



# RATNER MEDIA & TECHNOLOGY CENTER

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**JEWISH  
EDUCATION  
CENTER  
OF CLEVELAND**  
2030 S. Taylor Rd.  
Cleveland Hts., OH  
44118

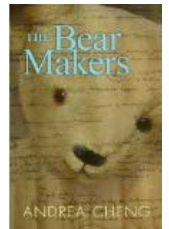
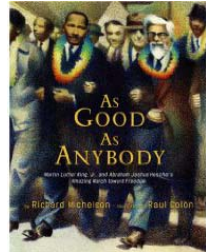
**Heather Lenson,  
Librarian**  
216-371-8288  
[www.jecc.org](http://www.jecc.org)  
Staffed Hours:  
Monday, Wednesday,  
Thursday  
8:30 am—5:00 pm

**Babaganewz** (Avi Chai/  
Jewish Family and Life!)  
for students and teachers  
in grades 4-8 is now  
available solely online at  
[www.Babaganewz.com](http://www.Babaganewz.com)

**Babaganewz.com** is an  
educational website in  
which activities and  
articles are featured that  
teach about Jewish  
values, traditions,  
life-cycle events and  
holidays. For each  
child-focused article,  
there is corresponding  
teacher support: lesson  
plans, additional  
resources, web activities,  
etc. The website also  
includes a "Parashah of  
the Week" video clip, an  
online parent's guide and  
eight years of back  
issues.

Jewish literature and resources can enhance general studies. Below are examples of how stories and resources with Jewish content can be integrated into the Ohio Academic Content Standards for Social Studies, adopted by the State Board of Education:

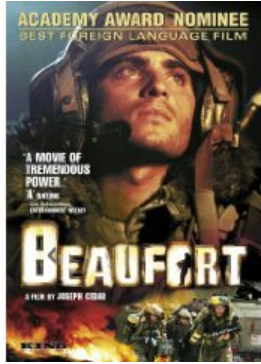
- In kindergarten—grade 2, students should be able *to recognize and explain the importance of symbols and landmarks of the United States*. Also, children are expected *to recognize stories of people from diverse backgrounds who have contributed to the heritage of the United States*. The book ***Naming Liberty*** (Jane Yolen, New York: Philomel, 2008) intertwines two stories with these themes. The first story is told by seven-year-old Gitl whose family is giving up their life in Eastern Europe for freedom in the United States. The second story tells how the Statue of Liberty was passionately created by French artist Frederic Auguste Barthodi and how it came to the United States.
- In grades 3-5, students are expected *to explain how citizens take part in civic life in order to promote the common good*. Also, they should be able *to identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government*. These statements are exemplified in the story, ***As Good as Anybody: Martin Luther King Jr. and Abraham Joshua Heschel's Amazing March Toward Freedom*** (Richard Michelson, New York : Alfred A. Knopf, 2008). The narrative, divided in two parts, chronicles how Martin Luther King, Jr. and Rabbi Abraham Joshua Heschel encountered prejudice. King faced racism in the South, while Heschel encountered anti-Semitism in Europe. These experiences led them to unite together and walk in the 1965 civil rights march from Selma to Montgomery, AL.
- In grades 6-8, students *compare characteristics of different types of governments*. Students will discover how life under a Communist government affected eleven-year-old Kata in the novel, ***The Bear Makers*** by Andrea Cheng (Asheville, NC: Front Street, 2008). Her father's factory was confiscated by the Hungarian Worker's Party. Kata's mother makes purses and stuffed bears to sell on the black market in order to support the family. The family fears the secret service and never wants to raise suspicion.
- In grades 9 and 10, students should be able *to analyze the consequences of oppression, discrimination and conflict between cultures*. These consequences are exemplified in ***The Apprentice's Masterpiece*** by Melanie Little (Buffalo, NY: Annick/Firefly, 2008). Living under the constant threat of the Spanish Inquisition in Cordoba in the late 1400's, two boys - one a *Converso* and one a Muslim - are victimized by the conflicts and prejudices of the period.
- In grades 11 and 12, students are expected *to critique data and information to determine the adequacy of support for conclusions*. Also, students should *develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue*. Israel's need to defend itself in the Middle East would make a strong research project. Students can refer to the reference guide ***On One Foot: A Middle East Guide for the Perplexed or How to Respond on Your Way to Class, When Your Best Friend Joins an Anti-Israel Protest, 2nd Ed.*** by Mitchell Bard (Chevy Chase, MD: American-Israeli Cooperative Enterprise, 2008). It is organized by topics - Roots of Conflict, Peace, Disputed Territories and Settlements, Human Rights, Refugees, Jerusalem, Violence and the United Nations. To help students advocate for a balanced view of the Middle East, students can examine the lesson plans on the CD ROM ***Eyes on Israel*** (Boston: CAMERA Committee for Accuracy in Middle East Reporting in America, 2007).



The standards are available on the **Ohio Department of Education** website at <http://ims.ode.state.oh.us/ode/ims/acs/Standards/Default.asp>.

These compelling films, available at the RMC, will trigger discussions in high school classes:

- **Knowledge is the Beginning: The Ramallah Concert.** UK: Warner Classics, 2006. 2 DVDs, 93 min. This documentary produced and directed by Paul Smaczny is about The West-Eastern Divan Orchestra established in 1999 by Israeli Daniel Barenboim and the late Palestinian writer Edward Said. The two men wanted the major religions to co-exist through music. The second DVD is the historically significant live concert performed in Ramallah in 2005. Through this film, students can examine the question, "Can Israelis and Palestinians live in a peaceful co-existence?"

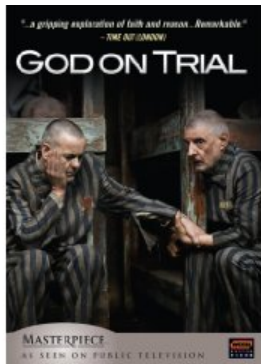


- **Beaufort.** Israel: Kino Int'l., 2008, DVD, 126 min., Hebrew with English subtitles.

This is a 2007 Academy Award Nominee for Best Foreign Film. The movie is based on the Ron Leshem book with the same title about the last days of the Israeli occupation of Southern Lebanon before the 2000 withdrawal. Young soldiers are dug into the Golan Heights around the Crusader Fort Beaufort. They know that they will be leaving, but due to politics they can not evacuate immediately. So, they are stuck there as sitting ducks, taking incoming mortar rounds, with no ability to fire back. They are scared, bored and frustrated. The unresolved dilemma will spark reactions from students about the position of the Israel Defense Forces in this unsuccessful mission.

- **Children of the Sun.** Israel: Lama Films, 2007, DVD, 70 min., Hebrew with English subtitles.

This film received the honor for the Best Documentary at the 2007 Jerusalem Film Festival. It is collection of footage shot at the first *kibbutzim* between 1930 and 1970. Adults share their positive and negative experiences in the collective ideological society, where they lived separately from their parents. They were called "Children of the Sun" because they were considered to be the children of the "Sun of Nations" Revolution in Israel.



- **God on Trial.** Boston: PBS/Hat Trick Productions, 2009. DVD, 86 min. Prisoners at Auschwitz facing the selection of death or hard labor hold a rabbinical court putting God on trial for the atrocities of the Holocaust. The trial takes place amid the sounds of the gas chambers. The question is raised, "How can there be evil in a universe ruled by an all-powerful, benevolent God?"

- **Sophie Scholl: The Final Days.** Germany: Zeitgeist Films, 2006. DVD, 117 min., German with English subtitles.

This was a 2005 Academy Award Nominee for Best Foreign Language Film. Sophie Scholl was a non-Jewish activist of the underground resistance group, The White Rose. This film is based on the records of her incarceration the last six days of her a life: from arrest to interrogation to

her trial and sentence in 1943 Munich. In the end, she gave her life, for her beliefs.

- **The Wave.** Grasshoff, Alexander, BN Publishing, 2008. DVD, 46 min.

This is the dramatization of a true experiment in a Palo Alto, California high school. A teacher set out to prove to his students that even in a free democratic society, a fascist youth movement can be created under the skillful manipulation of a charismatic leader. The results of the experiment present students with a thought-provoking answer to one of the most often asked and difficult to understand questions encountered in Holocaust studies, "How could it happen? How could an entire nation go along with something so awful?" A valuable tool for classroom teachers to aid the student in personal soul searching and in understanding the dynamics of group behavior in our society. A teacher's guide is available.

Unfortunately, the illustrated Holocaust book **Angel Girl** by Laurie Friedman (Minneapolis: Carolrhoda Books/Lerner, 2008) recommended in the Fall 2008 RMC Newsletter is a fraud. It is supposedly based on the true story of Mr. Rosenblat as a young boy in a concentration camp kept alive by a girl supplying him food through the wire fence. By chance, he reconnects with the girl as an adults in the United States and marries her. The only truth to the story is Mr. Rosenblat was in a concentration camp.