

The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust
A Multi-Age Homeschool Unit Study

Description: This social studies thematic based lesson incorporates history, geography, reading, writing, literary critique and analysis and art, music and cultural experiences.

Learning Objectives: Younger students will be introduced to many cultural and physical aspects of Morocco, France, and Israel and be exposed to the Holocaust from the perspective of the heroes and survivors. Older students will use and analyze geographic tools and primary and secondary sources of historical research and demonstrate their knowledge by creating learning tools, activities and art, completing writing exercises, and presenting to younger students.

Arizona Social Studies Standards: Cited at the end of each activity as follows: (Gr.2,St.4,C.1,PO 1,5) Grade 2, Strand 4, Concept 1, Performance Objectives 1 and 5.

Additional Materials Needed: Various types of world maps or globes, maps of Morocco, Algeria, Europe, France, Paris, Israel, Jerusalem, and the United States of America (including political, physical, thematic, and/or contour maps) see **Sources** below, 3x5 cards, old National Geographic and/or travel magazines, Moroccan Culture Kit available at CMES, music CDs, and cooking supplies.

Background: Begin by reading The Grand Mosque of Paris, Let's Visit France, Morocco from Faces and Places Series, Zyuvy's Israel either as a family, class, older students to younger readers or individually. (Gr.K,St.2,C.1,PO 2)

Map Skills: Find France, Morocco, and Israel on a globe and several different types of maps. Determine the distance between each country. Compare the size of the countries to various states in the USA.

Discuss topography and physical features of the countries and effects on living conditions, jobs, food sources, recreation.

Have older students create questions and analyze the differences and similarities among countries (i.e. How did coming from the Atlas Mountains assist the Kabyles in their resistance during WWII? What physical features affect population density?).

Have older students research how moving from France to Morocco to Israel would be different in terms of climate, environment, physical, and human features and then present and discuss with younger students.

Discuss the Western Sahara as an occupied part of Morocco.

Go to www.sheppardsoftware.com and play the map quiz games.

(Gr.K, St.4, C.1, PO1,4,5; Gr.1, St.4,C.1,PO1,2,4,5;Gr.2,St.4,C.1,PO1,5;Gr.3,St.4,C.1,PO1,7;
Gr.4,St.4,C.1,PO1,5,6;Gr.5,St.4,C.1,PO1,3,4;Gr.6,7,8,St.4,C.1,PO2,4,5;Gr.K,St.4,C.2,PO1;
Gr.1,2,St.4,C.2,PO1-4;Gr.3,St.4,C.2,PO 1,2;Gr.7,St.4,C.2,PO 1,4;Gr.8,St.4,C.2,PO 1,5;
Gr.K,1,St.4,C.4,PO1; Gr.2,St.4,C.4,PO 4,6;Gr.3,St.4,C.4,PO 4;Gr.6,St.4,C.4,PO 2;Gr.7,St.4,C.4,PO 1-6;
Gr.8,St.4,C.4, PO 1-3; Gr.1,2,St.4,C.5,PO 1; Gr.7,St.4,C.6,PO 1,2;Gr.8,St.4,C.6,PO 1;Gr.1,St.2,C.1,PO 3)

Sorting and Research Activity Countries: Using books, maps, and websites have older students individually, in groups, or as a class create 3x5 cards by researching the answers for each country (Morocco, France, Israel, and the USA) to the following questions:

- 1) What type of government does the country have?
- 2) What type of head of state does the country have?
- 3) Who is the current head of state?
- 4) What are the major religions?
- 5) What are the official languages and major languages spoken?
- 6) What is the current population?
- 7) What is the population density?
- 8) What year was the country established or became independent?
- 9) What is the date independence is celebrated in that country?
- 10) What are the national foods?
- 11) What are some of the major physical formations?
- 12) What are some famous ruins, human features, or landmarks?
- 13) What are the bordering countries?
- 14) What are the nearest countries by sea?
- 15) What is the largest river?
- 16) What is the currency?

Discuss and evaluate primary and secondary sources for validity and bias.

Have the younger students sort the 3x5 cards into categories of each question and then by country.

(Gr.2,St.2,C.1,PO 4; Gr.3,St.2,C.1,PO 3;Gr.4,St.2,C.1,PO 2,3;Gr.5,St.2,C.1,PO 3,4;
Gr.6,7,8,St.2,C.1,PO 2,5,6)

Sorting Activity Religions: Using books, websites, interviews, and field trips have older students individually, in groups, or as a class create 3x5 cards by researching the answers for each religion (Islam, Judaism, and Christianity) to the following questions:

- 1) What are major days of celebration in the religion?
- 2) Who are major religious figures (i.e. prophets, wise men, leaders)?
- 3) What is the major text of the religion?
- 4) What is the view of the afterlife?
- 5) Who is the supreme being of the religion?
- 6) What is a common greeting?
- 7) What is the holy day of the religion?

Discuss and evaluate primary and secondary sources for validity and bias.

Have the younger students sort the 3x5 cards into categories of each question and then by religion.

(Gr.2,St.2,C.1,PO 4; Gr.3,St.2,C.1,PO 3;Gr.4,St.2,C.1,PO 2,3;Gr.5,St.2,C.1,PO 3,4;
Gr.6,7,8,St.2,C.1,PO 2,5,6)

Writing a Book Review on The Grand Mosque or other book listed in the **Sources** section.

Using the **RAFT** method (from How to Teach Reading in the **Sources** below), have the older students answer the following questions and then write a short 1-3 paragraph book review.

Role of the writer? Who are you? Identify yourself as an independent writer, staff writer, editor, book critic, sports reporter, Middle East reporter, book lover, etc.

Audience? To whom are you writing? The New York Times, The Jewish Post, Mosque Newsletter, Parents Newsletter for a School District, Teacher's Publication? Who are your readers? Age range? Who will read this review? Book lovers, teachers, parents, WWII enthusiasts, Jews, Muslims, Christians?

Format? Consider the purpose of the book review? Describe or inform your readers about the new book? Critique writing, historical facts, or artwork of the book? Persuade readers to buy or read the book? Entertain the readers with this new book? What form will you use: essay, advertisement, column, letter to the editor, prose, poem?

Topic? Write a good topic sentence. Write a short 1-3 paragraph book review.

Character Wheel Graphic Organizer:

Have the students individually, in groups, or as a class fill out a Character Wheel Graphic Organizer (from How to Teach Reading in the **Sources** below), on one of the characters from The Grand Mosque or another book listed in the **Sources** section.

Name of character: Si Kaddour Benghabrit, Rector of Grand Mosque, acts as the mosque's business manager

Appearance: Few details. Had a large family. Died in 1954.

Personality: Comfortable in both Paris and North Africa, sophisticated and cultured, Algerian born diplomat, wrote plays and books, loved music, good Muslim.

How viewed by others?: Most powerful Muslim in France, spokesperson for the Muslim community in France.

How character is changed by events of the story?: Put in a precarious and dangerous position dealing with the Nazi and Vichy governments while hiding Jews, POWs and Muslims. Makes choice to hide Jews, POWs, and Muslims knowing the risks of death to himself, family, children, co-workers, and community.

What does the character say and feel?: Nothing listed in the book. Told in narration.

How the character affects events?: Made fake certificates of conversion for Jews, allowed Jews, Muslims, and POWs to live in mosque safely, hid children, saved at least 100 or as many as 1732 people.

Short Story Graphic Organizer:

Have students individually, in groups, or as a class complete a Short Story Graphic Organizer (from How to Teach Reading in the Sources below), on The Grand Mosque or another book listed in the **Sources** section.

Title: The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust

Author: Karen Gray Ruelle

Hook: Jews, POWs, and Muslims, many children, rescued and hidden at the Grand Mosque by Muslims.

Setting: WWII Paris, France, 1940-44.

Characters: Si Kaddour Benghabrit, Rector of Grand Mosque; Imam of Grand Mosque; Salim Halali, Singer, Berber Jew, trapped in Paris; Albert Assouline, Jew; Yassa Rahal, Muslim without identification papers; Dr. Ahmed Somia, Muslim from Tunisia, sent children to special clinics, hid Jewish children as Muslims or Christians, at night, in his hospital, treated injured Allied pilots and parachutists; Kabyles Resistance, worked alongside French Resistance; Nazi and Vichy officials and government.

Conflict: Mosque staff hides adults and children. Will the hidden survive? Will the staff be caught and killed? Will the Kabyles Resistance fighters prevail?

Resolution: At least 100 possibly as many as 1732 people were successfully hidden and rescued at the Grand Mosque. The staff and the Kabyles Resistance fighters survived and were not arrested nor killed. The rector's remains are buried inside the Grand Mosque.

Author's Techniques: Much of the story is told by narration. Living survivors and rescuers were quoted.

My Personal Response: Awed by the courage, ingenuity, and diplomacy in the face of risks of life, liberty, and family while fighting hostile forces.

Science and Math:

Full Scale Model Building:

Have students measure the illustration of the Kabyle delivery man and his bicycle and box from The Grande Mosque p. 26. Then, measure an actual adult bicycle and build a cardboard box, full-size, to work with scale, math, and science, and to experience how the size of the actual delivery box. Could one adult or two children hide inside? Weigh the box with an adult and one or two children.

Math Questions:

If as many as 1732 people were rescued by the Grand Mosque's staff, from 1940-44, how many people did the staff rescue on average per year, how many per day?

Convert the population density from Morocco, France, Israel, and USA from persons per square kilometers to persons per square miles and order them from most dense to least in both kilometers and miles.

Research the current exchange rates among the Dirham, Euro, Shekel and Dollar and calculate how much a loaf of bread, T-shirt, and music CD would cost in each currency compared to the US Dollar.

Vocabulary Word Scramble:

1. la ksaa brhagme - "The Land of the Furthest West", Morocco
2. nahmma - bathhouse containing a Turkish bath or steam bath
3. Idiael - armed forces who fought the Nazis
4. znemzui - person who calls the faithful to prayer
5. hyvci - new French government of collaborators
6. ezf - brimless, wool felt hat
7. osku - bazaar or marketplace
8. slkbaye - Berber group from the Atlas Mountains of Algeria
9. rtrusointae - a subterranean tangle of interconnecting tunnels, rooms, and passageways
10. nraemti - a mosque's tower
11. ctoolusha - the mass slaughter of six million Jews and many others by Nazis and others during WWII
12. camec - city where the Prophet Muhammad was born
13. hhaidt - sayings of the Prophet Muhammad in the Islamic faith
14. ziasn - members of the National Socialism Party of Germany
15. rrbbee - indigenous peoples of North America, can be a derogatory term
16. mmlusi - "one who submits to God" in Islam
17. mlası - the Muslim religion
18. eggaosnuy - Jewish place of worship
19. enehcpi - barges
20. miam - spiritual leader of a mosque

Enrichment Activities:

Music: Play music from Morocco, France, and Israel, see **Sources** below. Attend music and dance performances.

Art: Have students create collages, drawings, and/or scrapbook pages from National Geographic and travel magazines on each country : Morocco, France, and Israel, and on specific themes: religious houses of worship, clothing and dress, foods, animals, homes, and geographical regions of each country.

Have the older students draw and illustrate a six or more frame cartoon demonstrating the story of The Grande Mosque or one of the other books listed in the **Sources** section below.

Food: Prepare, share, and taste recipes from Morocco, France, and Israel. The Coming to America Cookbook lists Moroccan recipes, France and The Cooking of France, list French recipes, and Jewish Holidays Cookbook and Israel list Jewish and Israeli recipes.

Field Trips: Visit a mosque, synagogue and church. Interview an Imam, Rector, Rabbi, Minister, refugees, and holocaust survivors. Visit the Grand Mosque of Paris, the Museum of Tolerance in Los Angeles, California and the National Holocaust Museum in Washington, D.C. in person or on their websites.

Sources:

Books:

Altman, Linda Jacobs, Impact of the Holocaust 2004. For older students, due to graphic photos of dead bodies, but a good overview of the holocaust with quotes from survivors. No mention of the Grand Mosque of Paris, but Kindertransport is included.

Blauer, Etta Gale and Jason Laure, Morocco, 1999. Enchantment of the World Series, Book was published when King Hassan II was king but includes a description of Western Sahara occupation and timeline of Moroccan and world history.

Bloomfield, Jill Coella, Jewish Holidays Cookbook: Festival Meals for Celebrating the Year, 2008. Descriptions of keeping kosher and Jewish holidays including: Shabbat, Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Purim, and Pesach.

Brooks, Susie, Let's Visit France, Around the World Series, 2010. This non-fiction book show with images and descriptions various regions and places in France, includes French words and a glossary.

Burgan, Michael, Teens in Israel, 2007. This non-fiction book looks at life for Jewish Israeli teens at school, at home, in kibbutzim, in military service, and with friends. Arab Israelis, Palestinians, Christians, and Druze are mentioned. There is a topographical map and thematic maps of population density and land use, and a timeline up to 2006.

D'Amico, Joan & Karen Eich Drummond, The Coming to America Cookbook: Delicious Recipes & Fascinating Stories from America's Many Cultures, 2005, Morocco, p. 101-108. Brief history of Morocco, includes three recipes: Zuri's Orange Nut Couscous, Banana Milkshake, and Moroccan Lemon Anise Bread.

Downing, David, Origins of the Holocaust, World Almanac Library, 2006. This book discusses the historical and philosophic context leading up to 1933 and the Holocaust, includes World War I and the Armenian genocide.

Dubois, Jill and Mair Rosh, Israel, Cultures of the World Series, 2004. Non-fiction book with many different maps of Israel, a timeline through 2003, and recipes of Kasha Cholent, a beef brisket meal for the Sabbath, Israeli salad, and Jerusalem kugel.

Fisher, Teresa, France, Food and Festivals, 1999. This book contains images and text about farming, festivals, holidays, wine and cheese production, and recipes from different regions and holidays including Yule logs, crepes, Provence-style kebabs, and lemon delight. It includes a map and glossary.

Faber, Sharon, How to Teach Reading: When You're Not a Reading Teacher, 2006. Character Wheel Graphic Organizer, Short Story Graphic Organizer, Sorting Activities and many other reading based activities are discussed in this book for teachers.

Fowles, Shelley, The Bachelor and The Bean, 1989. Adapted from Jewish Folktales by Pinhas Sadeh, oral version of this folktale occurs in Morocco, Tunisia, Turkey, and Yemen. Story involves a bachelor in Morocco.

Fox, Anne L. and Eve Abraham-Podietz, Ten Thousand Children, 1999. Authors were among the nearly ten thousand children who escaped the Nazis as part of Kindertransport. True stories from actual children and their lives afterwards.

Friedman, Laurie, Angel Girl, 2008. Based on the true story of Herman and Roma Rosenblat. Angel girl risks her life to give apples to an eleven year old boy in a concentration camp.

Greenberg, Blu and Linda Tarry, King Solomon and The Queen of Sheba, 1997. The story of Queen Makeda begins as a young girl, continues as a queen, and as she meets and marries King Solomon. She returns to her land and brings Judaism and bears her son, the future king. This longer length picture book includes forewords and afterwords about the history of Ethiopian Jews and their struggle to reach Israel.

Hoffman, Lawrence A and Ron Wolfson, What You Will See Inside A Synagogue, 2004. This book provides a tour of a synagogue with religious practices, Hebrew words, and holidays.

Ichikawa, Satomi, My Father's Shop, 2006. Moroccan boy works in his father's carpet shop and learns phrases in five languages.

Keane, Michael, What You Will See Inside A Catholic Church, 2002. This book provides a tour of a Catholic Church with religious practices and holidays.

Khan, Aisha Karen, What You Will See Inside A Mosque, 2003. This book provides a tour of a mosque with Islamic religious practices, Arabic words, and holidays.

Lehman-Wilzig, Tami, Zvuvi's Israel, 2009. Zvuvi and Zahava are houseflies who take a trip around Israel. Fun picture book that includes a map, glossary, and illustrations of many places including Kotel, Shrine of the Book, Mini Israel, Soreq Cave, Tel Aviv, Haifa, and Galilee.

Locricchio, Matthew, The Cooking of France, 2003. This cookbook contains classic French recipes including: French Onion Soup, Salade Nicoise, Baguette, Soufflé, Quiche Lorraine, Chicken with Apples and Cream, Ratatouille, Scalloped Potatoes, and Cream Puffs. A map, images and descriptions of the regions of France are included.

McDonough, Yona Zeldis, The Doll with the Yellow Star, 2005. In this chapter book, Claudine receives a doll for her 8th birthday. When France is occupied, Claudine must wear a yellow star and wants her doll to have one also. Her parents send her to live with her relatives in America. On the way, her doll is lost. Three years later, her father returns and tells her that her mother and grandmothers died. They return to France to find their home vandalized, and decide to return to America. Slowly, Claudine and her father rebuild their lives and deal with their grief.

Merrick, Patrick, Morocco from Faces and Places Series, 2001. Elementary level background of Morocco includes world and topographical maps, history, animals, plants, exports, foods, sports, music, games, holidays, money, flag, and demographics. Includes websites for further study.

Rubin, Susan Goldman, The Flag with 56 Stars: A Gift from the Survivors of Mauthausen, 2005. True story of life and liberation at Mauthausen concentration camp and Gusen subcamps and the survivors gift of an American flag. Simon Wiesenthal was liberated from Mauthausen, and the Flag hangs in the Museum of Tolerance in Los Angeles, California. Large bibliography with books, videos, and websites.

Ruelle, Karen Gray, The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust, 2009. During 1940-44, in Nazi occupied Paris, France, the staff of the Grand Mosque rescued at least 100 possibly as many as 1732 Jews, POW's, and Muslims, including children. This true story also describes the inspections by the Nazi soldiers, the Kabyles Resistance, and a hospital and Muslim doctor who rescued and treated Jewish children and Allied soldiers.

Russo, Marisabina, Always Remember Me: How One Family Survived World War II, 2005. True story of three daughters and their mother who survived the holocaust.

Satlow, Robert, Among the Righteous: Lost Stories from the Holocaust's Long Reach into Arab Lands, 2006. Adult non-fiction book of interviews by Arabs who saved, hid, and helped Jews survive during the Holocaust.

Shuter, Jan, The Camp System, 2003. Recommended for older teens and adults, this book describes in graphic detail the torture, experimentation, and killing in the concentration camps.

Wilkins, Frances, Morocco, 2000. Describes physical and human characteristics of Morocco including rivers, mountains, currency, religion, language, and form of government. It contains a map (excluding Western Sahara), and a timeline to 1997.

Music:

Buchman, Rachel, Jewish Holiday Songs for Children with Dances and Games for All Seasons, CD, 1993. Jewish holiday songs and an informational booklet on Jewish holidays.

Music for Little People CD, A Child's Hanukkah with the Jewish Wedding Band, 1998. Holiday Jewish songs.

Puntamayo Kids CD, Reggae Playground, 2006. Mousto Largo performs Mon Petit Bonhomie, a song from Morocco and Alain Schneider performs Le Viele Elephant, a song from France.

Puntamayo World Music CD, Christmas Around the World, 2003. Los Reyes performs White Christmas, a song from France.

Puntamayo World Music CD, Arabic Groove, 2001. Abdy performs Galbi and Sawt El Atlas performs No Me Jugez Pos, songs from Morocco.

Video:

Films for the Humanities & Sciences DVD, Sacred Sounds: Music of the World, Songs of the Soul, 2003. Festival of World Sacred Music held in Fez, Morocco includes music, instruments, and traditional dress of Moroccan, Israeli, Sufi, and many other performers. Includes commentary by a music anthropologist on history, culture, politics, and religion. Some English, some French and Arabic with subtitles. Performances from many Christians, Islamic, and Jewish traditions.

Travel Channel DVD, Bizarre Foods with Andrew Zimmern, Collection 1, Disc 1, 2008. Culinary visit to Morocco and other countries. Images of music, traditional dress, cooking, food, souks, landscape from Marrakech, Berber villages, and Atlas Mountains. Common foods included couscous, tajine, pigeon pie, fruit tarts, lamb, chicken, and sardines. Bizarre foods included eye of lamb, snails, organ meats, cow's tongue, snails, stingray, and calf's brains.

Websites:

www.jannah.org - information on Islam, a cave for kids, recipes, facts on Muslim scientists and women and a Ramadan activity

www.lib.utexas.edu/maps/europe.html - maps of Europe

www.lib.utexas.edu/maps/france.html - maps of France

www.lib.utexas.edu/maps/israel.html - maps of Israel

www.lib.utexas.edu/maps/middle_east.html - maps of the Middle East

www.lib.utexas.edu/maps/morocco.html - maps of Morocco

www.lib.utexas.edu/maps/united_states.html - maps of the United States of America

www.lib.utexas.edu/maps/world.html - maps of the World

www.merriam-webster.com - dictionary and word games

www.mosquee-de-paris.org - official site of the Grand Mosque of Paris in French

www.museumoftolerance.com - official site of the Museum of Tolerance, Los Angeles, California, educational resources

www.nationalgeographic.com/maps - maps and atlas jigsaw puzzle games.

www.pbs.org/wgbh/globalconnections - maps, timeline with related links, glossary, and educator resources

www.sheppardsoftware.com - interactive maps and geography games

www.ushmm.org - official site of the National Holocaust Memorial Museum in Washington, D.C.

www.websters-online-dictionary.org - multilingual dictionary

Vocabulary Word Scramble Answers:

1. Maghreb al Aska, 2. hamman, 3. allied, 4. muezzin, 5. Vichy, 6. fez, 7. souk, 8. Kabyles, 9. souterrain, 10. minaret, 11. Holocaust, 12. mecca, 13. hadith, 14. Nazis, 15. Berber, 16. Muslim, 17. Islam, 18. synagogue, 19. peniches, 20. Imam