

Teachers' Guide

The purpose of this Teachers' Guide is to provide guidance and resources that will allow you to introduce your students to the history and legacy "*The Forgotten Refugees*."

This *Educational Unit* on Jewish refugees from Arab countries is a 'pilot edition', prepared expressly for the November 2007 program in the tri-state Jewish school system.

Feel free to follow, or experiment with the lesson plans. These materials could be integrated into a variety of curricular areas or as enrichment activities. The sponsors welcome your comments and feedback forms are included at the end of this section.

GOALS

The goals of this *Educational Unit* are to educate and engage students by:

1. Introducing the narrative of the Jews from Arab countries, and restoring it to its rightful place within Jewish literacy; and
2. Presenting a fact based, historical context for the 2,500 saga of Jews in Arab countries, to better understand the current Arab-Israeli situation; and
3. Encouraging students to collect information on the personal lives and stories of Sephardi-Mizrahi Jews who were displaced from their ancestral homes.

TARGET POPULATION

These lessons were drafted for use with middle school and high school aged students in both formal and informal educational settings.

PEDAGOGIC STRATEGY

Jewish tradition and education has always recognized the impact of imagining one's self as having taken part in a specific, pivotal experience, or putting yourself in another's place. The entire Pesach Seder is based on the injunction "that all participants are obligated to view themselves as if they had left Egypt." By focusing on the personal stories of Jews who left Arab countries, this 'personal' insight helps us move from knowledge to empathy. Additionally, fact based historical lessons contribute to better understanding the complexities of current Arab-Israeli relations.

SESSION STRUCTURE

The suggested approach is to introduce this unit in two-sessions, during 50 minute classes.

During Session I, a film entitled “*The Forgotten Refugees*”, produced by the David Project and directed by Michael Grynzspan could be screened. Thereafter, teachers would debrief students on what they saw and then introduce and discuss the “*Registration and Research Activity*” which is pivotal to the overall program.

Where possible, students may interview Sephardi-Mizrahi Jews and document their stories. Other students can research and report on life as it was for Jews in one of 10 Arab countries.

The focus of Session II is on debriefing students about their interviews and/or country research.

PREPARATION

- Please preview both “*The Forgotten Refugees*” and the lesson plans provided for Sessions I and II;
- Familiarize yourself with any additional information you may need from the enclosed section on “Educational Materials for Sessions I & II; and the Section entitled: “Resource and Reference Materials”
- Review the goals and mechanics of the “*Registration and Research*” activity;
- Decide on the most useful approach for your class; and
- Develop for distribution your own advance organizer or use the one provided in Appendix E: (See p. 12)

SESSION I: LESSON PLAN

Topic:	Jews from Arab Countries
Subject Areas:	History, Israel Studies, Bible, Geography, Current Events
Type of Lesson	Introductory

GOALS

1. Students will explore historical facts about *Sephardi-Mizrahi* Jewry who were indigenous to North Africa, the Middle East and the Gulf region;
2. Students will examine life for Jews living in and contributing to, their countries under Muslim rule; and
3. Students will gain understanding of and empathy towards the plight of Jewish refugees from Arab countries.

OBJECTIVES

1. Students will gain knowledge about Jews in countries that fell under Arab/ Moslem rule, including:
 - a. Length of history of Sephardi-Mizrahi Jewry, dating back to Biblical times;
 - b. Names of Arab countries where Jews resided;
 - c. Concept of *Dhimmi*;
 - d. Discrimination against Jewish populations in Arab countries;
 - e. Define “refugee;” and
 - f. Understand Jews displaced from Arab countries as “Middle East refugees.”
2. Students will be able to demonstrate the linkage between the establishment of the State of Israel and life for Jews in Arab countries.

MATERIALS

1. DVD: “The Forgotten Refugees” (15 minutes)
2. Glossary of Terms (See attached Appendix B: p. 9)
3. Advanced Organizer (See attached Appendix E: p. 12)
4. Population Chart (See attached Appendix F: p. 14)
5. Map of Jewish Refugees Flight to Israel (See attached Appendix G: p. 15)

TIME REQUIRED

On the assumption that the class is 50 minutes, sessions should be constructed to provide adequate time for introducing the subject and the film, viewing, discussion, and related work.

LESSON PLAN

ACTIVITY # 1: *The Forgotten Refugees* film presentation and discussion

1. Introduce the subject before viewing the film by creating a sense of personal relevance. Two options are provided as examples: (1) Draft introductory remarks (See attached Appendix C: p. 10); or (2) Trigger questions (See attached Appendix D: p. 11).
2. Distribution of the advanced session organizer (If appropriate and useful – See attached Appendix E: p. 12) Ask questions to see whether students are clear on how to use it.
3. Showing the film “*The Forgotten Refugees*.”
4. Discussing and analyzing reactions:
 - a. What did they learn?
 - b. How do they feel about it?
 - c. What do they think they can do about it?

ACTIVITY # 2: Follow-Up: “*Registration and Research Activity*”

Your students can join with thousands of other students around the world who are being asked to interview Jews originally from an Arab country. The information your students collect will be sent to Israel and preserved to forever confirm the history of the hundreds of thousands of Jews who were forced to flee their homes in Arab countries.

Why is this important? As you learned from the film “*The Forgotten Refugees*” the word ‘refugees’ in the context of the Middle East must include the over 850,000 Jews from Arab countries.

It is only fair that the Jewish refugees’ testimonies be told. We should know what these Jews lived through to survive and protect Sephardi-Mizrahi heritage. And this is what this follow up activity is all about. For us to be educated about their story.

How can you help accomplish this goal? This can be done in two ways:

1. For those able to, students will interview a Sephardi-Mizrahi Jew who fled from an Arab country; or
2. Students who do not have that opportunity can research a ‘country profile’ - the life of Jews in one particular country. In sharing this report with the class, all students will better understand the plight and flight of Jews from up to 10 Arab countries.

[At this point, you can hand out the materials for both groups of students that are contained in the section entitled:”*Registration and Research Activity*”]

SESSION II: LESSON PLAN

Topic:	Jews from Arab Countries: Follow Up
Subject Areas:	Israel Studies, Geography, History, Reading, Math, Arts
Type of Lesson	Reinforce and reflect on lessons learned

This second session could take place perhaps as much as a week later, after the showing of the film. This should provide enough time to conduct the interview, or to engage in research, and to reflect on the results.

GOALS

- 1) Students will explore new facts and reinforce the learning that took place as a result of the movie, the subsequent interviews and the research on ‘country profiles;’ and
- 2) Students will examine the linkage between the plight and flight of Jews from Arab countries and the State of Israel.

OBJECTIVES

1. Students will be able to provide reflections on Session I and discuss their reactions to conducting the interviews or researching the country profiles”;
2. Students will engage in contextualized discussion on life for Jews in Arab countries and their plight in the context of the Middle-East; and
3. Students will hand in the completed registration forms and teachers will underscore the importance of the students’ efforts and their connection to the ongoing worldwide efforts; and ensure that all forms are turned in to the proper school authority.

MATERIALS

1. Student De-Briefing Outline for Interviewers and ‘Country Profiles’ (See attached Appendix H: p. 16)
2. “Myths and Facts: Discussion Guide (See attached Appendix I: p. 17)

TIME REQUIRED

This lesson plan has been developed for a 50 minute class.

LESSON DEVELOPEMNT

At the outset, please collect all completed registration forms and describe what the next steps in the process are. The collected forms will go to the US campaign office that will deposit one copy in the Center for Jewish History in New York. The originals will be sent to the worldwide Registration Bank of Testimonies that is being managed by the Ministry of Justice in Israel.

Teacher please note: Return the collected forms to the school Administrator’s office, which will forward the documentation directly to the Campaign’s Headquarters in a special UPS envelope provided to the School for that purpose.

After this is done, this session can vary depending on whether or not students were able to interview a Sephardi-Mizrahi.

However, in either case – where students either interviewed *Sephardi-Mizrahi* Jews or conducted “country profile” research, it would be useful for the lesson to begin with a “debriefing” of students – their reactions, feelings to their interviews and/or research. The A student *De-Briefing Outline for Interviewers and County Profiles* has been prepared that provides trigger questions to stimulate discussion in both these scenarios (See attached Appendix H: p. 16)

To begin the class, please:

- Have the students who interviewed a Sephardi-Mizrahi Jew report on the interview and what they heard. The teacher could then lead a discussion with the entire class.
- The groups of students who conducted “country profiles” would report on their research and the class could then engage in a discussion on these differing experiences.

This activity – particularly for high school students, could potentially take the entire class. Alternatively, particularly for middle school-age students, this de-briefing activity could be limited to 25 minutes, following which the class could discuss in depth, the issues raised in the “Myths and Facts” activity. (See attached Appendix I: p. 17)

The enclosed “Myths and Facts” Discussion Guide provides the teacher with answers to the questionnaire and could also be used as a handout for high school students.

LESSON CLOSURE

1. It may be helpful to begin by telling the students how impressed and proud you are of their efforts in participating in this international Jewish communal project.
2. If class or individuals are moved by this issue and are interested and want more information, you could provide them with some of the enclosed reference sources including: bibliography, web sites, contact information, and subscriptions sites for appropriate newsletters.
3. You could finish by telling the students if they want to actively support this cause, they can engage in the constructive activities that are detailed in the “Follow-Up Activities Sheet” (See attached Appendix J: p. 22)

We would welcome your feedback on this *Educational Unit*. Please complete the attached Evaluation Form and send it back to us. (See attached Appendix K: p. 23)

Many thanks for your participation.