

Land of Edom

The History of the Jews of the Reigns of Ferdinand the Catholic



Didactic material

Social Sciences. Geography and history.

2nd ESO

Joan Solé Bordes

MEDIEVAL ERA (second century AD - 1492)

1/ For a thousand years the Jews had been part of the social and cultural landscape of the Catalan region. They excelled in scientific, academic and artistic knowledge. Given that the culture at the time was only available to the privileged few, what social level do you think good part of the Jewish people had?

2/ What two religions coexisted with quite harmony in the Middle Age?

3/ Indicate what was the **quarter** and the main buildings that were inside.

4/ In which activities did Jews excel in Catalonia?

5/ In 1391, who stopped the burning of the quarters?



6/ A century later, in 1492, what two options were offered to the Jews by King Ferdinand of Aragon and Isabella of Castile?

7/ Look at the map of the roads of exile and indicate which countries did the Jews went to when they were expelled.



Social Studies: Geography and History. 2nd ESO.

Objectives

1. Identify the processes and mechanisms of the political, economic and cultural events and the relationships between them. Use this knowledge to understand the causes that explain the evolution of societies and their most important problems.
2. Identify and locate in time and space, the processes and historical events in the history of Europe, Spain and Catalonia, in order to acquire a global perspective on the evolution of humanity with a precise time-frame.
3. Search, select, understand and match, with the methods and techniques specific to geography and history, information from verbal type, graphic, iconic, statistical and cartographical from various sources, including the physical and social environment libraries, media and information and communication technologies; treat this information in relation with the aim pursued and communicate it to others in an organized and understandable way.
4. Know the functioning of democratic societies, appreciate their values and fundamentals, value rights and freedoms as an inalienable achievement and a necessary condition for peace, denouncing attitudes and discriminatory and unfair situations and show supportive of the community, social groups and individuals deprived of their rights or economic resources.
5. Appreciate and respect cultural diversity and be tolerant and respectful of cultures and opinions that do not match their own, without renouncing, however, but being judgmental.

Land of Edom

The History of the Jews of the reign of Ferdinand the Catholic



Didactic material

Social Sciences. Geography and history.

4th ESO

Joan Solé Bordes

TOWARDS THE MODERN WORLD (1492 to 2019)

1/ Up to what moment did the Catalan Jews scattered throughout Europe maintain their independence and identity?



2/ In what aspects was the maintenance of this identity based?

3/ During the World War II where did many Jewish families try to runaway to through the Spanish ports?



4/ Synthesize the origin and evolution of the state of Israel in a chronological frieze.

Social Studies: Geography and History. 4th ESO.

Objectives

1/ Identify and locate in time and space processes and important events in the history of the world. Reaching a global perspective on the evolution of humanity to facilitate the understanding of diversity and social and cultural diversity and apply this knowledge to the interpretation of the present, understanding of the past and building of the future. Become aware of belonging to different social and cultural environments and of the equality of rights and duties of individuals.

2/ Recognizing diversity as an enriching element, make fundamental judgments and express attitudes of respect towards different values and opinions of their own, valuing them critically.

3/ Assess the cultural heritage and legacy as a human groups and manifestation of the richness and diversity.

4/ Express and communicate the contents of the matter personally and creatively, selecting and interpreting data and information expressed through different languages (linguistic, numerical, graphical, multimedia and audiovisual) and reflecting on the learning process.

5/ Use responsibly and creatively the ICTs and other means of information and communication as tools for obtaining and processing diverse information.

6/ Distinguishing traits of democratic societies and assess the achievements of democracy and the use of individual and collective human rights and freedoms. Assume democratic values in school life and the environment, rejecting discriminatory and unfair situations.

7/ Identify the causes of certain conflicts, valuing the need to find dialogued solutions to problems. Assume the values of the culture of peace in the course of discussions and group tasks, adopting a responsible attitude, supportive, participatory and of dialogue.

8/ Participate cooperatively in the development and evaluation of projects from the approach of questions and problems related to the recovery of historical memory, conservation of natural and cultural heritage and the social environment.

Land of Edom

The History of the Jews of the reign of Ferdinand the Catholic



Didactic material

Social Sciences. Geography and history.

High School. History of the contemporary world.

Joan Solé Bordes

TOWARDS THE MODERN WORLD (1391 to 2019)

1/ What cultures and religions coexisted in Catalonia before 1391 usually in peace?

2/ The irruption of the Jewish quarters in 1391 and the killings, what goals do you think they had?

- economical
- social
- religious
- intellectuals
- cultural
- ethnic cleansing

3/ In the fifteenth century the Jews had to leave the villages where they had lived for generations. Find information about what life was like in the Jewish quarters in Catalonia in medieval times. What was there? How were they organized?



4/ Why do you think that those who fled were generally the wealthiest families?

5/ Observe the map and indicate by which type of communication routes did Catalan Jews fled to other parts of the Mediterranean.



6/ The practice of any religion has two areas: public (attendance at meetings) and private (personal or family prayers). In which of these two areas did the Jewish people continue to maintain their faith after being officially converted to Christianity? Why?

7/ Why do you think some Jewish families wanted to return to Catalonia in the early twentieth century?

8/ During the Spanish Civil War (1936- 1939) and the World War II many families were capable of leaving Europe. What reasons do you think led them to go to the United States of America?

High school. History of the contemporary world.

Objectives.

1/ Identify the main processes and relevant historical events of the contemporary world, placing them in time and space and note the importance they have in relation to the facts of the present.

2/ Recognizing economic, social, political, technological and cultural components that characterize historical events, and the most significant features, their relations and the factors that have conformed.

3/ Analyse the present situations and problems from a global perspective, considering both its origins and relationships of interdependence maintained.

4/ Positively value the concepts of democracy, freedom and solidarity against the current social problems, a commitment to defend the values they represent and fight discrimination and injustice, especially those related to human rights and peace.

5/ Conceive history as a scientific discipline and historical analysis as a process in constant reconstruction in accordance with the needs of society and to use that knowledge to argue their own ideas, review them critically and compare them with new information in order to correct stereotypes and prejudices.

6/ Develop working hypotheses of historical processes studied from all types of sources: the reality, historical sources, the media and ICT.

7/ To analyse the sequence of events and the possible simultaneity of these by mastering the chronology and historical time.