**Title:** Shabbat on the Jewish Street in Morocco, 1920

**Year (Hebrew)**: 5680

**Year:** 1920

**Location**: Africa - North

**Short description**

A postcard entitled “Shabbat on the Jewish Street in Morocco” published in Berlin in 1920.

**Detailed description**

This is a postcard entitled “Shabbat on the Jewish Street in Morocco” that was published by Leo Winz in Berlin in 1920. It is a reproduction of a painting drawn by an unknown Hungarian artist in the 1800s. The drawing depicts a group of people, men, women, and children, gathering in the street. One man is barefoot and lying down on the street while others are sitting or standing. The men are all bearded and are wearing head coverings – either a large yarmulke, a scarf, or both. They are wearing robes over their clothing and one man has a large sash tied around his waist. Several of the men are holding walking sticks. The women are wearing head coverings and long gowns, and one woman is holding what appears to be a fan. The little boy is playing with a cat. They are gathered on a narrow, cobblestone street in the Jewish quarter of an unnamed city in Morocco, relaxing and chatting in what appears to be a leisurely and companionable atmosphere.

**Would You Like to Know More?**

**Jewish Community of Morocco** – Jews have a long history of living in Morocco. Although there are oral traditions of Jews living in Morocco during the time of the First Temple, the first archaeological evidence dates to the second century CE. After the Muslim conquest of Morocco in 788 CE, the situation for the Jewish community depended on the tribe that was ruling the land and thus fluctuated between persecution and tolerance. After the expulsion of the Jews from Spain in 1492, many Jews fled to Morocco and the community grew. In 1860, the Jewish educational organisation Alliance Israélite Universelle (AIU) was founded. The Alliance, as it was known, was very active in Morocco and opened schools across the country in which the students were taught the French language and culture along with Jewish subjects. In 1912, Morocco became a protectorate of France and this French education proved to be a valuable asset. During World War II, Morocco was controlled by the pro-Nazi Vichy government. When the Vichy government instituted decrees that discriminated against Jews, Morocco’s Sultan Mohammed V defied the command and refused to put them into practice. By 1948, approximately 260,000 Jews lived in Morocco. With the establishment of the State of Israel in May 1948, riots broke out in Morocco and Jews began to flee to Israel and other countries. When Morocco gained its independence from France in 1956, King (formerly the Sultan) Mohammed V returned to the country and life for Jews in Morocco improved temporarily. However, a few months later, Jews were forbidden to immigrate to Israel and the Jewish Agency offices, which had been helping Jews to immigrate, were closed down. Between 1956 and 1961, 25,000 Moroccan Jews left Morocco for Israel illegally. Figures from 2014 say that 2,500 Jews are still living in Morocco. It is estimated that nearly one million Jews of Moroccan descent live in Israel.

**Shabbat** **<previous document>**

**Teaching Suggestions**

**​** **​Jewish Studies**teachers can use the postcard when discussing how Shabbat is celebrated throughout the Jewish world and how people use Shabbat as an opportunity to relax and enjoy each other’s company.

**Jewish History**teachers can use the card to teach about Moroccan Jews and their culture.

**Art**teachers can use the postcard to show how art can teach about culture and society at particular times and places.

**Discussion Points**

**Observation**

* Describe the people.  
  What are they doing?  
  What are they wearing?
* Describe the surroundings.  
  Where are they?
* What is the general mood portrayed in the illustration?  
  Write three adjectives that describe the mood.
* What languages are written on the postcard?

**Reading Between the Lines**

* This is a postcard depicting Jews in Morocco on Shabbat.  
  What aspect of Shabbat does the picture illustrate?
* The caption identifies the area in which the people live.  
  How is this area identified?  
  What does this tell you about the Jews of Morocco at the time the picture was drawn?
* The illustration was drawn in the 1800s.  
  What was life like for the Jews of Morocco in the 1800s?
* This picture can be compared to  pictures depicting Shabbat in Germany from the same time period. The pictures are called "[Shabbat Peace](http://web.nli.org.il/sites/NLI/English/digitallibrary/pages/viewer.aspx?docid=EDU_XML_ENG700343999&presentorid=EDU_XML_ENG&searchurl=http://web.nli.org.il/sites/nlis/en/education/pages/results.aspx%23?query%3Dlsr16%2cexact%2cPrimary+Source%26query%3Dany%2ccontains%2cshabbat%26institution%3DNNL%26vid%3DEDU_XML_ENG%26loc%3Dlocal%2cscope:%28EDU_XML_ENG%29%26sortField%3Dlso04%26indx%3D1%26bulkSize%3D8)" and "[Conclusion of Shabbat](http://web.nli.org.il/sites/NLI/English/digitallibrary/pages/viewer.aspx?docid=EDU_XML_ENG700343995&presentorid=EDU_XML_ENG&searchurl=http://web.nli.org.il/sites/nlis/en/education/pages/results.aspx%23?query%3Dlsr16%2cexact%2cPrimary+Source%26query%3Dany%2ccontains%2cshabbat%26indx%3D9%26institution%3DNNL%26vid%3DEDU_XML_ENG%26loc%3Dlocal%2cscope:%28EDU_XML_ENG%29%26sortField%3Dlso04%26bulkSize%3D8)."  
  Look at the atmosphere, the people, their activities, their clothing, and the surroundings.  
  What is similar? What is different?

**Connections**

* **​**Do you know Jews of Moroccan descent?  
  When did their families leave Morocco?  
  Where did they move to?  
  What Moroccan customs do they follow?  
  What Moroccan foods do they eat?
* How do you celebrate Shabbat?  
  What do you like doing on this day?  
  Do you have opportunities to relax with family or friends?

**Creative Ideas**

* Plan a Moroccan day in your class.  
  Present the history of the Moroccan community along with their music, food, and dress.
* Draw a picture of Shabbat in your Jewish community.

**Target audience:** Primary School, Junior High, High School, Informal Education, Higher Education

**NLI Links**

[Time Travel Ephemera Collection](http://web.nli.org.il/sites/NLI/English/digitallibrary/time_journey/Pages/default.aspx)

[Shabbat Peace](http://web.nli.org.il/sites/NLI/English/digitallibrary/pages/viewer.aspx?docid=EDU_XML_ENG700343999&presentorid=EDU_XML_ENG&searchurl=http%3A%2F%2Fweb.nli.org.il%2Fsites%2Fnlis%2Fen%2Feducation%2Fpages%2Fresults.aspx%23%3Fquery%3Dlsr16%2Cexact%2CPrimary+Source%26query%3Dany%2Ccontains%2Cshabbat%26institution%3DNNL%26vid%3DEDU_XML_ENG%26loc%3Dlocal%2Cscope%3A(EDU_XML_ENG)%26sortField%3Dlso04%26indx%3D1%26bulkSize%3D8)  
[Conclusion of Shabbat, later nineteenth century](http://web.nli.org.il/sites/NLI/English/digitallibrary/pages/viewer.aspx?docid=EDU_XML_ENG700343995&presentorid=EDU_XML_ENG&searchurl=http%3A%2F%2Fweb.nli.org.il%2Fsites%2Fnlis%2Fen%2Feducation%2Fpages%2Fresults.aspx%23%3Fquery%3Dlsr16%2Cexact%2CPrimary+Source%26query%3Dany%2Ccontains%2Cshabbat%26indx%3D9%26institution%3DNNL%26vid%3DEDU_XML_ENG%26loc%3Dlocal%2Cscope%3A(EDU_XML_ENG)%26sortField%3Dlso04%26bulkSize%3D8)