of paper (A3/A4 size). Then the groups will rotate until all had an opportunity to answer the questions. Teacher will tape the answers on the wall. (15 minutes)

### **Exit Ticket**

Students will be given a post-it note. Individually they will write the answer to the following question on the paper and paste it on the classroom mural on their way out:

“Would you keep your promises even if it means risking your life?”

