

Facing History Project-Focused Learning Initiative Budget Proposal

Name of School: FUCHS MIZRACHI SCHOOL

City: BEACHWOOD, OHIO

Name of Supervisor: YEHUDA CHANALES, Director of Curriculum and Instruction

Names of Educators on Teacher Leadership Team: ANNA BOLMAN

Name of Proposed Project: “WATCHERS OF THE SKY”

1. What is the investigative question that your project will explore?

The basis of this project will require that students explore the way that the Holocaust and the memory of the Holocaust shapes their modern Jewish identity. The goal is to study the question of: How do we remember the Holocaust and How does remembering the Holocaust obligate us to act today? Students will be asked to identify what remembrance of the Holocaust requires them to do – whether in the realm of seeking justice, healing, or building memorials that define their obligations to this aspect of Jewish history. The goal is to challenge students to grapple with the role the Holocaust plays in shaping their identity and their choices as a future generation of Jewish leaders and question what it means to remember the Holocaust within the backdrop of the creation of the modern Jewish state of Israel.

2. Please describe your vision for the project. What will it ideally look like when implemented? Which students will be involved? Which teachers or other educational personnel will be involved?

Our vision is to create a project that integrates the study of Jewish history, literature, and the arts in which students create a museum exhibition of films that highlight their personal interpretations of “Memory and Legacy” of the Holocaust. The culminating event will be an evening film festival for the community showcasing student-created documentaries that interweave student monologues with survivor testimony, literature and visual art. The project will be integrated within the first semester of the 10th-grade Jewish History course entitled “Early Zionism and the Holocaust” taught by Anna Bolman.

3. Which students will be impacted and what are your plans to include the broader school community?

The investigative nature of the documentary piece will be interwoven throughout the first semester of the 10th-grade Jewish history course. The creation of the documentary will be the culminating project of the first semester. The culminating event will be an ‘Evening Film Festival’ open to the broader school community including faculty, staff, parents, other high school students and community members.

4. Please describe in more detail what each member of the teacher leadership team will contribute to the initiative. What leadership skills are you hoping this project will develop in members of the team? Who will be the project liaison and why as this educator chosen for this role?

The teacher leadership team will be the teachers of Jewish history in close consultation and communication with the broader Humanities and Jewish Studies departments. While the inaugural year of this curriculum will focus within Anna Bolman’s Jewish History course, we hope that in future years it will be integrated as a cross-curricular project with our Humanities department. Given Anna Bolman’s experience with teaching using the Facing History framework and approach, we hope that this project and curriculum will inform and inspire the use of the Facing History framework throughout our school as we embark our journey as a new affiliate school and begin training other teachers. Anna Bolman will also serve as the project liaison.

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On a pedagogical level, we hope to help teachers gain the tools to create integrated, cross-departmental curriculum that is meaningful in both content and product. The leadership skills we hope this project will develop in our teaching team include curriculum building and review, learning tools for effective team meetings, and tracking student data in developing long-term projects or written and verbal skills.

In the 2016-2017 school – year this teacher undertook a trial of this course by creating a smaller version of the project we hope to make a standard of the 10th grade curriculum.

5. Consider your project’s scope. Is your project realistic given any other commitments your school has made, resources required, and personnel involved? Can it be completed in the 2017-2018 school year?

As a school, we are focused on creating project-based learning experiences that allow our students to gain a deeper and more meaningful connection with the material they study. This project – and our partnership with Facing History and Ourselves – genuinely aligns with our schools commitment and vision. The project we are proposing will be the culminating experience in our first semester of study in the 10th grade Jewish History course entitled “Early Zionism and the Holocaust”. The curriculum will be designed in a manner that prepares students to adequately complete the project in scope, understanding and historical background.

6. Design a timeline for your project, taking into consideration any steps that will take place in advance of the start of the school year, such as summer professional development at Facing History.

The timeline for this project will commence with two teachers participating in Facing History’s summer professional development course in New York City or Boston on the Holocaust and Human Development for Jewish Day Schools. Additionally, we will consider sending additional teachers to a local Facing History course so that all teaching staff are aligned to the Facing History framework for the study of history. The curriculum for this course will be adjusted based on the Spring 2017 curriculum created for a similar 10th grade Jewish History course and will continue to be revised throughout the summer of 2017.

The following is the tentative outline for the 2017-2018 10th grade Jewish history course:

	Topic	Facing History Alignment
Week 1	The Jews of Europe {Golden Age of Jewry in Poland, Rise of Hassidism in Russia, Emancipation in Western Europe}	Study of Jewish identity. How do we view our obligation as Jews to our communities? The World? Ourselves?
Week 2		
Week 3	Rise of Anti-Semitism	Introduction to the ideas of “us versus them”
Week 4	The Changing Jewish Identity in the 18 th and 19 th century	
Week 5	Secular vs. Religious Zionism	
Week 6		
Week 7	The Aliyot to Palestine – Realizing the Zionist Dream in the late 19 th century	
Week 8	World War I, Political Promises of Palestine and the Rise of Anti-Semitism in Europe	
Week 9	Project Introduction Pyramid of Hate, Phases of the Holocaust	Introduction to the driving question and theme of memory and identity. Building and collecting material in digital portfolios.
Week 10	Legalizing Racism & Kristallnacht	Building and collecting material in digital portfolios.
Week 11	Nazi Propaganda, The Final Solution, Concentration & Death Camps	Building and collecting material in digital portfolios.

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Week 12	Life in the Ghetto and Camps	Building and collecting material in digital portfolios.
Week 13	Worldwide Responses to the Holocaust: Palestine, The St. Louis, and Righteous Gentiles	Building and collecting material in digital portfolios.
Week 14	Defiance: The Warsaw Ghetto, Hiding and the Partisans	Building and collecting material in digital portfolios.
Week 15	Artist in Residence Week – Documentary Filmmaker	Curating material collected for documentary.
Week 16	Creating Documentaries: interview techniques workshop; curating film; interviewing of Holocaust survivors. Final visit with Documentary in Filmmaker on an individual basis for student editing.	Creating our films.
Week 17		
Week 18		
Event Date TBD	Presentations	

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7. Each project accepted to this program will receive a spending allowance ranging from \$5,000-\$13,000. Please map out your proposed budget using the form on the following page.

Spending Category	Notes		Total for this budget category
Summer professional development attendance at a Facing History seminar for up to 2 members of the school team	Travel, per person: \$350* Accommodations, per person: \$400* *These numbers are approximate, depending on location.	Please calculate total spending for summer professional development and enter total, at right.	\$1500
Project liaison stipend	Please see Memorandum of Understanding for a full description of liaison responsibilities.		\$1,000
Materials, classroom supplies, etc.	Video-Making Software Video- Editing Support & Supplies		\$2000
Artist/Scholar/Expert consulting fee	Artist-in-Residence – Documentary Filmmaker	Center for Arts Inspired Learning, 400/day	\$3350
	Artist-in-Residence – Screenwriter	Center for Arts Inspired Learning, 400/day	\$1600
	Survivors	Shaarei Tikva – Survivors, honorarium 200/survivor	\$800
Travel for Artist/Scholar/Expert to be on site at intervals and at culminating event	N/A		N/A
Technical support (i.e. installation of student-designed Holocaust memorial, sound engineering for student production, etc.)			
Books			
Student Transportation for any offsite learning	Vehicle transportation to Survivor Meetings		\$300
	Vehicle transportation to Museum Event		\$300
PR for culminating event	Invitations, flyers		\$150
Food or Supplies for culminating event	Renting screens and projectors for Film Festival; Food; Event set-up and clean-up; Venue		\$2000
			<u>Projected Budget Total:</u> \$13,000