Lesson plan: Righteous among the Nations: The Holocaust for another point of view. A sephardic story

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10-12 grade

History/ Civic

Summary: Students will understand that the Holocaust not only happened to the Askenazy Jewry but also to Sephardic communities. Students will reflect on the relevance of ethics and moral dilemmas in different times and places. They will debate the concept of altruism. Emphasize will be on the **choice** Righteous took during the Holocaust, stressing that they consciously took a decision that endangered themselves and their families, while most of the population was indifferent to Jewish suffering.

Background: dealing with sephardic stories would incorporate sephardic experiences, providing a broader and rich approach to the Holocaust history. They will enrich their knowledge on the Jewish life before, during and after the Holocaust. The will reflect on their own moral and ethical values.

Resouces:
- https://www.centropa.org/centropa-cinema/prezivjeti-u-sarajevu-prijateljstvo-za-vrijeme-rata
- https://www.centropa.org/centropa-cinema/matilda-kalef-three-promises?subtitle_language=
- https://www.yadvashem.org/yv/en/exhibitions/besa/index.asp
- https://www.yadvashem.org/righteous/stories/hardaga-sadik.html

As a background information, the students should know about the Holocaust in general and who were the Righteous Among the Nations. Also, they should know the differences between the sephardic and ashkenazi Jews.

The lesson

1. The students will engage with the lesson when the teacher and students will read together the poem by Chayim Chefer. The discussion will be held at the end of the lesson. When they reflect about the sources discussed in class.

   The Righteous
   by Hayim Chefer

I hear this title and it makes me think
About the people who saved me.
I ask and ask, "Oh, my dear God,
Could I have done the same thing?"
In a sea of hate stood my home,
Could I shelter a foreign son in my home?
Would I be willing along with my family
Constantly be threatened by certain evil?
Sleepless dark nights watching out for noise
Hearing footsteps of certain evil.
Would I be able to understand every sign,
Would I be ready for this, could I walk like this
Among those who would betray
Not one day, not one week, but so many years!
There a suspicious neighbor, there a look,
and bow.

2. Divide the class in two groups that will watch the two films that contain information about Sepharadic Jews and Righteous Righteous among the Nations (20 MIN)

3. Afterwords in a Google doc both groups will write a short summary about:
    1. The Holocaust in Yugoslavia
    2. Jewish and gentile relations before the war
    3. The Balkan conflict

Second class
The class will generate a debate about the two videos they saw and the information they wrote in the Google doc (30 min)

Third class
The third class will deal with the concept of **altruism**. Stories will be analyzed through the prism of this concept. We provide the definition but we do not explain it. They will have to formulate an explanation by using the stories.
Altruism will be defined as:

Disinterested or selfless concern for the well-being of others, esp. as a principle of action.
*Opposed to selfishness, egoism, or (in early use) egotism. **OED** online*

The teacher will close the lesson when will the students that there are many conflicts in the world
And will named them
Syria
Irak

Israel
Afganistan
Sudan

We can not solve these conflicts but each person can do something in their communities, cities, schools, with neighbors, and so on.

At the end, students will return to the poem read at the beginning.

To grade the activity
We, as individuals can not change the whole world but we can touch people close to us. For the next class in groups of two or three student you will bring a simple project you must do, to help someone.
You will have to present and explain the project to the rest of the class