**COURAGE AS A PERSONAL CHOICE**

**Educators:**

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**Course:** Humanities and Language Arts

**Category:** English as a foreign language

**Grade Level:** High School

**Time Requirement**: Two period of 45 minutes

**Summary:**

Enduring Understanding: Courage is a matter of personal choice both in global catastrophes, and in everyday situations.

**Goals/Objectives**:

* Students will learn about the persecution of the Jews during the Holocaust, and the people who helped save the Jews.
* Students will develop higher order thinking (HOTS) explaining the cause and affect
* Students will be able to identify examples of courage (story/video)
* Students will be able to recognize choices require courage at times
* Students will be able to use the second and third conditional while discussing cause and affect

**Centropa Resource:** Film Return to Rivne and personal stories/interviews ([www.centropa.org](http://www.centropa.org)) <https://www.centropa.org/centropa-cinema/return-rivne-holocaust-story>

**Background skills and knowledge:**

Students should be familiar with:

* Definition of courage
* The key concepts of the Holocaust
* Basic knowledge of World War II
* Language Level – Intermediate

**The Lesson**

**Introduction (8 minutes)**

1. Two minutes for students to create a road map of associations of the word “courage”
2. Two minutes discuss and compare their word maps in pairs
3. Two minutes teacher retrieves the answers from the students
4. Three minutes class discussion to answer questions, in what situation can people display courage and have you the student or someone you know displayed courage

**Stage I** – (7 minutes) Handouts distributed before video to complete while watching video

1. Students watch the video Return to Rivne (0:00 – 2:25)
2. Students will answer the following questions while watching the video
3. Who are the main characters?
4. What is there background?
5. Mark two interesting facts about the main characters childhood
6. Once completed, the teacher should use questions as comprehension check

**Stage II** – (13 minutes)

1. Students are given instructions to watch the next video excerpt (2:30-8:06) and to complete the relevant chart on the handout while watching. Students will look for acts of courage and take notes in the table from the various perspectives of the family members (insert example of table 4X2)
2. Students take two minutes to compare their tables in pairs
3. Students take six minutes to report on the real and potential risks involved of the family members actions using second and third conditional
4. Students reflects on two questions
	1. Who displayed courage?
	2. Was it a personal choice for them? Why or why not?

**Stage III - (15 minutes)**

1. Students watch next video excerpt (8:06-14:35) and are required to complete the relevant chart on the handout which stresses the problems faced, the solutions presented, and the courage displayed (table 4 x 4)
2. After watching the video student are encouraged to analyze and explain causes and effects of the characters’ choices. They apply the context to their own life and talk about what they would do in a similar situation.

Concluding Activity (to be done at home and presented in class) – 2 minutes to explain

1. Review your personal word map with the word “courage” (Lead-In in your handout). Did your perception of courage change after watching the video? Explain.
2. Writing assignment.

Courage is a personal choice. Do you agree or disagree with this statement? Express and explain your opinion. Provide an example.

1. A creative assignment. Go to Centropa site ([www.centropa.org](http://www.centropa.org)) and choose a video or an interview you can relate to. Create a Power Point presentation which combines the opinion you expressed in your writing and the material from the source illustrating it.

Summary

The lesson covers the theme of personal courage displayed during the Holocaust. It uses the film “Return to Rivne: A Holocaust Story” to help the students develop understanding of such concepts as cause and effect and to expand the knowledge of persecution of the Jews. The students will also learn to reflect on their own personal decisions and consequences using second and third conditional.