

20th c. European History, Holocaust, and the Global Classroom
A Centropa Seminar for teachers from South Carolina and surrounding states
16-19 February 2018

Seminar Program

Friday, February 16, 2018

6:00-9:00 pm **Friday evening services at Tree of Life synagogue**
Welcome, Shabbat dinner, Friday night Sabbath service. We thank Rabbi Mollo and the Tree of Life congregation for welcoming us to their Shabbat evening. Edward Serotta will talk about Centropa's oral history project.

Saturday, February 17, 2018

8:30 am-9:15 am **Introductions**

9:15-10:15 am **Centropa and state standards: Using personal stories and photographs to teach history, civics, storytelling, global perspective, innovation, and critical thinking**

9:15-9:45 am An introduction to the [Centropa website](#), including advance search in the database; finding the films you need (show [Maps](#), [Central Europe History](#), [The Story of the Brodmann Family](#)); Centropa's educational materials (teacher lessons and Border Jumping). Focus of this seminar will be on how you can teach the skills and characteristics using your state standards and Centropa's resources.

9:45-10:00 am Teachers have an opportunity to explore the database.

10:00-10:30 am **Jews in Germany: a brief history**

Since our 2018 Summer Academy will take place in Berlin, we will discuss Weimar culture, the Holocaust, the Cold War and the European Union - all in relation to Germany. We also touch on the events in postwar German history.

10:30 am **Break**

10:45-11:00 am **Screening of [Rosa Rosenstein: Witness to History](#), one of Centropa's films on a Berlin Jewish family: how they lived in the 1920s, how they fled, where they survived and how they lived afterwards.**

11:00-11:30 am **We review interview excerpts from Centropa's Germany interviews**

An introduction to Centropa's stories of 20th century Jewish life and the Holocaust from Germany, primary sources for easy classroom use.

11:30 am-12:30 pm **Designing lessons together for your classes**

In small groups based on the subject and grade you teach, you will create lessons using the resources from the morning sessions.

12:30 – 1:15 pm **Presentation of lessons**
Teachers will briefly present their lesson ideas to the rest of the participants and receive feedback and suggestions.

1:15-2:00 pm **Lunch**

2:00-2:30 pm **Jim Crow / Nuremberg Laws – What can students learn from these two examples of legal discrimination, and what happened after? We all know that the Holocaust cannot be compared to any event in modern history. With that understanding, we will review a project teachers and students have made on these laws.**

Cause and Effect VS Action and Reaction

We will discuss a video project that allows students to explore a project that opens the door for serious and meaningful discussions on tolerance and civil society.

[Cause and Effect](#) and [The Darkness of Indifference](#): We show students reading the infamous Nuremberg Laws, in which the rights of Jews were restricted. That is the Cause. We follow that with students reading deportation lists from Germany to the death camps. That is the Effect.

Then, Action and Reaction. Students read the Jim Crow Laws - and that is the Action. Then they read Letter from Birmingham Jail, which is the reaction - and led to the signing of the Civil Rights act.

2:30-3:00 pm Walk to theater for community event, The Balkan Sephardim: Stories from a World Destroyed, with Edward Serotta.

3:00-4:30 pm **The Balkan Sephardim: Stories from a World Destroyed**

In 1492, when the Jews of Spain—the Sephardim—were expelled from the land they had lived in for a thousand years, they and their descendants sought refuge in many lands — the new world (like Charleston and Savannah), South America, the Netherlands, and all along the Mediterranean. In the 1500s some 200,000 settled in the Ottoman’s recently conquered Balkan territories. In what became modern-day Greece, Albania, Bulgaria, Macedonia, Serbia and Bosnia, Jews lived alongside their Muslim and Christian neighbors. For 400 years, they never lived in a ghetto. There was never a pogrom against them. But as the Ottomans withdrew and the ugly 20th century took shape, they were marked for destruction. By 1945 the vast majority had been murdered, and only Bulgaria managed to protect its Jews, while the Jews of Macedonia and northern Greece were deported *en masse*.

In 1992, 50 years after the massacre of the Balkan Sephardim, and 500 years after they had been expelled from Spain, a band of Holocaust survivors in Sarajevo turned their synagogue into a humanitarian aid agency during the Bosnian-Serb siege of their city. Who worked there? Jews and Muslims, Serbs and Croats.

4:30-5:30 pm **A model of civic engagement: *Survival in Sarajevo*, A story of Jews, Muslims, and Christians working together**
[Survival in Sarajevo: Friendship in a Time of War](#) is the true story of how the humanitarian aid agency of the Sephardic Jews in Sarajevo, La Benevolencija,

invited Jews and Muslims, Croats and Serbs to work in the synagogue during the Bosnian war of the early 1990s to save each other and their city.

A story for our time, this is our most popular film and after screening this story teachers will work on creating a lesson that uses this film.

5:30-6:00 pm **Teachers discuss their Sarajevo lesson ideas**, followed by the presentation of the [Milton Wolf Prize competition](#) for students and teachers.

Sunday, February 18

8:30 – 10:30 am **Testing your knowledge: The Cold War and 1989 Quizzes**

Over bagels and lox, we will explore the Cold War through a game using our phones. We'll divide you into teams, and each team will answer our 40 Cold War related questions, one at a time, on your smart phones. All answers will be projected on a screen for everyone to see – and we'll find out who really knows their history!

Next, a board game about 1989, the year the world changed. We'll spread a calendar out on the floor - January through December - and give you events on index cards, such as "The date the Austrians and Hungarians cut the barbed wire between their countries," and "The date when the Berlin Wall fell." You'll place them in chronological order - or at least try to.

10:30 am **Break**

10:45-12:15 pm **Same story, different media - *So that Memory Doesn't Die*: A walk through Krakow**

We continue our exploration of Centropa stories with one of our most detailed interviews, and the film, app, and website we created from it. Teofila – Tosia – Silberring grew up in Krakow and when we interviewed her in 2005 she painted a picture of the Kazimierz she grew up in over the more than *thirty hours* of interviews. Tosia remembers Kazimierz *literally by door number*: here is where she lived, there is where she went to elementary school, and down there is her high school. Over here, that's the synagogue they went to, and around the corner stands the church she went to with her nanny on Sundays.

With such detail, we made a walking tour, and now an app anyone can download onto a smartphone or tablet. For those who want to bring their students to Kazimierz virtually, we have a website you can use in class or assign for homework.

In this session, we will screen our film about Tosia's life, *So that Memory Doesn't Die*, show you how several Centropa teachers have used it, and then give you time to explore the website and app, and create a lesson or project using all of these resources.

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| 10:45 am-11:15 am | Introduction and Screening of <i>So that Memory Doesn't Die</i> |
| 11:15-11:30 am | Demonstration of <u>walking tour</u> with GoogleMaps, and website. |
| 11:30 am-11:45 am | Presentation of teacher lesson(s) using <i>So that Memory Doesn't Die</i> |
| 11:45-12:30 pm | Teachers create lessons using <i>So that Memory Doesn't Die</i> , OR continue developing a lesson they began earlier in the seminar. |

12:30-1:00 pm Lunch

1:00-2:00 pm When they turn against you/Remembering those who stood up

Between 2000 and 2009 Centropa interviewed 1,200 elderly Jews still living in 15 countries in Central and Eastern Europe, the former Soviet Union, the Baltics, and the Balkans. The most dramatic times of their lives began with the rising tide of antisemitism in the 1930s, and on our [Bullying Stories](#) website, you'll find excerpts from our interviews, when our respondents recalled that very first time when they were bullied, taunted and made fun of by classmates or even strangers on the street. They never forgot those incidents. More than 70 years later, they relive them with us—and you. In our [Standing Up Stories](#) our respondents told us—often in some detail—about the people who risked their own lives to save theirs, and made it possible for them to survive the Second World War.

In addition to these texts, we will screen [Return to Rivne](#), the story of Shelly Weiner and Raya Kizhnerman, two cousins – along with their mothers – were saved by farmers who risked their lives for them. Shelly and Raya currently live in Greensboro, NC.

Following this screening, you will have time to read through the texts and create a lesson using both the interview excerpts and this film.

2:00-3:00 pm Conclude the seminar, discuss 2018 Centropa Summer Academy

Participants will have time to fill out the online feedback form.