**IMAGE and TASK CARDS**

**Based on the Documentary**

***What We Left Behind***

**The World That Was**

Explore the life of Jewish people living in Islamic countries in North Africa and the Middle East before the establishment of the State of Israel (1948). Discover the rich culture of these Jewish communities and their contributions to all fields of endeavor.

 [Image of family – frame: 05]

**Task:**

1. Research the life of the Sephardi/Mizrahi pre 1948. Discover the rich culture of their communities and contributions to all fields of endeavor.
2. Create an interactive power point to highlight photos, artifacts, and other images discovered that reflect “The World That Was. “ Along with each image, include a short explanation. Embed and loop music specific to the Sephardi/Mizrahi Jews.

**Memory**

The history of the Jewish people is not complete if we fail to rememberthe Sephardi/MIzrahi Jews and their exile from the lands that for centuries they called home.

[Image of Torah Scroll - frame: 1:59 and image of collection of books- frame: 2:01]

**Task:**

1. What happened that caused the exile from 1948 through the 1970’s?Research the causes and effects of the exile, dates, etc. Which particular country draws you to them?

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*NY Times* Article - May 16, 1948

1. Create a newspaper article, along with photos and captions. You may wish to include other newspaper features such as original political cartoons and editorials.

**Tradition**

 How do Sephardi/Mizrahi traditions impact aspects of Jewish life today in Israel and the Diaspora?

 [Images of burial of sacred texts- frames: 4**:**42 and 5:20]

**Task:**

1. Research the origin of Jewish traditions followed by the Sephardi/Mizrahi Jews, including the Commandment regarding the burial of sacred texts.
2. Create a digital photo/pictorial display to represent, explicitly or symbolically, traditions followed (e.g., Kaddish*)*. When possible, include specific Torah/Talmud references to explain the Jewish tradition.

**Preserving the Past**

The Sephardi/Mizrahi have been challenged by exile to retain their identity. In what ways have they preserved the past for future generations?

 [Image -page torn from Talmud -frames: 2.22]

**Task:**

1. Using the results of the survey conducted at the onset of this lesson, contact those who are

willing to speak with students and interview them.

1. Compile findings to create one or more of the following: oral history video (videos), photo

collage, scrapbook, written interviews, etc.

**Sephardi Voices**

 After the exile of the Sephardi/Mizrahi from North Africa and the Middle East after the establishment of the State of Israel (1948), refugees settled in areas around the world. Where did they go? What challenges did they face? What contributions have they made?

 [Image- of Jewish Iraqi survivor Lisette Shashoua- frames: 6:07, image of children, the next

 generation - frame: 6:10]

T **Task:**

1. Choose a country and get statistics of those displaced. Where did they go? How did they get there? What support was given to them? What challenges did they face? What contributions

 have they made?

1. Create a timeline that reflects your findings in terms of dates, countries immigrated to and numbers of immigrants. Incorporate pictures and quotes from the Sephardi/Mizrahi refugees and the next generation to echo their voices.