



Centropa Seminar for teachers from South Carolina and surrounding states
20th c. European History, Holocaust and Civil Society in the Global Classroom
16-19 February, 2017

Seminar Program

Friday, February 16, 2018

6:00-9:00 pm **Friday evening services at a Columbia synagogue**
Welcome, Shabbat dinner
Brief remarks by Centropa's director, Edward Serotta: *Germany, Jews, and what it means to face one's past*

Saturday, February 17, 2018

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

9:15-10:15 am **Centropa and the Profile of the SC Graduate: Using personal stories and photographs to teach history, civics, storytelling, global perspective, innovation, and critical thinking**

9:15-9:45 am An introduction to / review of 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 of the Profile of the SC Graduate using Centropa's resources.

9:45-10:15 am Teachers have an opportunity to explore the database.

10:15-10:45 am **Jews in Germany: a brief history**
Since our 2018 Summer Academy will take place in Berlin, we follow up our conversation of Friday night to 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

10:45 am **Break**

11:00-11:15 am **Screening of *Rosa Rosenstein: Witness to History*, one of Centropa's films on a Berlin Jewish family: how they lived in the 1920, how they fled, where they survived and how they lived afterwards**

- 11:15-11:30 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 subject and grade you teach, you will create lessons using the resources from the morning sessions. German teachers will be available to consult and provide assistance.
- 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 but 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 two video projects and show you samples.

- a.** Cause and Effect/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 Effect.
- b.** We then want to explore with you a related project: 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.

We believe this project opens the door for serious and meaningful discussions on tolerance and civil society and of course we understand the differences between

- 2:30-3:45 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.
- 3:45 pm** **Break**
- 4:00-5:00 pm** **SC teachers present their Sarajevo lesson ideas, followed by the presentation of two *Survival in Sarajevo*-related programs:**

- the Milton Wolf Prize competition for students and teachers
- Centropa Schools Program

5:00-5:30 pm Reflections/Wrap up the day – free evening

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.

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 walking tour 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.

12:30-1:15 pm Lunch

1:15-3:15 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 who – along with their mothers – were saved by farmers who risked their lives for them.

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

3:15-3:45 pm Teachers present the ways they can use the bullying and standing up stories.

3:45 Break

4:00-4:30 pm *Three Promises: The Story of the Kalef Sisters.* If you're teaching Holocaust, there's a 95% the stories you use revolve around Germany and Poland, but one of our most popular films is set in Belgrade, when two Sephardic Jewish girls were saved by a Catholic priest, Father Andrej Tumpej. While thousands of Serbian Jews were being murdered—including almost all of the Kalef family, Father Tumpej risked his life to save this family. A film that has been shown in seven international film festivals, this is a powerful story of commitment, trust and moral courage.

4:30-4:45 pm Centropa and the Profile of the SC Graduate
Centropa's open-sourced database and access to teacher designed, classroom-tested lessons and projects, means that we offer teachers a wide range of resources to teach the skills and characteristics of the Profile of the South Carolina Graduate.

Having spent two days learning about our resources, brainstorming ideas and designing lessons, and hearing about successful Centropa projects, we want to take a few minutes to review the ways in which seminar participants can create projects to teach the skills and characteristics to their students.

4:45-5:30 pm

Conclude the seminar, discuss 2018 Centropa Summer Academy

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