

# Europeana Learning Scenario

## Title

**Medieval anti-Judaism and modern anti-Semitism**

## Author(s)

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## Summary

### Table of summary

Subject	History, Civic Education, Sociology
Topic	Anti-Judaism, Anti-Semitism, Religious (In)Tolerance, Stereotypes
Age of students	15-18
Preparation time	90'
Teaching time	120'
Online teaching material	<p><b>The Ancient Roots of Anti-Judaism</b> – <a href="https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism">https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism</a> (video resource explaining the roots of anti-Judaism in Europe)</p> <p><b>OneNote</b> - <a href="https://products.office.com/en-us/onenote/digital-note-taking-app">https://products.office.com/en-us/onenote/digital-note-taking-app</a> (digital tool which students can use to make lists of unfamiliar, unclear or new terms/words/phrases)</p> <p><b>Timetoast</b> - <a href="https://www.timetoast.com/">https://www.timetoast.com/</a> (digital tool which students will use to make timeline)</p> <p><b>Wikipedia</b> - <a href="https://en.wikipedia.org/wiki/Stereotypes_of_Jews">https://en.wikipedia.org/wiki/Stereotypes_of_Jews</a> (online webpage with the list of stereotypes. The students will use the list in order to compare the narrative source to visual material)</p>
Offline teaching material	/
Europeana resources used	<ol style="list-style-type: none"> <li>Fortress of Faith <a href="https://www.europeana.eu/portal/en/record/9200397/BibliographicResource_3000126264857.html?q=fortress+of+faith#dclid=1549142719220&amp;p=1">https://www.europeana.eu/portal/en/record/9200397/BibliographicResource_3000126264857.html?q=fortress+of+faith#dclid=1549142719220&amp;p=1</a></li> <li>Liber Chronicarum <a href="https://www.europeana.eu/portal/en/record/90402/RP_P_2016_49_40_5.html?q=liber+chronicarum#dclid=1549200240648&amp;p=10">https://www.europeana.eu/portal/en/record/90402/RP_P_2016_49_40_5.html?q=liber+chronicarum#dclid=1549200240648&amp;p=10</a></li> <li>Liber Chronicarum – full manuscript in color:</li> </ol>

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- [http://www.europeana.eu/portal/en/record/07931/diglit\\_is00309000.html?q=iber+chronicarum#dclid=1550413833348&p=1](http://www.europeana.eu/portal/en/record/07931/diglit_is00309000.html?q=iber+chronicarum#dclid=1550413833348&p=1)
4. Peregrinatio in terram sacram – full manuscript:  
[https://www.europeana.eu/portal/en/record/0940429/\\_nnwp3l4.html?q=Peregrinatio+in+terram+sanctam#dclid=1550413833348&p=1](https://www.europeana.eu/portal/en/record/0940429/_nnwp3l4.html?q=Peregrinatio+in+terram+sanctam#dclid=1550413833348&p=1)
  5. Missale ad usum – full manuscript:  
[https://www.europeana.eu/portal/en/record/9200519/ark\\_12148\\_btv1b5500\\_6386w.html?q=missale+ad+usum+parisiensis#dclid=1549207508860&p=1](https://www.europeana.eu/portal/en/record/9200519/ark_12148_btv1b5500_6386w.html?q=missale+ad+usum+parisiensis#dclid=1549207508860&p=1)
  6. Image of Jews:  
[https://www.europeana.eu/portal/en/record/9200122/BibliographicResource\\_1000056121013.html?q=christ+among+doctors#dclid=1549799102230&p=1](https://www.europeana.eu/portal/en/record/9200122/BibliographicResource_1000056121013.html?q=christ+among+doctors#dclid=1549799102230&p=1)
  7. Image of Jew:  
[https://www.europeana.eu/portal/en/record/09403/o\\_rehi\\_5270.html?q=jude#dclid=1549799102230&p=4](https://www.europeana.eu/portal/en/record/09403/o_rehi_5270.html?q=jude#dclid=1549799102230&p=4)  
<https://www.europeana.eu/portal/en/record/15501/008027.html?q=jude#dclid=1549799102230&p=8>  
<https://www.europeana.eu/portal/en/record/15501/007802.html?q=jude#dclid=1549799102230&p=8>
  8. Blindness of the Jews:  
[https://www.europeana.eu/portal/en/record/9200397/BibliographicResource\\_3000126265564.html?q=Breviari+d%27Amor#dclid=1550354967955&p=1](https://www.europeana.eu/portal/en/record/9200397/BibliographicResource_3000126265564.html?q=Breviari+d%27Amor#dclid=1550354967955&p=1)
  9. Mocking of Christ:  
[https://www.europeana.eu/portal/en/record/9200397/BibliographicResource\\_3000126259255.html?q=harley+957#dclid=1550366247365&p=1](https://www.europeana.eu/portal/en/record/9200397/BibliographicResource_3000126259255.html?q=harley+957#dclid=1550366247365&p=1)
  10. Jewish hat:  
[https://www.europeana.eu/portal/en/record/9200520/ark\\_12148\\_bpt6k9400\\_936h.html?q=christian+maurice+engelhardt#dclid=1550366340437&p=1&rp=6](https://www.europeana.eu/portal/en/record/9200520/ark_12148_bpt6k9400_936h.html?q=christian+maurice+engelhardt#dclid=1550366340437&p=1&rp=6)

### Modern resources:

1. Anti-semitic propaganda:  
[https://www.europeana.eu/portal/en/record/2058618/object\\_KUAS\\_7735815.html?q=juden+karikatur#dclid=1550414159943&p=1](https://www.europeana.eu/portal/en/record/2058618/object_KUAS_7735815.html?q=juden+karikatur#dclid=1550414159943&p=1)  
[https://www.europeana.eu/portal/en/record/2058618/object\\_KUAS\\_7735816.html?q=juden+karikatur#dclid=1550414159943&p=1](https://www.europeana.eu/portal/en/record/2058618/object_KUAS_7735816.html?q=juden+karikatur#dclid=1550414159943&p=1)
2. Der Ewige Jude:  
[https://www.europeana.eu/portal/en/record/2048043/ProvidedCHO\\_Universit\\_t\\_Osnabr\\_ck\\_Historische\\_Bildpostkarten\\_2796.html?q=jude#dclid=1549799102230&p=1](https://www.europeana.eu/portal/en/record/2048043/ProvidedCHO_Universit_t_Osnabr_ck_Historische_Bildpostkarten_2796.html?q=jude#dclid=1549799102230&p=1)
3. 19<sup>th</sup> century:  
[https://www.europeana.eu/portal/en/record/08547/sgml\\_eu\\_php\\_obj\\_gr011200.html?q=jude#dclid=1549799102230&p=1](https://www.europeana.eu/portal/en/record/08547/sgml_eu_php_obj_gr011200.html?q=jude#dclid=1549799102230&p=1)  
Triumph of the Church:  
[https://www.europeana.eu/portal/en/record/2048429/item\\_ZMCRFXZRWSRD\\_SEJLEM4KPFJH2YYPF3UY.html?q=what%3A%22Jodendom%22#dclid=1549806117005&p=5](https://www.europeana.eu/portal/en/record/2048429/item_ZMCRFXZRWSRD_SEJLEM4KPFJH2YYPF3UY.html?q=what%3A%22Jodendom%22#dclid=1549806117005&p=5)
4. Der Rabbiner:

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- [https://www.europeana.eu/portal/en/record/08547/sgml\\_eu\\_php\\_obj\\_z0046200.html?q=what%3A%22Antisemitismus%22#dclid=1550414232533&p=1](https://www.europeana.eu/portal/en/record/08547/sgml_eu_php_obj_z0046200.html?q=what%3A%22Antisemitismus%22#dclid=1550414232533&p=1)
5. Anti-Semitic poster:  
[https://www.europeana.eu/portal/en/record/08547/sgml\\_eu\\_php\\_obj\\_p0006885.html?q=what%3A%22Antisemitismus%22#dclid=1549804785087&p=2](https://www.europeana.eu/portal/en/record/08547/sgml_eu_php_obj_p0006885.html?q=what%3A%22Antisemitismus%22#dclid=1549804785087&p=2)

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## Integration into the curriculum

This lesson can be integrated in WWII lessons in History classes, confronting stereotypes and prejudice in Civic Education. Moreover, it can be used in Sociology in lessons which deal with stereotypes, prejudice, intolerance, hate speech or propaganda.

## Aim of the lesson

The aim of the learning scenario is to understand that anti-Semitism is not exclusively modern phenomenon and that the roots of anti-Semitism can be traced back to medieval time. Stereotypical representation of the Jews is rooted in the European culture. Prejudice and stereotypes towards Jews from medieval time can be compared and connected to modern anti-Semitism.

### Outcomes of the lesson plan

#### In History class:

1. analyze visual materials (videos, images), describe and identify the portrayal of Jews from medieval to modern times;
2. list and describe narrative stereotypes and myths about Jews from medieval era;
3. explore change and continuity in visual representation of Jews throughout history;
4. compare visual representation of Jews from medieval era and modern times;
5. develop critical attitude towards stereotypes, myths and rumors;
6. make/produce timeline of representation of the Jews from medieval to modern times (using Europeana visual material);
7. distinguish anti-Judaism and anti-Semitism and understand how anti-Judaism had influence in the development of anti-Semitism.

#### General aims:

1. use Europeana collections to search for resources;
2. develop the skill of working in groups and collaboration skills;
3. understand the issue of intellectual property and copyright and learn how to correctly attribute content;
4. use digital online educational tools and gadgets in order to develop ICT skills.

## Trends

- Student Centered Learning: students and their needs are at the center of the learning process
- Collaborative Learning: a strong focus on group work
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli
- Mobile learning: accessing knowledge through smartphone and tablets
- BYOD: Students bring their own mobile devices to the classroom

## 21<sup>st</sup> century skills

- Collaboration and communication –by working in groups and producing the timeline together
- Digital literacy – by using digital tools; by learning how to credit content properly
- Creativity – by making timeline and blog
- Critical thinking – by questioning the stereotypical visual representation of the Jews

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	The teacher introduces the lesson, the aims of the lesson and gives instructions of methods of work.	5'
<b>Discussion</b>	The teacher and the students discuss in order to answer following questions: 1. What are stereotypes? 2. Which are the most common stereotypes about the Jewish community and its members? 3. When did anti-Semitism develop and arise? 4. What is anti-Judaism?	10'
<b>Watching video</b>	The students watch the video "The ancient roots of anti-Judaism" <a href="https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism">https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism</a>	12'
<b>Discussion</b>	The discussion after the video. In order to understand terminology better, the students mark unfamiliar or unclear words/terms from the video in OneNote ( <a href="https://products.office.com/en-us/onenote/digital-note-taking-app">https://products.office.com/en-us/onenote/digital-note-taking-app</a> ) and share them with other students. The teacher helps the students understand the unfamiliar terms better.	10'
<b>Group work on Europeana</b>	The students are divided into smaller groups and the teacher gives instructions for further work. The students will read the list of persistent stereotypes and generalized representations of the Jews from medieval to modern times. <a href="https://en.wikipedia.org/wiki/Stereotypes_of_Jews">https://en.wikipedia.org/wiki/Stereotypes_of_Jews</a>  The students will search Europeana collections and investigate specific sources: medieval manuscripts, chronicles and medieval drawings, as well as	30'

Name of activity	Procedure	Time
	<p>modern representations depicting the Jews (anti-Semitic cartoons and propaganda drawings). The students will identify the stereotypes from the list on the visual sources and compare them.</p>	
<b>Making a timeline</b>	<p>The students, working in groups, will gather visual material, order them chronologically and make digital timeline (e.g. with Timetoast - <a href="https://www.timetoast.com/">https://www.timetoast.com/</a>) with collected images. This way, they will explore change and continuity in visual representation of Jews throughout history.</p>	30'
<b>Presenting timelines</b>	<p>The students will present their timelines of anti-Jewish and anti-Semitic images and establish a connection between them. After presenting the timelines, the students will discuss which of the presented stereotypes of the Jews are the most persistent and if some of them are still present today. The students will try to explain in what way anti-Judaism and representation of the Jews in medieval time influenced anti-Semitic symbols, cartoons and propaganda drawings.</p>	

### Assessment

Teacher assesses the timeline the students make, their answers and capability to compare written sources with visual.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

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### Teacher's remarks

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### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.