

What Would You Do?

Teachers Resource

Total class time: 1 hour

Goals

1. To effectively learn about the work of World ORT in the first half of the 20th century
2. To understand the self as an empowered agent in a position to make change
3. To see history as more than just a series of facts, but the key to understanding the past, present, and future.

Pedagogical Method

Students will learn using Merrill's Principles of Instruction, a meta-theory of instructional design that distills the most effective teaching methods from across educational theory. The principles are anchored by a **task-centered** approach, an educational model where students are given real-world problems to solve. For this end, all content in the following module will be centered by case studies.

The task-centered cycle is split into 4 key stages:

1. **Activation principle** – students learn better when recalling prior knowledge as they learn new material, and doing so in a structured manner (Fig. 2)
2. **Demonstration principle** – students learn better when they see an example of the skills they will learn (Fig. 3)
3. **Application principle** – students learn better when performing new skills and receiving productive feedback through their applicative process (Fig. 4 and 5)
 - a. Encourage students to think as creatively as possible in this stage, and provide scaffolding as needed when students are unable to complete the applicative task.
4. **Integration principle** – students learn by internalizing their work through presentation, conversation, and reflection

Content

This lesson will consider the history of European Jewry between the end of World War I and the start of World War II. It is meant to enable students to engage critically with history as a lived experience as well as World ORT as a philanthropic organization.

Throughout the lesson, students will be asked to extend their facts to real-life problems. They will tackle the same issues World ORT faced in the first half of the 20th century, emerging from this lesson with a deeper understanding of World ORT’s mission to assist Jews in becoming entrepreneurial, self-sufficient, and self-reliant.

World ORT in the Aftermath of World War I

Part 1: The Effects of World War I **Principle**

| **Activation**

Write the following question on the board:

“What do you know about the aftermath of World War I?”

Use slides 2 to 5 to provide students with key facts about the war.

(5
minutes)

Ask students, “With these key facts, what do you think actually happened after the war ended? What did the world look like?” **Write** their responses on the board in a chart with the heading ‘What we think we know’. (Fig. 2)
(5 minutes)

Use slides 6 to 9 to provide scaffolding questions: what happened to places that were bombed? What happened to economies that were focused on creating weapons, uniforms and other war materials? What happened to families who lost their loved ones? What happened to people who had to flee their homes?

Extend the original ‘What we think we know’ chart with a second column ‘What we learned’.

Use slides 10 to 12 to **connect** students’ responses with the 3 key takeaways

(5 minutes)

Part 2: Analyzing the role of World ORT following World War I

Use slides 13 and 14 to introduce the lesson

(3 minutes)

Provide one example (ORT)
Demonstration Principle

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(8 minutes)

- Today we will split into small groups and each will examine a case study that describes a different place where Jews struggled. We will isolate the specific issues of the case study and work together to think about possible solutions for these problems. Could we turn to education? How about moving the Jews to a new location?
- So that we all understand exactly what we will be doing for the next 20 minutes, let us turn together to the example of ORT itself.

Use the first handout entitled **Practice Case Study: ORT after World War I**

- Isolate three possible answers, and
- Solve three possible answers: **see slides 16 and 17**
- Describe what ORT actually did to solve its existential crisis:
- Explain that after working together to solve World ORT's crisis at the end of World War I, the class will now divide into 5 small groups to practice with their own case studies.
- Following this process, one student from each small group will present the findings of their case study to the class. Each presentation will last two minutes.

Split class, hand out case studies and start group work
Application Principle

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(15 minutes)

- Case studies of Poland, Lithuania, France, Berlin, and the Ghettos for 5 small groups.

Encourage students to think as creatively as possible and provide scaffolding questions as necessary.

Hand student groups a second sheet that contains information on what World ORT actually did to help in each case study.

Instruct students to follow the new prompts and compare and contrast the solutions of their group vis-a-vis World ORT. **Remind** students to choose a representative for their 2-minute case study class presentation. (5 minutes)

Part 3: Student discussion |

Integration Principle

Begin student presentations, two minutes per country.

(10 minutes)

Discuss as a class

- What was similar across these case studies? What solutions were successful? Which were not? How could we apply this process of problem isolation and solution brainstorming to the problems we see around us today?

(7 minutes)

Conclude lesson with a final fact

- Before WWII, World ORT had 306 day schools, evening courses, artisan improvement workshops, employment bureaus, diploma preparation courses, farm cooperatives, industrial cooperatives, and training plants. It overcame tremendous barriers that we have witnessed today, and helped over 500,000 people in the first two decades of its existence.

We gratefully acknowledge the contribution of Yaffa Fogel in the development of these materials