



The Jewish Education Center Of Cleveland
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The Jewish Education Center of Cleveland's
Response Curriculum
The Battle Over Kosovo

Overview

Today's news again brings us face to face with the horrors of war and the Jewish imperative to act. For a world tired of wars and ethnic rivalries, the events in Kosovo remind us that the fight against evil is an ongoing battle. This is a lesson well worth repeating for our students.

The Curriculum Resources Department of the Jewish Education Center of Cleveland (JECC) has developed this particular resource to assist schools in developing appropriate Jewish responses to the war in Yugoslavia.

We would appreciate being informed of any school responses to this tragic situation.

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In this resource packet you will find:

- Background Information
- Maps
- Photos
- Text Study & Classroom Activities
- Resources

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BACKGROUND FOR ADULTS

A Kosovo Primer: A background on the Balkan conflict

How It Came To War

Last summer, in response to the Kosovo Liberation Army's guerrilla campaign for independence from Serbia, President Milosevic launched a brutal offensive against the region's ethnic Albanian majority. Serb forces attacked the civilian population, destroying villages and driving hundreds of thousands of Kosovar Albanians from their homes. Civilian casualties and the mounting refugee crisis prompted NATO countries to threaten military action against Milosevic. In October, under threat of NATO air strikes, Milosevic signed a cease-fire agreement with U.S. envoy Richard Holbrooke.

Western diplomats had hoped that the cease-fire and the harsh Balkan winter would give them an opportunity to press both the Serbs and the KLA into a peace deal. But by January the conflict was back on the boil, with the massacre of 45 civilians by Serb forces in the village of Racak signaling the failure of the October deal. In February, NATO demanded that both sides meet in France and sign on to a Western-authored peace deal, or face military pressure. Two weeks of talks at Rambouillet failed to produce results after both the Serbs and the KLA refused to accept the deal. When the talks reconvened in mid-March, the KLA accepted the peace deal, but the Serbs refused. Milosevic then escalated the crisis by launching another large-scale offensive in Kosovo. Stopping that offensive is the principal objective of NATO's current air strikes.

Claims on Kosovo: Why They're Fighting

Kosovo is a province of Serbia, the core of the former Yugoslavia. Because 90 percent of its population are of Albanian rather than Serb origins, the region enjoyed a high degree of autonomy in the old Yugoslavia. President Slobodan Milosevic revoked that autonomy in 1989 in keeping with his nationalist campaign for a "Greater Serbia." As the site of an historic defeat by the Ottoman empire in the 14th century, Kosovo has great emotional significance to Serbian nationalists.

The revoking of Kosovo's autonomy sparked the current conflict, as the territory's ethnic-Albanian majority sought to restore their cultural rights. The Kosovo Liberation Army (KLA) has radicalized the conflict by taking up arms and demanding full independence in the face of Serb determination to hold on to the province.

U.S. Involvement: Why Do We Care?

The Serbs' campaign to eliminate the KLA has driven hundreds of thousands of ethnic-Albanian from their homes, creating an unavoidable humanitarian catastrophe and a potential continent-wide refugee problem. The conflict threatens to draw in neighboring Albania and Macedonia, as well as more distant powers such as Russia (who have ethnic and religious ties to the Serbs) and Iran (out of concern for the Albanians, who are Muslim).

The U.S. and NATO: What Do They Want?

NATO opposes independence for Kosovo on the grounds that this would spur secessionist movements elsewhere and destabilize an already volatile region. At the same time, it believes that there can be no stability under the status quo. The U.S. and its NATO allies are trying to force both sides to accept a compromise -- restoring Kosovo's autonomy within the former Yugoslavia.

Obstacles to Peace: The Serbs

President Slobodan Milosevic has shown in the past that he only makes concessions when facing NATO military action. His political power was built on nationalist promises of a "Greater Serbia" and after failing in Bosnia and Croatia, losing Kosovo might be a death blow to his domestic political standing.

Obstacles to Peace: The KLA

A year ago they were still dismissed as an insignificant irritant by both the Serbs and moderate ethnic-Albanian leaders; now they're the dominant political voice in Kosovo and the war has forced the moderates to back their demand for full independence. Still, they're not a unified or well-organized group, and Western diplomats are not sure if they can be held to any deal. Besides, given what they've achieved in a year, they may not see any advantage in halting their campaign.

Problems of Peacekeeping

European allies want the U.S. to be part of a peacekeeping mission, but the Clinton administration will struggle to win congressional approval. U.S. military commanders are skeptical about putting personnel at risk in a situation where the warring factions have shown little enthusiasm for a Western-authored peace plan. And there's a fear that, like in Bosnia, once the troops go in they'll have no easy way out.

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TIMELINE OF CONFLICT: Balkans 1940s to 1999

1940s

Following WWII, the Balkan states (which included Yugoslavia, Moldova, Bulgaria, Romania, Albania) fell to the communists, leading to discussions of a wider Balkan federation – including Yugoslavia, Bulgaria, Romania and Albania – united by communist ideology.

1946

Yugoslavia became a federated republic Jan. 1, and Marshal Josip Broz Tito became head of government; he was named president Jan. 13, 1953.

1948

Stalin feared Tito's growing power and in 1948 Moscow ousted Yugoslavia from the communist camp.

1980s

1980

Tito died May 4 and the absence of the man who had unified an ethnically diverse federation led the region to drift into a decentralized system with some measures of self-government for Yugoslavia's six constituent republics – Slovenia, Serbia, Croatia, Bosnia, Montenegro and Macedonia – and to the Serbian province of Kosovo, which is 90 percent ethnic Albanian. The development stirred resentment among Serbs.

1987

Feeding off the resentment, political rising star Slobodan Milosevic sparked nationalism by promising Serbs they would reclaim Kosovo. In September, Milosevic became leader of the powerful Serbian Socialist (formerly Communist) Party.

1989

March

The Serbian National Assembly ratified constitutional changes in March that returned Kosovo's judiciary and police to Serbian control. Rioting in the province followed, killing more than 20 people.

May

Milosevic was named president of Serbia, the largest of Yugoslavia's six republics including Bosnia, Croatia, Macedonia, Montenegro and Slovenia.

November

The Berlin Wall fell and communism crumbles across Europe. The eventual dissolution of the Soviet Union sparked nationalism in Yugoslavia's republics.

1990s

1990

During a party congress, Communists from Slovenia walked out to protest actions of the party representing Serbia, led by Slobodan Milosevic. The action led to the collapse of the party's hold on power and highlighted its inability to stem the increased fighting among ethnic groups.

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1991

Slovenia and Croatia and later the Muslim government of Bosnia-Herzegovina declared their independence. Bosnian Serbs threatened violence if the government split from the Yugoslavian federation.

1992

Fighting in Croatia spilled into neighboring Bosnia, where the republic's Serbs attacked Muslim towns and declared their own independent republic within Bosnia by April. The ensuing war pulled in Bosnian Serbs, Muslims and Croats and became one of the bloodiest conflicts in European history since WWII.

1994

The Bosnian Muslims and Croats declared a cease-fire to end a 10-month-old war. Originally allied against the Serbs in the Bosnian conflict, both sides began fighting in April 1993 staking their own areas of control in preparation for a three-way partition of Bosnia proposed by international mediators.

1995

August

U.N.-declared safe areas in Bosnia fell to Serb forces; NATO began a month-long bombing campaign against Bosnian-Serb forces.

November

The presidents of Serbia, Bosnia and Croatia initialed a U.S.-sponsored peace settlement for Bosnia in Dayton, Ohio, which ended the war and created two autonomous entities: the Federation of Bosnia and the Bosnian Serb Republic.

1996

The International Criminal Tribunal for the Former Yugoslavia in the Hague handed down its first sentence in its effort to prosecute Balkan war crimes, to a Croat foot soldier guilty of helping execute more than 1,000 Muslim civilians in Bosnia.

1997

Ten Bosnian Croats indicted on war crimes charges surrendered to the war crimes tribunal. The group included Bosnian Croat political leader Dario Kordic, 37, one of Bosnia's most notorious war crimes suspects.

1998

Yugoslav President Slobodan Milosevic launched a Serb offensive in February against ethnic Albanian separatists fighting for an autonomous Kosovo province.

1999

After unsuccessful attempts to negotiate a peace accord with Yugoslav President Slobodan Milosevic, NATO launched airstrikes against Yugoslavia, which marked its first attack against a sovereign nation since its creation 50 years ago.

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(Available on-line at:

<http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/timeline.htm>)

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Echoes from the killing fields of Kosovo

by: J.J. Goldberg

It's the Festival of Freedom, and once again Allied war planes are flying the skies of Europe to stop tyranny and protect the oppressed. The bombers that failed to arrive in time to save the doomed Jews of Europe a half-century ago are now speeding hope to the threatened Albanians of Kosovo. Finally, someone has learned from history.

So why doesn't it feel right?

Maybe because this war is turning out to be so much more complicated than it appeared at the outset. NATO bombings don't seem to be deterring the Serbian butchers, but rather spurring them on to greater atrocities. The fighting is creating a massive refugee crisis that may yet spread ethnic conflict to neighboring countries, starting with Macedonia. The bombings were supposed to stop the crisis in Serbia, not spread it.

Compounding our malaise is that it's so hard to follow. Most of us couldn't find Serbia, Macedonia or Kosovo on a map. Few of us are sure who the bad guys are, or why. To most of us they're a bunch of squabbling principalities with strange names.

Maybe, too, it doesn't feel right because this should be a clear-cut case of standing up to do the right thing, and yet Americans, the guardians of democracy, seem profoundly turned off to it all. It's not even clear what the right thing is.

It seemed so simple a few weeks ago. Serbia, the bully of the Balkans, had embarked on yet another orgy of "ethnic cleansing," this time against its own Albanian minority. Kosovo province, where Albanians predominate, was being turned into a killing field. It wasn't long ago that the Serbs were doing pretty much the same thing in nearby Bosnia. For three years, Bosnians were slaughtered or exiled by the tens of thousands while America and the West dithered. We couldn't let it happen again.

In a way, going to war over Kosovo was a sort of penance for all those times America didn't act fast enough in the past. For Bosnia. Rwanda. Cambodia. And, yes, for the Holocaust. For each time this great democracy stood idly by in the face of unspeakable horror. This time America had to act.

The echoes of the Holocaust in the Balkans are haunting. Ever since Yugoslavia broke up in 1991, the region has been a slaughterhouse. Serbia's ambition for an ethnically pure "greater Serbia" has led to carnage, mass internment and expulsions on a scale not seen in Europe since World War II. The language of blood and soil, the reports of massacres, the televised pictures of emaciated internees in concentration camps have left us feeling sure we've seen this before.

Nobody understood this better than Jews, And American Jewry has beginning with firm calls to action.

In the early 1990s, while Bosnia bled, Jewish organizations led the tiny chorus of voices demanding U.S. intervention. The Muslim-led Bosnian government even gave a seat in its UN delegation to a Jewish organizational official, the late Abe Bayer, of what is now the Jewish Council on Public Affairs, recognizing his role as a leading spokesman for their cause.

But there were contrary voices being raised, early on. Some Jews - left-leaning Holocaust survivor John Ranz of the "Generation After" group, elder statesman Jacques Torczyner of the right-leaning Zionist Organization of America - wondered aloud why the Jewish community was lining up against Serbia. The Serbs fought the Nazis heroically

during world War II, while their neighbors collaborated. Where was our historical memory? Our gratitude.

The parallels to Israel are eerie. Israel, like Serbia, sees itself standing alone against the world. Israel, like Serbia, is told by diplomats in striped pants that it must honor the rights of a Muslim minority living in its shadow and seeking independence. Israel, like Serbia, worries that this Muslim minority is no minority at all, but the bridgehead for a vast sea of Muslims ready to pounce.

Most Jews reject such hesitations as repugnant. Serbia, unlike Israel, "defends" itself by burning villages and butchering their inhabitants. It obstructs negotiations and laughs at its own agreements. It's an outlaw state.

Most of us probably agree with those Jewish organizations that supported the Kosovo bombing from the first. "As people who still live in the shadow of their own experience with genocide, we know all too well the cost of inaction in the face of 'ethnic cleansing,'" the Religious Action Center of Reform Judaism declared in a March 24 letter to the president. Most groups echoed it.

But those sentiments leave some very big questions unanswered. What happens when the bombings fail? Will we go the next step and send in ground troops? Are we prepared for a full- scale war over Kosovo?

"It was a mistake for the United States to go in without an exit strategy," says pro-Israel lobbyist Morris Amity. A former head of AIPAC, Amity is now vice chairman of the Jewish Institute for National Security Affairs, which opposes the bombings. "I don't think our vital interests are at stake. And frankly, the president has a credibility problem."

Confused? Of course. This is where the U.S. came in: bewildered dispirited, repulsed by the killing but unsure we can do anything. Doubtful that the cure is worth the price. And not too sure how we feel about the victims.

It's just how Americans felt during the Holocaust. Now perhaps we can understand that generation a little better. In a way, we've become them.

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Teacher's Note: Although, this article is intended for your background information, it can also be used in a high school class.

- 1. Ask students to read the article and underline sentences that echo with them or stimulate a "wow" response. Regroup into pairs and then ask students to share and discuss three of their underlined phrases with their partner(s). Discuss the key issues as a class.*
- 2. Is there a Jewish imperative to act? (monetary, military, etc.) Ask students to examine the Judaic sources in the "Responsibility To Others" section of this curriculum packet and develop a response..*
- 3. Invite a rabbi to discuss the main themes of the article from a Jewish perspective.*
- 4. Invite a local Federation staff member to discuss the main themes of the article from your Jewish community's perspective.*

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BACKGROUND FOR STUDENTS

The Kosovo Crisis Explodes

Can NATO bombs force the Serbs to make peace?

Yugoslavia's President Slobodan Milosevic has had plenty of chances to make peace. Leaders from around the world have tried to resolve the crisis in Kosovo, a troubled region of Yugoslavia. But Milosevic has refused to compromise. He wants to destroy Kosovo's rebel army. His Serbian army and police continue to kill Kosovo Albanians and drive them out of their homes (see TFK, 3/5/99). And he does not believe other nations have any business interfering in Yugoslavia's struggle. "What is at stake here is the freedom of the entire country," Milosevic said.

Last Wednesday, after a final attempt to talk Milosevic into a peace deal, the 19 nations that form the North Atlantic Treaty Organization (NATO) took drastic action. They launched a bombing mission against Yugoslavia's military forces.

Warplanes attacked Milosevic's military sites. Yugoslavs were urged to stock up on necessary supplies and head for underground bomb shelters. Yugoslav officials reported that 10 people died on the first day of the attack, and more than 60 were wounded.

President Bill Clinton knew the attack would be dangerous. But he said Milosevic's armies would continue to kill Kosovo Albanians if NATO didn't crack down. "We act to protect thousands of innocent people in Kosovo," he said Wednesday.

How The Trouble Began

The majority of Kosovo's people--90% of them--are ethnic Albanians. They speak the Albanian language and follow the Muslim religion. In the rest of Yugoslavia, Serbs, who are Christian, make up the majority. Milosevic is a Serb.

Kosovo has been a part of Yugoslavia since World War I ended in 1918. But from 1974 to 1989 it had a separate government. After that, Milosevic took control. He wants Kosovo to remain a part of Serbia under his rule.

Just over a year ago, the world began to hear troubling reports of Serb attacks on Kosovo Albanians. The Serbs were angry that Kosovo Albanians had formed their own army to fight for independence. As the bloodshed worsened, NATO members agreed to try to stop the fighting.

Last October, Milosevic signed a NATO deal to stop the attacks on the ethnic Albanians. But that cease-fire did not last. In recent months, the Serbs started attacking again, even after the Kosovo Albanians signed a peace treaty on March 18. So far, at least 2,000 ethnic Albanians have been killed, and more than 450,000 have been driven from their homes. Many have spent the winter stranded in Kosovo's hilly countryside.

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Keeping Kosovo Albanians safe is not the only reason for the attack. President Clinton pointed out last week that other nations could be drawn into the fighting.

"All around Kosovo, there are other small countries struggling with their own economic and political challenges," Clinton said, "countries that could be overthrown by a large new wave of refugees from Kosovo. All the ingredients for a major war are there."

Are We Fighting The Good Fight?

Not everyone supports NATO's action. Russia has a good relationship with Yugoslavia. Russia's Prime Minister was on his way to the U.S. last week when he heard about the bombing plan. He was so angry that he ordered his plane to return to Russia. China also spoke out against the air strikes.

Some Americans oppose the NATO attacks. They fear we're risking the lives of our armed forces in a faraway conflict that is none of our business and that may drag on for years.

NATO has plans to continue the attacks until Yugoslavia's army is wiped out, if that's necessary. "Unless President Milosevic complies with the demands of the international community, we're going to destroy his forces," said U.S. Army General Wesley Clark, supreme commander of the NATO forces. NATO leaders realize that's a tough position. But they remind the world that Milosevic can end this attack at any time simply by agreeing to return to the peace talks to find a better solution.

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(Available on-line at: http://www.pathfinder.com/TFK/worldreport/v4n22_kosovo.htm)

MAPS



PHOTOS

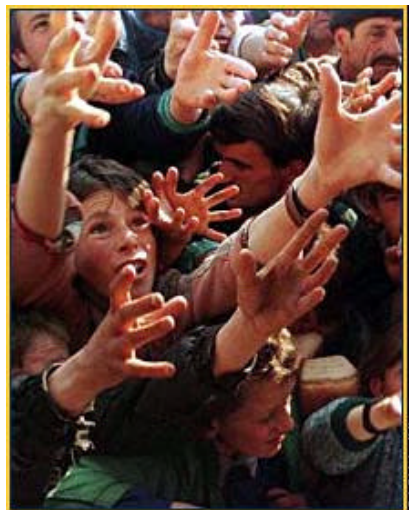
Of all the stories emerging from Yugoslavia since the NATO bombings began, those that touch our hearts most deeply are stories that describe the thousands of ethnic Albanians who are fleeing the Kosovo region. The UN Commission for Refugees estimates that more than 430,000 refugees have left Kosovo since March 24 to escape the war and persecution.



(Available on-line at: http://news.bbc.co.uk/hi/english/uk_politics/newsid_314000/314480.stm)



(Available on-line at: http://news.bbc.co.uk/hi/english/world/europe/newsid_314000/314588.stm)



Available on-line at: <http://www.cnn.com/SPECIALS/1998/10/kosovo/images/reaching.ap.jpg>)

TEXT STUDY & CLASS ACTIVITIES

Peace

1:18 וְיָאָאָה עֲדָוָה (Pirke Avot)

The world continues only because of three things: justice, truth and peace.

.וְיָאָאָה לְדָבָר יָשָׁר וְלְדָבָר אֱמֻנָה וְלְשָׁלוֹם וְיָאָאָה אֲחֵינוּ לְדָבָר

4:3 אֶעֱשֶׂה (Micah)

And G-d shall judge between many peoples,
 And shall decide concerning mighty nations afar off;
 And they shall beat their swords into plowshares,
 And their spears into pruning hooks;
 Nation shall not lift up sword against nation,
 They will never again learn about war.

וְיָשָׁר וְיָאָאָה לְדָבָר יָשָׁר וְלְדָבָר אֱמֻנָה וְלְשָׁלוֹם וְיָאָאָה אֲחֵינוּ לְדָבָר
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2:3-4 אֲבָעֻדָּה (Isaiah)

And the many peoples shall go and say:
 Come, let us go up to the mountain of Adonai
 To the House of the G-d of Jacob
 That G-d may instruct in us G-d's ways,
 That we may walk in G-d's paths . . .
 And they shall beat their swords into plowshares
 And their spears into pruning hooks;
 Nation shall not lift up sword against nation;
 They will never again learn about war.

אֲבָעֻדָּה וְיָשָׁר וְיָאָאָה לְדָבָר יָשָׁר וְלְדָבָר אֱמֻנָה וְלְשָׁלוֹם וְיָאָאָה אֲחֵינוּ לְדָבָר
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Making Connections With Students: Peace

1. Our students are seeing images of war and of refugees, both on television and in the print media. They overhear adults discussing the situation in Kosovo and can be confused and scared. It is important that they understand that the fighting and the issues are not in their immediate neighborhood. All adults wish for peace in the region, with swords being beaten into plowshares. It is important, too, that youngsters be encouraged to speak about Kosovo, including any fears they may have about the fighting. Age appropriate information on Kosovo is included elsewhere in this packet. Not all youngsters (and even many adults) understand the history of the situation, nor the context of the political response. Judaic studies teachers may need to explain some of the background, before putting the situation in a Jewish context.
2. Choose a few of the quotes that are appropriate to your age group and discuss: How do we know that peace is an important Jewish value? What from the quote tells you so? As partners with G-d, what can humans do to help bring peace to the world?
3. We are created *בְּצֶלֶם אֱלֹהִים* (*b'tzelem elokim* - in the image of G-d). As we praise G-d as a maker of peace (*וְשָׁלוֹם* - *oseh hashalom*) we too need to think of ourselves as peacemakers. What can students do to bring about peace in their classroom? their home?
4. Create a class collage using photos and headlines from the newspaper (including the Jewish press), as well as student illustrations of the various quotes on peace.
5. Create a Shalom Quilt, developing illustrations of the various quotes, above, on squares of fabric or construction paper. Add blank squares to fill out the shape of the quilt and make sure that the Hebrew word, *שָׁלוֹם* (*shalom* - peace), is in the center.
6. In pairs or individually, have students create poems that include a line or two from the quotes on peace as well as references to Kosovo.
7. The last source on p.13 is a prayer. In the Kosovo situation, who might offer this prayer? Ask students to write their own prayers from the perspective of the different groups affected by the war in Yugoslavia: Serbs, Albanians, NATO leaders or soldiers, a family of refugees, etc.



Responsibility to Others

וְיָדוּרְתֵיכֶם (*Devarim* [Deuteronomy]) 16:20

Justice, justice, you shall pursue.

וְיָדוּרְתֵיכֶם וְיָדוּרְתֵיכֶם

1:2 Úááà é÷øø (Pirke Avot)

By three things the world exists: On the *Torah*, on worship and on acts of loving kindness.
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2:5 Úááà é÷øø (Pirke Avot)

Hillel said, "Do not separate yourself from the community."
 :øááöä ì ì ùàøòú ì à :øí àà ì ì ä

àø÷éâ (Vayikrah [Leviticus] 19:16)

Do not stand idly by the blood of your neighbor, I am Adonai.
 :'ä èðà èðø í ä ì ò áí òú àì

ìéøãäðñ èì áá äáí ì ú (Babylonian Talmud Sanhedrin) 73b

How do we know that if a person sees another person drowning, mauled by beasts, or attacked by robbers, s/he is bound to save him? From the verse, "You shall not stand by the blood of your neighbor!" (Vayikrah [Leviticus] 19:16)

4:5 ìéøãäðñ äðùî (Mishnah Sanhedrin)

Therefore, only one person was created to teach you that whosoever kills a single soul, the Bible considers to have killed a complete world. And, whosoever sustains and saves a single soul, it is as if that person sustained a whole world.

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Maimonides, äøáú äðùî (Mishneh Torah)

The non-Jewish poor should be taken care of and clothed along with the Jewish poor for the sake of peaceful relations.

2:21 Úááà é÷øø (Pirke Avot)

We are not obligated to complete the work, but we also are NOT free to not begin it.
 .äðí ì ì èááì ì éøáç í á äúà àì á .øáí àì äèàì ì ä èéì ò àì

14 ìúð éáøã úááà (Avot D'Rabbi Natan)

"Other people's dignity should be as precious to you as your own." (Pirke Avot 2:15) How is this to be understood? This teaches that a person should treat others with the same dignity as s/he treats his or her own (dignity).

And, just as no one wants to have his or her own dignity trampled upon, so too a person should not want the dignity of others to be trampled upon.

Making Connections With Students: Responsibility To Others

1. Students who have studied the Holocaust can be asked to draw parallels between that historical situation and the current one. Draw a chart on the board, one half entitled Holocaust and the other half entitled Kosovo. As students discuss the two events, write their thoughts on the appropriate side of the chart. Focus especially on the response of the world then, as compared to the response of the world, now.
2. Discuss one or two of the quotes on responsibility in light of the Kosovo situation. Ask students to provide examples of the actions being taken to help the refugees for each of the quotes discussed.
3. Have students choose one of the quotes on responsibility and then look through newspapers or the internet to find examples of that quote being acted on in relation to Kosovo. Ask them to glue the article (or the appropriate paragraphs) to a sheet of paper with the quote on top. At the bottom, students write a paragraph or two connecting the quote to the article.
4. Ask students to imagine that they are "Thoughts," voices of a rabbi, who is getting ready to discuss Kosovo with the congregation. Orchestrate a conversation between the "Thoughts" to help the rabbi decide what to say. You could address the students as "Thought Brian" or "Thought Anna," and ask questions such as, "What will you say next?" or "What quote could you use?" or "How will you connect that Jewish idea to Kosovo?"



Offering Assistance in the form of תְּדָקָה (Tzedakah)

רַבִּי אָסִי אָמַר, תְּדָקָה שָׂוָה לְכָל הַמִּצְוֹת יוֹדָה יוֹדָה (Babylonian Talmud, Baba Batra) 9a

Rabbi Assi said, *Tzedakah* is equally important as all the other *mitzvot* put together.

Making Connections With Students: Offering Assistance in the form of תְּדָקָה

1. There is no doubt that the most important assistance we can offer the refugees from Kosovo is money. Each of the relief agencies insist that financial assistance is what will enable them to be of help to those who are now homeless.

Checks and envelopes should be marked "Kosovo Relief Fund" and mailed to any of the following:

The American Jewish Joint Distribution Committee
711 Third Avenue 10th Floor
New York, NY 10017

The Jewish Community Federation of Cleveland
1750 Euclid Avenue
Cleveland, OH 44115

American Jewish World Service
989 Avenue of the Americas 10th Floor
New York, NY 10018

2. Devote class תְּדָקָה (*tzedakah*) to Kosovo.

3. Create a special Kosovan תְּדָקָה (*tzedakah*) campaign for your school or congregation.

RESOURCES

All items are available from the
Ratner Media & Technology Center of the Jewish Education Center of Cleveland.

"All of this Country is Called Jerusalem," A Curriculum Guide about the Contemporary Rescue Operations of the American Jewish Joint Distribution Committee. (NY: Coalition for the Advancement of Jewish Education, with the assistance of the American Jewish Joint Distribution Committee, 1995).

A moving compendium of stories of refugees and their rescue, including the Jews of Sarajevo in 1994 and the Ethiopian Jews during the 1991 Operation Solomon rescue. Also includes teaching strategies.

Artson, Bradley Shavit. *It's a Mitzvah! Step-by-Step to Jewish Living.* (NJ: Behrman House, 1995).

There's a chapter included in this volume entitled, "*Rodef Shalom, Seeking Peace.*" Recommended for eighth graders through high school.

Ellicott, David M. Power, *War and Peace in Jewish Tradition.* (NY: The Coalition for the Advancement of Jewish Education and CLAL: The National Jewish Center for Learning and Leadership, 1991).

Offers quotes and teaching strategies. A good resource for middle and high school.

Janke, Rebecca Ann and Julie Penshorn Peterson, *Peacemaker's A,B,C's for Young Children: A guide for teaching conflict resolution with a peace table.* (Marine on St. Croix, MN: Growing Communities for Peace, 1995).

One of the connections young children can make is "creating peace" in their sphere of influence, the classroom. This book provides a framework for early childhood educators (through third grade) to create communities of peacemakers.

Johnson, David W. and Roger T. Johnson. *Teaching Students to be Peacemakers.* (Edina, MN: Interaction Book Company, 1997).

Specifically designed to help reduce violence in schools, this book offers students ways to deal with conflicts and manage anger. Teachers could help students make the connections between their actions to making peace in their own world, to the larger international issues.

Peace and the Persian Gulf War. (World Zionist Organization Torah Education and Culture Department, 1991).

A variety of materials that focus on war and peace within rabbinic tradition.

"Special Teachers Bulletins No. 1&2: The Gulf War." *Compass Magazine*, January 18, 1991 & February 11, 1991. (NY: Union of American Hebrew Congregations).

Contains a very good article by Gerald Kaye, "The Gulf War and Children's Fears," as well as some guidelines for helping students deal with the images they see on television news and in the newspapers.

Vorspan, Albert and David Saperstein. *Tough Choices: Jewish Perspectives on Social Justice.* (NY: Union of American Hebrew Congregations, 1992).

Developed for high school students, this book raises questions and offers Jewish perspectives on various social justice issues. See especially the chapter entitled, "Peace and International Affairs."