

Lesson Plan

Step 1: Start with the goals/questions

Goals:

What are the goals of this lesson?

Affective: Students will develop an opinion about how nations may address challenging episodes in their past.

Behavioral: Students will identify proudly with their personal family heritage.

Cognitive: Students will understand the four stages of persecution experienced by the Jews of Spain, culminating in expulsion.

Essential Questions/Big Ideas:

What deep questions and enduring understandings do we want students to be grappling with?

- 1.** Why were the Jews of Spain and Portugal expelled?
- 2.** Should governments apologize for historical atrocities? And can they?
- 3.** How have Sephardic Jews maintained their heritage even though they were expelled from Spain many centuries ago?

- 1.** Sephardic Jews are proud of their heritage and have managed to maintain their culture despite persecution and expulsion.
- 2.** Forced conversion did not spare the Jews of Spain from the consequences of the Inquisition.
- 3.** Jews whose ancestors were expelled from Spain, may choose to accept Spanish citizenship without forgiving historical wrongs.

Step 2: Learning Plan

Hook/Trigger (5 minutes)

Will I use a UED video, question, scenario...

Ask your students to consider the following question as a [think-pair-share](#) exercise.

1. Correcting history

In 2015, the Spanish and Portuguese governments began accepting citizenship applications from the descendants of the Jews once forcibly converted, massacred, and expelled from the Iberian Peninsula. This begs the question about whether countries can and should try to make amends for historical wrongs.

- Think of another historical wrong that doesn't relate to Jews. Has the country tried to make amends?
- If they didn't, should they? If they did, do you think they were successful?
- Are peoples / governments responsible for the sins of the past?
- Is it possible for countries to correct the sins of the past?
- What would it look like for a country to properly address a negative event in its history?

Learning Activity:

What am I using from UED resources (video, discussion question, game, debate)? Do these materials fit the unit goals/essential questions?

1. Video and Kahoot: (15 minutes)

Watch the [video](#) and play the Kahoot/review questions.

2. Historical fiction (20 minutes)

The Anusim were Jews who were forcibly converted to Christianity but preserved their Judaism in secret. Write a letter from the perspective of one of the Anusim to their child. In your letter, address the following questions.

- Why did you choose to convert outwardly to Christianity?
- What Jewish traditions do you preserve in secret?
- What are your fears?
- How do you hope that the future will be better?

Reflection:

How can I help students connect with the material on a deeper and personal level?

Discussion - Spanish citizenship (5 minutes)

In 2015, the Spanish and Portuguese governments began accepting citizenship applications from the descendants of the Jews once forcibly converted, massacred, and expelled from the Iberian Peninsula. Some argue that accepting this citizenship is tantamount to forgiving historical wrongs.

- If you could, would you accept Spanish citizenship?
- By accepting Spanish citizenship do you think Spanish Jews are forgiving the Inquisition?

Use this article to extend the conversation: New York Times, [Spain Pledged Citizenship to Sephardic Jews. Now They Feel Betrayed.](#)

Step 3: Assessment

Checking for Understanding:

Were my learning goals met?

Hand out slips of paper and have students complete an “exit ticket” before the end of the lesson.

1. What is one thing you learned today?
2. What is one thing you felt today?
3. What is one thing from today's class that you want to know more about?

What to think about when lesson planning:

- Is my lesson being driven by the goals/essential questions?
- Is the UED video the hook or the learning activity?
- Do I have to adjust for the age levels of my students (excerpts, simplify the questions...)?