

Teachers's

How War Shaped the Middle East

Guide



GRADE

7

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UNIVERSITY**

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Museum of History and Holocaust Education

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About this Teacher's Guide

This curriculum guide for seventh grade social studies teachers is designed to educate students about the effects of war on the creation of the modern Middle East, specifically the foundation of the State of Israel. Each of the activities included use primary sources to assist in your teaching about the experiences of Zionists and Holocaust survivors who helped found Israel in 1948.

This guide is designed to provide a starting point for teachers. We recognize that not all teachers will be able to dedicate the same amount of time to the topic of how war shaped the Middle East; the activities, therefore, can be pulled out of this curriculum guide and stand alone as individual parts.

All of the lessons in this guide are created to meet the Georgia Standards of Excellence.

Resources in this Guide

There are two sets of resources in this guide. Some resources are intended for use by students in the activities presented in this teacher's guide. These include primary sources, maps, and activity sheets. The other set of resources are for use by educators, such as the overview and the key vocabulary.

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

***Credits:** The descriptions, activities and graphics in this teacher's guide were developed and written by Tyler Crafton-Karnes, Andrea Miskewicz, Kate Daly, and Zoila Torres of Kennesaw State University's Museum of History and Holocaust Education.*

Overview:

In the latter part of the nineteenth century, the British government allowed large numbers of Jews to move to Palestine. In 1880, there were approximately 25,000 Jews in the country. Many of these Jews moved to Palestine because they believed that this area was the Jewish homeland and that it was the safest place for them. The movement to create an internationally recognized Jewish state is called Zionism. Antisemitism in Europe, dating back to the early days of Christianity, often led to governments and individuals being hostile or unresponsive to the Jews. Many Jews never felt they had a place they were accepted, represented, and secure in European society. With the Balfour Declaration in 1917, the British government officially showed support for the creation of a Jewish homeland in Palestine.

As Zionism continued into the twentieth century, more Jews moved to Palestine. Arabs, who dominated the region for over a millennium, felt threatened by the number of Jews who moved there. On the eve of World War I, 80,000 Jews called Palestine their home. Many Arabs and Jews believed God gave their people the land, so few were willing to compromise. In the 1920s, the Arabs responded to Jewish immigration to Palestine by rising up against the British government, which responded by halting Jewish immigration to Palestine. In turn, the Jews rose up against the British.

Following World War II and the Holocaust, more than ever, Jews wanted their homeland. After multiple unwanted conflicts, the British government turned the issue of dividing Palestine into separate Arab and Jewish states to the United Nations which partitioned Palestine. The Jewish Agency Chairman, David Ben-Gurion, proclaimed the creation of the State of Israel in May 1948. By this time, over 250,000 Jews lived in the newly formed State of Israel. Many Arabs disagreed with the United Nations' decision, and tension caused by this conflict remains in the region to this day.

These lessons meet the criteria for the following 7th grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS7H2 Analyze continuity and change in Southwest Asia (Middle East).

- a. Explain how European **partitioning in the Middle East** following WWI led to regional conflict.
- b. Explain the historical factors contributing to the **establishment of the modern State of Israel** in 1948; include the Jewish religious connection to the land, **antisemitism**, the **development of Zionism in Europe**, and the **aftermath of the Holocaust**.
- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the **Palestinian-Israeli conflict**, the division between Sunni and Shia Muslims, and Kurdish nationalism).

SS7G5 Locate selected features in Southwest Asia (Middle East).

- b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, **Israel**, Kuwait, Saudi Arabia, Syria, Turkey, **Gaza Strip**, and **West Bank**.

LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS:

- L6-8RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- L6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8WHST1 Write arguments focused on discipline-specific content.
- L6-8WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- L6-8WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- L6-8WHST8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L6-8WHST9 Draw evidence from informational texts to support analysis reflection, and research.

VISUAL ARTS

VA7.CR.1 Visualize and generate ideas for creating works of art.

VA7.PR.1 Plan, prepare, and present completed works of art.

VA7.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

VA7.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.



Key Vocabulary

Antisemitism: hatred and/or prejudice towards Jewish people

Gentile: any person who does not practice Judaism

Ghettos: enclosed parts of cities/towns where Jews were imprisoned

Islam: a monotheistic religion begun by Muhammad at the beginning of the seventh century CE; has a very strong history in the Middle East (including Israel and Palestine); presently has over one billion followers

Judaism: the first monotheistic religion begun by Abraham between the sixth and fifth centuries BCE; has a very strong history in the Middle East (including Israel and Palestine); presently has approximately 14 million followers

Monotheism: a belief system with only one god

Partition: the act of dividing a nation into parts

Pogrom: a violent, often deadly, attack on a religious or ethnic group

Polytheism: a belief system with multiple gods

Zionism: a movement, originating in the late-nineteenth century, to establish a Jewish state (Zion) in Israel; today, Zionists seek to maintain Israel as a Jewish nation

One

Mapping Israel and Palestine

Goals:

This lesson, designed for one class period, is intended to introduce students to the changing boundaries of Israel and Palestine over time. Each state gained and lost land over the course of the twentieth century. Students will come to understand the dynamics and reasons for this through analysis and discussion. By the end of this lesson, students will be able to analyze maps, identify the parts of a map, and answer the following questions:

- How did Israeli and Palestinian borders change over time?
- Why did Israeli and Palestinian borders change over time?
- How do these changes reflect the history of Israel and Palestine?

Materials Needed:

Copy of “British Mandate for Palestine (1920-1922)” map (Source Sheet 1, page 11), copies of all five maps (Source Sheets 2-6, pages 12-16), document camera or projector, paper, pencils/pens, computers/tablets with Internet access, whiteboard, board markers, optional – blank map of Israel (Source Sheet 7, page 17), art supplies

Preparation:

Make five copies of each map (Source Sheets 2-6, pages 12-16), preferably in color.

Activity:

Hook: If your class has previously studied the Palestinian-Israeli conflict, ask students what they already know. As students give information, take notes on the whiteboard. If you have not already studied the conflict and students do not know anything, write examples of what you know on the board. These could include the following: the conflict has been going on for more than 70 years, there have been at least three wars between these two groups, and the conflict still persists today. Ask students how they think the Israeli and Palestinian borders have changed over time and why. They can also write their answer on a piece of paper for comparison later.

1. Display the map depicting the “British Mandate for Palestine (1920-1922)” (Source Sheet 1, page 11) for the entire class to see. Inform students that this will provide a starting point for their study of maps. Next, tell students that they will be using maps of Palestine and Israel to understand the various geographical boundaries each state has held throughout twentieth century history, how they changed over time, and why they changed. Give students a reminder of the parts of a map (for example, title, scale, key/legend, etc.).

2. Divide your class into five groups and give each group a copy of all five maps. Have students start with the first map and answer the two questions on the source sheet as a group on their own paper. Alternatively, you could display each map on a document camera or projector and have students answer the questions on their own paper. After finishing the first map, have students work through analyzing the other four maps and answering the questions. Alternatively, you can give each group one map, have them analyze it and answer the questions, and then present their findings to the entire class.
3. Once all students are finished analyzing each map and answering the questions, assign each group one map and have that group complete research online about the event that changed the borders of Israel and Palestine (for example, the British Mandate, UN Partition, etc.). A great source to start with is:
 - <https://bit.ly/2XFwrGf>
4. After students have had a chance to research the events that led to the border change on their map, have each group compare their answers to the second question on the sheet (What do you think caused this change in borders?) with the information they found in their research. Then, have each group briefly present what they found to the class.
5. Conclude the lesson with a class discussion by asking the following questions:
 - How did Israeli and Palestinian borders change over time?
 - Why did Israeli and Palestinian borders change over time?
 - How do these changes reflect the history of Israel and Palestine?
 - How did your research compare to what you thought caused the border change? Was it similar? Different?

Differentiation:

Give each student three copies of the blank map of Israel (Source Sheet 7, page 17) instead of the color maps. Display the “British Mandate for Palestine (1920-1922)” map for students as a starting reference. Have students research the following events:

- United Nations Partition Plan (1947)
- The Arab Israeli War (1948-1949)
- The Six Days War (1967)

After they have researched the events, have students draw a map of what Israel/Palestine looked like after each event. Remind students to title, label, and draw a key/legend for their maps. Alternatively, students can use different colors and create an overlay to display the various changes to the Israeli-Palestinian border on one map. After students complete their maps, display the map of what Israel looks like today (Source Sheet 6, page 16) and have students compare their maps to this one. Start a class discussion by asking the following questions:

- How did Israeli and Palestinian borders change over time?

- Why did Israeli and Palestinian borders change over time?
- How do these changes reflect the history of Israel and Palestine?

Extension:

Have students find photographs for the events that influenced the changes on each map and that help illustrate how the boundaries of each state changed over time. Create a timeline on the whiteboard. These images can then be used during their presentations of each event and map.



SOURCE SHEET 1



SOURCE SHEET 2



1. What does this map depict? (Include countries, border lines, event)
2. What do you think caused this change in borders?

Source: edmaps.com

SOURCE SHEET 3



1. What does this map depict? (Include countries, border lines, event)

2. What do you think caused this change in borders?

SOURCE SHEET 4



1. What does this map depict? (Include countries, border lines, event)
2. What do you think caused this change in borders?

Source: edmaps.com

SOURCE SHEET 5



1. What does this map depict? (Include countries, border lines, event)
2. What do you think caused this change in borders?

SOURCE SHEET 6



1. What does this map depict? (Include countries, border lines, event)
2. What do you think caused this change in borders?

SOURCE SHEET 7



© d-maps.com

40 km



20 mi

Two

Exploring Zionist Lives

Goals:

Zionists believe in a nation state (Zion) for Jews (located in modern-day Israel). Today, Zionists work to maintain Israel as a Jewish nation. In this lesson, designed for one class period, students will examine the lives of individual Zionists, their personal beliefs, and what they did to further the cause of Zionism. After reading through biographies of famous Zionists, students will answer questions to assist in their learning about Zionism and its beliefs. At the end of the lesson, students will be able to answer:

- What is Zionism?
- Who were some famous Zionists and what did they do for the movement?
- How similar and different are the various views of Zionism?

Materials Needed:

Copies of the individual biographies (Source Sheets 8-13, pages 21-26), Zionists Graphic Organizer (Worksheet 1, page 27), pencils/pens, whiteboard, board markers, optional – paper, art supplies

Preparation:

Make enough copies of the Zionists Graphic Organizer (Worksheet 1, page 27) for each student. Split the class into six groups and make enough copies of the individual biographies (Source Sheets 8-13, pages 21-26) so that each group has one copy of each individual's biography.

Activity:

Hook: If your class has previously studied Zionism, ask students how they would define this word and write their answers on the board. Reveal the definition of Zionism:

a movement, originating in the late-nineteenth century, to establish a Jewish state (Zion) in Israel; today, Zionists seek to maintain Israel as a Jewish nation

Have students write this definition at the top of their graphic organizer (Worksheet 1, page 27). Ask students to explain what this word means to them. If students do not know what this word means, you can write the definition on the board and ask students to unpack the word and explain what it means to them, or have them consider other words that could be related or have similar meanings (i.e., activist, nationalist, etc.).

1. Explain to students that they will examine five Zionists and one anti-Zionist from the early years of the movement. Pass out the biographies (Source Sheets 8-13, pages 21-26) so each group has at least one copy of each individual's biography.

Have students in the group choose an individual and read the biography. As they are reading the biographies, ask students to think about the following questions (you can also write or project these on the board):

- How did each individual come to have their belief in or against Zionism?
 - Why do you think each individual chose the form of Zionism or anti-Zionism they did?
 - How influential do you think each individual's form of Zionism or anti-Zionism influenced others' beliefs?
 - What do you think each form of Zionism or anti-Zionism can teach us today?
2. Then, have students rotate the individuals in their group until each student has read all the biographies. Finally, have students fill in their graphic organizers: they should fill the smaller circles with differences among the six individuals, and fill the large circle in the middle with similarities between the six individuals. Alternatively, students can take notes on the graphic organizer as they read the biographies and then pick out the similarities at the end.
 3. Have students examine their organizer. What do they notice? How many similarities were they able to write? Why do they think that is?
 4. As part of class discussion, ask students the following questions:
 - Are there many, few, or no similarities? Why do you think this might be?
 - Is this surprising? Why or Why not?

Students should notice that there are very few (if any) similarities between the six individuals, because everyone had a different opinion/view about Zionism. We tend to assume that all Zionists and even all Jews hold the same views, but this is not the case. Some fought for a Jewish homeland even if it was not in Palestine/ Israel while others sought a homeland in the Holy Land; some fought to gain this homeland peacefully while others believed in more radical approaches. Still others thought a Jewish homeland was a bad idea. Explain to students that Zionism is complex; in order to understand it fully, all sides should be carefully studied and examined.

Differentiation:

Assign each group one Zionist's or anti-Zionist's biography to examine as a group. Have students read through the biography and discuss the four questions in step 1 above. They should fill in the small circle with their individual's name on the graphic organizer. After each group is finished, have groups present their individual to the rest of the class by giving a short introduction to the Zionist or anti-Zionist and answering the questions in step 1. As students present, have the other students fill out each circle on the graphic organizer for that individual. After each group has presented, have students find any similarities and write those in the large circle in the middle. Have a class discussion using the prompts in step 4.

Extension:

Instruct students to choose an action from one individual's life and draw it on a piece of paper. Ask students to write two to three sentences on the back of the drawing explaining what the drawing depicts and why they chose to draw that scene.



SOURCE SHEET 8

**Theodor Herzl
(1860-1904)**

Theodor Herzl was born in May 1860 and grew up to become the founder of the modern Zionist movement. While obtaining a law degree at the University of Vienna in the early 1880s, Herzl experienced antisemitism for the first time during the trial of Alfred Dreyfus, a captain in the French military accused of treason because he was Jewish. Herzl, who was Jewish, was a writer, journalist, and playwright.

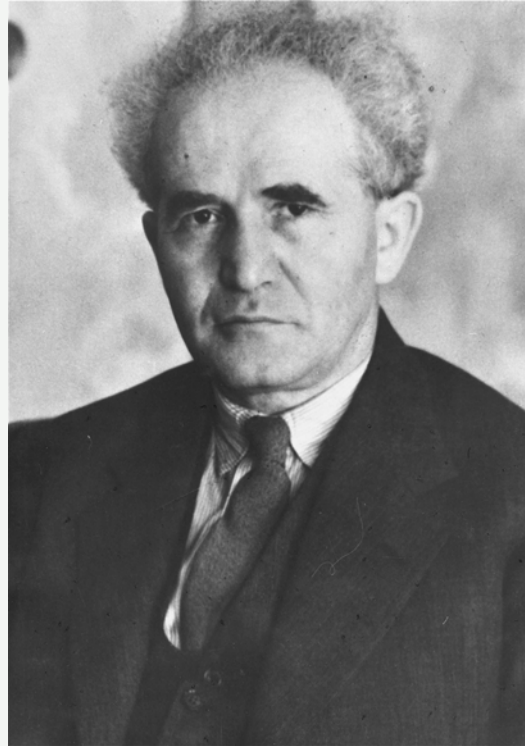


Herzl believed that antisemitism was a part of society that was not going away. In 1896, he wrote a book titled *The Jewish State*. In this book, he calls for a secular, Jewish nation as the only way to combat antisemitism. This state, Herzl noted, did not have to be in Palestine; he was fond of the slogan “Lama lo Uganda?” (“Why not Uganda?”). He also organized the First Zionist Congress in Basle, Switzerland, in August 1897, as a way to discuss the idea of a Jewish nation state. Herzl oversaw six Zionist Congresses before passing away in July 1904.

SOURCE SHEET 9

**David Ben-Gurion
(1886-1973)**

Born in Poland, David Ben-Gurion grew up in the Zionist movement. His father, who established a Hebrew school in their hometown, was a Zionist. Ben-Gurion became a leader of the youth Zionist movement, Ezra, when he was a teenager. In 1906, he immigrated to Palestine and helped found the first commune for farmers and the Jewish defense group, Hashomer (The Watchman). After visiting New York and marrying his wife, he returned to Palestine and founded Histadrut, the General Federation of Labor. From 1921 to 1935, Ben-Gurion acted as the group's secretary-general.



He worked tirelessly during World War II as the Chairman of the Executive for the Jewish Agency for Palestine, to gain support from American Jews for allowing mass Jewish immigration into Palestine and for the foundation of a Jewish state after the war. He also worked with organizations that sought to rescue Jews in Europe during World War II. After the war ended, he continued to rally support for a Jewish State with a strong focus on agriculture and farming. Ben-Gurion read the Declaration of Independence after the Israeli government voted on the document on May 14, 1948, and became Israel's first Prime Minister.

Photo source: United States Holocaust Memorial Museum, courtesy of Archiwum Dokumentacji Mechanicznej

SOURCE SHEET 10

**Vladimir (Ze'ev) Jabotinsky
(1880-1940)**

Vladimir (Ze'ev) Jabotinsky was born in Odessa, Ukraine, in 1880. Growing up he was not particularly religious, but he did support socialist ideals after studying law and working for two newspapers in his hometown. However, after a pogrom against Jews (organized persecution of an ethnic group that the local government authorized) in what is now Moldova, he rejected socialism and embraced Zionism. As a delegate to the Sixth Zionist Congress in 1903, he came to admire Theodor Herzl whom he heard speak during the meeting. He is also partly responsible for the establishment of Zionism in Russia after the Sixth Zionist Congress and began advocating for a Jewish homeland in Palestine.



Jabotinsky, however, was not satisfied with the way Zionists attempted to create a Jewish homeland. He believed that all Jews should be allowed entrance into Israel and that Jewish force would be necessary to create a homeland in Palestine. In 1925, Jabotinsky established the Revisionist Party which eventually left the Zionist movement and formed the New Zionist Organization. He created the paramilitary group Irgun who fought against the British for control of the region. Six years after Jabotinsky's death in 1940, the Irgun bombed the King David Hotel, the office of the British government in Palestine, killing 96 people including British officials, Jews, and Arabs on July 22, 1946.

Photo source: National Photo Collection of Israel

SOURCE SHEET 11

**Henrietta Szold
(1860-1945)**

Henrietta Szold was raised in Baltimore, Maryland, in the second half of the nineteenth century, as the daughter of a Jewish rabbi (religious leader or teacher). She was accepted to the all-male Jewish Theological Seminary to study Judaism and Hebrew and learned all she could about her religion and heritage.

Szold became a leader among Jewish women and established Hadassah Women in 1912, which would become the largest Jewish organization in the United States. Hadassah was a Zionist group that wanted to assist in the creation of a Jewish state, but the priority was providing quality healthcare to both Jews and Arabs living in Palestine. She also founded the Youth Aliyah group, which saved over 22,000 Jewish children from Europe during the Holocaust and sent them to Palestine. During her lifetime of service, Szold helped create more opportunities for Jewish women in the United States and Israel.



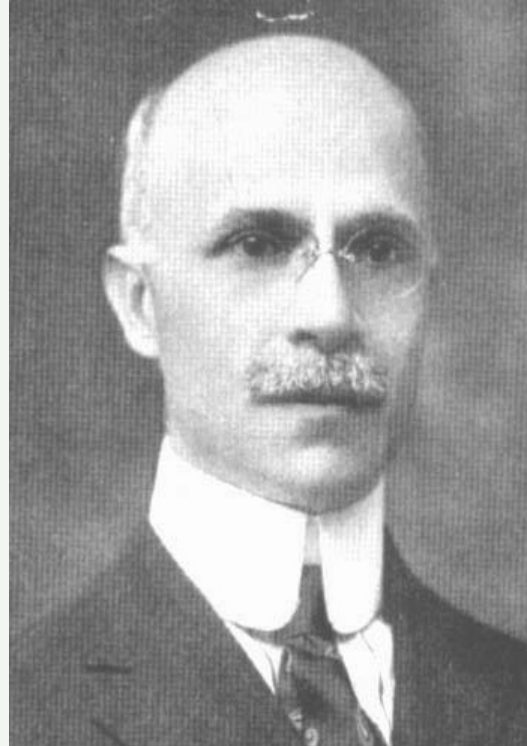
Photo source: Library of Congress



SOURCE SHEET 12

**Rabbi David Marx
(1872–1962)**

The Temple in Atlanta, Georgia, appointed 23-year old Rabbi David Marx, who was born and raised in America, as leader of the congregation in 1895. Marx, a supporter of the Reform Movement (a movement that attempts to adapt Jewish beliefs to modern times), accepted the position while the congregation at The Temple was split: some thought the congregation should be orthodox (traditional) while others wanted a modern, reformed congregation. Rabbi Marx worked tirelessly to create bonds between the Jewish and non-Jewish communities in Atlanta. He also promoted educational reform by recommending state laws that required students to attend school.



After the first Zionist Congress in 1897, led by Theodor Herzl, Marx led The Temple congregation to oppose Zionism in all its forms. He believed that Jews who wanted to embrace the customs of Americans could not also advocate for a Jewish homeland elsewhere. Marx's beliefs would prevent Zionism from becoming a major movement in Atlanta until the 1920s. He, however, continued to speak out against Zionism until he retired from The Temple in 1946. He died in 1962.

Photo source: Courtesy of the Cuba Family Archives for Southern Jewish History at The William Breman Jewish Heritage Museum

SOURCE SHEET 13

**Golda Meir
(1898-1978)**

Though born in Kiev, Ukraine, in 1898, Golda Meir's family immigrated to Milwaukee, Wisconsin, in 1906 because of economic hardship in her country of birth. Her Zionist beliefs took root while she was a high school student. At one point in her life, Meir stated, "There is no Zionism except for the rescue of Jews." After she married, Meir and her husband immigrated to Palestine in 1921. While in Palestine, she served in a number of positions for various companies and organizations. She eventually worked her way up the ladder in the government, holding senior leadership positions and even attempting to persuade the king of Jordan to leave Israel alone after it declared independence in 1948. The king denied this request.



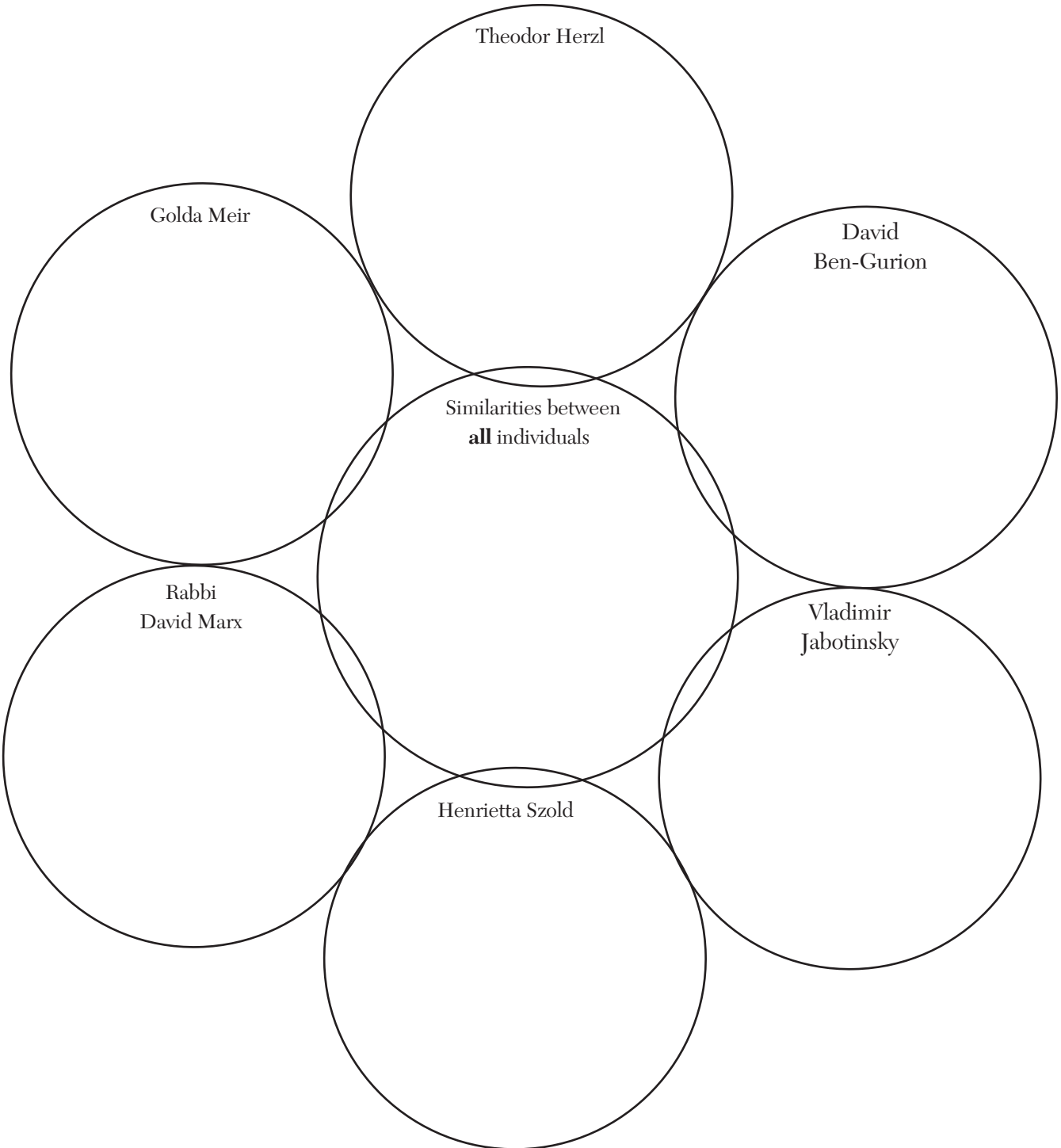
Meir became Prime Minister of Israel (a title previously held by fellow Zionist David Ben-Gurion) in 1969 at the age of 71, after serving as ambassador to the Soviet Union, Minister of Labor and National Insurance, and Foreign Minister. As Prime Minister, she helped guide Israel through the hostage situation and massacre of the Israeli Olympic team at the 1972 Munich Olympic Games and the Yom Kippur War in 1973.

Photo source: Library of Congress

WORKSHEET 1

Zionists Graphic Organizer

Name: _____



Three

Letters from the Jewish Homeland

Goals:

Until 1948, the area we now know as Israel was called Palestine. In 1949, the United Nations admitted the State of Israel as a member nation after many years of a Zionist movement to create a recognized homeland for the Jews. This activity, designed for one class period, allows students to learn some personal stories about two of Europe's Jews who moved to Israel after World War II. At the end of the lesson, students will be able to answer:

- Why did many Jews move to Israel after the Holocaust?
- How did these Jews feel about moving to Israel?

Materials Needed:

Computer/tablet with Internet access, projector, eyewitness testimony biographies (Source Sheet 14, page 30), multiple computers/tablets with Internet access for student use, index cards (4 x 6, no lines), colored pencils/markers, optional – copies of map of Europe and Israel (Source Sheets 15 and 16, pages 31 - 32)

Preparation:

Print copies of the eyewitness testimony biographies (Source Sheet 14, page 30) and pull-up the following eyewitness testimonies from the United States Holocaust Memorial Museum on your computer:

Leah Hammerstein: <https://bit.ly/2RniSf7>

Rifka Muscovtiz Glatz: <https://bit.ly/2R36EsO>

Activity:

Hook: Allow students to watch 3-4 minutes of this video of some images of Israel: <https://bit.ly/2q18U3b>, and ask students what they noticed in the images (possible responses: colorful, different landscapes). This is the place that Jews identify as their homeland, and the United Nations recognized it as such in 1948.

1. Explain the following: After World War II ended in 1945, many Jews victimized during the Holocaust had no home in Europe to return to, so many wanted to move to Palestine, the land Jews identify as their Biblical homeland. The immigration issue became too much for the British who had control of the region, so they handed it over to the United Nations. When the United Nations voted to create a Jewish State in 1947, Arabs primarily inhabited the region. The creation of a Jewish state caused (and still causes) violence in the region between Palestinians and Israelis. Regardless of the discontent, many Jews moved to Israel in the post-war years, and their families and other immigrants still live there today.

2. Pass out the short biographies of Leah Hammerstein, and Rifka Muscovtiz Glatz, and have students read about each survivor. Then, discuss the differences between the two. For example: Where did each woman come from? How did each get to Palestine/Israel?
3. Then, as a class view the eyewitness testimonies for both women and discuss them. How did each feel about moving to Palestine/Israel? Why was this move significant for each of them? What does this testimony provide that the biography did not?
4. Pass out index cards and colored pencils/markers. Each student will create a postcard to send to a family member or friend, from the viewpoint of Leah or Rifka, living in Palestine/Israel. On the front of the postcard, students should choose a city or landscape from Israel (you can replay the video from the beginning of the lesson OR allow students to do some independent research on Israel via classroom computers/tablets) and draw/color it. On the back of the postcard, students should write a short note to a family member/friend about “their” (Rifka/Leah’s) new life in Palestine/Israel.

Differentiation:

If members of the class struggle with reading comprehension or fluency, you can read/ have a fluent reader read the biographies aloud. Additionally, have closed-captioning on the eyewitness testimony videos. Finally, if students are struggling to find inspiration for postcards, you can show them samples of postcards online.

Extension:

For early finishers, or to extend this lesson, print out blank maps of Europe (Source Sheet 15, page 31), and have students fill in where Leah and Rifka were born. Have students do the same with Israel (Source Sheet 16, page 32), where Leah and Rifka immigrated. They will need copies of the biographies from the lesson and Internet/computer access for this activity.

SOURCE SHEET 14

RIFKA MUSCOVITZ GLATZ

Rifka was raised in a religious family in Debrecen [in modern-day Hungary]. In the early 1940s, her family moved to Cluj (Kolozsvár) in Northern Transylvania, annexed to Hungary from Romania in 1940. In 1944, she and her family were forced to leave their house in Cluj. They were rounded up by Hungarian troops helping the Nazis and taken to a brick factory where they stayed for a month. In June 1944, Rifka was transported to the Bergen-Belsen concentration camp. Eight months later she was transported to Switzerland. She sailed to Palestine in September 1945. She was sent to a kibbutz* upon arrival, rejoining her mother in Haifa three years later. Her brother joined the navy. Rifka immigrated to the United States in 1958.

LEAH HAMMERSTEIN SILVERSTEIN

Leah grew up in Praga, a suburb of Warsaw, Poland. She was active in the Ha-Shomer ha-Tsa'ir Zionist youth movement. Germany invaded Poland in September 1939. Jews were forced to live in the Warsaw ghetto, which the Germans sealed off in November 1940. In the ghetto, Leah lived with a group of Ha-Shomer ha-Tsa'ir members. In September 1941, she and other members of the youth group escaped from the ghetto to a Ha-Shomer ha-Tsa'ir farm in Żarki, near Częstochowa, Poland. In May 1942, Leah became a courier for the underground, using false Polish papers and traveling between the Krakow ghetto and the nearby Plaszow camp. As conditions worsened, she escaped to Tarnow, but soon decided to return to Krakow. Leah also posed as a non-Jewish Pole in Częstochowa and Warsaw, and was a courier for the Jewish National Committee and the Jewish Fighting Organization (ZOB). She fought with a Jewish unit in the Armia Ludowa (People's Army) during the Warsaw Polish uprising in 1944. Leah was liberated by Soviet forces. After the war she helped people emigrate from Poland, then moved to Israel herself before settling in the United States.

* **Kibbutz:** A community where Jews live, work, and play together, originally on a farm in Palestine. Today, Jews in a kibbutz do not have to live and work on a farm, but can work in industry or technology. A kibbutz gives individuals a sense of identity and belonging.

SOURCE SHEET 15

Map of Europe



SOURCE SHEET 16

Map of Israel



Source: *d-maps.com*



Four

Antisemitism from its Origins

Goals:

Antisemitism did not begin or end with the Holocaust in the 1930s-40s. The roots of antisemitism began in earnest with the early Christian church over two thousand years ago, and it remains a global problem today. At the end of the lesson, designed for one class period, students will be able to answer:

- What is antisemitism?
- In what ways were Jews used as a scapegoat in European history?
- How did propaganda in Europe contribute to the problem of antisemitism?

Materials Needed:

Computer/tablet with Internet access, projector, speakers, propaganda posters (Source Sheets 17-19, pages 35-37), National Archives “Analyze a Poster” document (Worksheet 2, page 38), 5-6 computers/tablets with Internet access for student use

Preparation:

Print out two copies (color preferred) of each of the anti-Semitic propaganda posters (Source Sheets 17-19, pages 35-37). You may choose to laminate them or put them in page protectors since students will be handling these, especially if you have multiple classes doing this activity. Then, print out a copy of the “Analyze a Poster” document (Worksheet 2, page 38) for each student.

Activity:

Hook: Write the word antisemitism on the board and its definition: hatred and/or prejudice towards Jewish people, and show the following thirteen-minute video created by the United States Holocaust Memorial Museum: *European Antisemitism from its Origins to the Holocaust*: <https://bit.ly/2Wb1Gc5>

1. Allow students to share both their reactions to the video along with any questions they might have about it.
2. Divide students into five or six groups (approximately four students per group), and give each student a copy of the “Analyze a Poster” document (Worksheet 2, page 38). Even though students are discussing and looking at the propaganda as a group, they should complete their analysis independently.
3. Give each group one of the three examples of propaganda (Source Sheets 17-19, pages 35-37).

4. As a group, students will work through the poster analysis document. If students would like to use the Internet to translate words in their propaganda, they may do so. They may also look up what other historical events occurred the same year the propaganda was created.
5. After completing the poster analysis document, have each student write a summary of the propaganda poster in paragraph format (they can do this on the back of their sheet).
6. Choose three students (one that represents each of the three posters), and allow them to share their analysis summary for the class. You may project the propaganda poster on your screen to give the entire class a larger view of the propaganda each student discusses.
7. Allow students to discuss how these different examples of propaganda could have shaped public opinion of Jews. Be sure to clarify that individuals viewing these examples of propaganda are doing so in different contexts and at different speeds (for example, not everyone believed the propaganda right away; sometimes it took a while for people to start believing the antisemitic tones of the propaganda).
8. At the end of the lesson, emphasize that the propaganda posters students viewed during the lesson are from the World War II era, but antisemitism still exists today and primary sources showcasing modern antisemitism are in the news regularly (see the extension activity below for an example of a primary source reflecting on modern antisemitism).

Differentiation:

For students that are new to primary source analysis or for your developing/beginning learners, a simpler version of the Poster Analysis document is available here: Poster Analysis Version 2 - <https://bit.ly/2W48yHX>. Students may also discuss the questions on the document rather than writing about it.

Extension:

For early finishers, or as an extension activity, students can analyze two or all three propaganda posters.

AND/OR

As a class listen to the following six-minute podcast (Voices on Antisemitism) about combatting modern antisemitism:

Niddal El-Jabri Podcast: <https://bit.ly/2XGqw3K>

SOURCE SHEET 17



*"Der ist Schuld am Kriege!" (Published 1943).
Translation: "He is guilty for the war!"
Courtesy Library of Congress*

SOURCE SHEET 18



*"Juden Sind Hier Unerwünscht" 1936.
Translation: "Jews are not wanted here."
Courtesy United States Holocaust Memorial Museum*

SOURCE SHEET 19



*"Der Giftpilz" (Children's Book Cover), 1939.
Translation: "The Poisonous Mushroom"
Courtesy Echoes and Reflections*

WORKSHEET 2

Analyze a Poster

Meet the poster.

Quickly scan the poster. What do you notice first?

Observe its parts.

WORDS

Does it have a message printed on it?

Are there questions or instructions?

Does it say who created it?

VISUALS

List the people, objects, places, and activities in the poster.

What are the main colors used?

Are there any symbols?

Does the poster try to persuade mainly through words, visuals, or both equally?

Write one sentence summarizing this poster.

Try to make sense of it.

When is this from?

What was happening at the time in history this poster was created?

Who do you think is the intended audience?

Why was it created? List evidence from the poster that tells you this.

Use it as historical evidence.

What did you find out from this poster that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php



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