

## Lesson Guidelines

<b>Project / Lesson Title: Jewish Life in Germany</b>
<b>Participating school, city, state (for USA), country</b>
Gunethzhainer-Schule, Staatliche Realschule Miesbach, Germany
<b>Teacher(s):</b>
Markus Freundorfer
<b>Participating students</b>
<i>Number of students participating: 91</i>
<i>Age range : 14-16</i>
<i>Grade(s): 9-10</i>
<b>Pedagogical goals</b>
<i>What problem/challenge does the lesson/project try to solve? What is the main question you want to answer? Jewish life was part of Germany and German culture in the 19<sup>th</sup> and beginning 20<sup>th</sup> century, but disappeared with the Nazi-Regime in 1933. The lesson intends that students learn that Jewish life should be a part of Germany.</i>
<i>What curriculum standard(s) or requirement(s) will this lesson / project meet? It's part of the Bavarian/German curriculum to learn about Jewish life before the Nazi-Regime.</i>
<b>Applied online tools</b>
<i>Which online tools will you use in this project? Be specific, and if possible include links. Centropa film and pictures archive: film Erna Goldmann: <a href="http://www.centropa.org/centropa-cinema/erna-goldmann-frankfurt-tel-aviv?language=All&amp;subtitle_language=All">http://www.centropa.org/centropa-cinema/erna-goldmann-frankfurt-tel-aviv?language=All&amp;subtitle_language=All</a></i>
<b>Step-by-step lesson/project outline. Use bullet points to tell us what students will do each step of this project. If participating teachers are doing different activities leading up to the final project, please indicate each teachers' lesson outline separately, and indicate the teacher for each. Add as many lists as teachers in the project.</b>
<p>This lesson takes 3-5 lessons, if your sessions are between 45-90 minutes); best would be 3 lessons with 90 minutes. Also depends on how much the students know about Jewish life in general or specifically about Jewish life in Germany, and on how specifically you want to discuss several topics around the film.</p>
<p><i>Planned activities/schedule/milestones: see in an extra document</i></p>
<ol style="list-style-type: none"> <li>1. Opening discussion: Jewish life in Germany.             <ol style="list-style-type: none"> <li>a. Ask students what they already know about Jews and Jewish life, collecting collect as much information as possible and create a mindmap of information they've learned in prior years</li> <li>b. Use the first two worksheets (see PDF) to provide background material and fill in gaps about Judaism, Zionism, and antisemitism.</li> </ol> </li> </ol>

- c. Homework: You can also assign worksheet #1 in the PDF as homework.
2. Erna Goldman
  - a. Short introduction by teacher.
  - b. Show the film. Up to you if you want them to complete a worksheet while they watch (harder for students reading subtitles).
  - c. Option 1: If focus is Jewish life in Germany—or you feel students need more historical context—students complete worksheet in PDF, “Jewish life in Germany—from the Middle Ages to WWII.”
  - d. Option 2: If focus is on Jewish religious life—or you feel students need more information about this topic—start with Jewish life—customs and traditions.
  - e. Option 3: Students do worksheets #3 & 4 in PDF, “Jewish life in Germany—Erna Goldmann and her family,” and “Jewish life in Germany—Erna Goldmann and her emigration to Palestine” to teach about Erna Goldmann’s life.
  - f. Variations:
    - i. All students do all worksheets
    - ii. Some do one worksheet, while others do other worksheets and then they teach one another what they learned.
    - iii. Watch the film again, in part or the entire thing, if there is time.
  - g. Optional: in-class or for homework: “Jewish life in Germany—1933-1945 (Rise of the NSDAP to the Holocaust)”
3. Reflections
  - a. What did students learn from the film about Jewish life in general, Jewish life in Germany, etc.? Possibly discuss with a mindmap, and/or do the worksheet in the PDF, “Jewish life in Germany—Exercises.”
  - b. Questions and answers about the film within the context of our modern society.
  - c. End of project: students consider the concept of “home,” reflecting on the meaning of what home means to them, what it meant to Erna Goldmann. Also, the concept of homeland: what makes a homeland? Note: this can be emotional for some students if they are immigrants themselves.

#### **End products, outputs**

*What will the students produce during this lesson/project? Be as specific as possible, and if the final product is different in each school please tell us what students in each class are producing.*

Students do the worksheets as described above, and should create a project folder to keep track of their work.