



The Olga Lengyel Institute for Holocaust Studies and Human Rights



2017

Review of Programs

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I. About the Olga Lengyel Institute for Holocaust Studies and Human Rights (TOLI)

NEVER AGAIN BEGINS IN THE CLASSROOM

The mission of TOLI is to educate students in the United States, Europe and other parts of the world about human rights and social justice through the lens of the Holocaust and other genocides so that such atrocities may never again take place.

BRINGING THE LESSONS OF THE HOLOCAUST AND OTHER GENOCIDES

INTO THE CLASSROOM

To accomplish its mission, TOLI provides professional development seminars for educators in the US and abroad that link the lessons of the Holocaust and other genocides to current world events, thereby working with teachers to promote a human rights and social justice agenda in their classrooms.

TOLI's predecessor, the Memorial Library, was started in 1962 by Auschwitz survivor, Olga Lengyel as a memorial to the martyrs who died fighting Nazi aggression during World War II. After Olga's death in 2001, the Olga Lengyel Institute for Holocaust Studies and Human Rights (TOLI) succeeded the Memorial Library and focused its energies on teacher education with the goal of honoring human rights and furthering social justice through the study of the Holocaust and other genocides.

Each summer, Sondra Perl, Ph.D, and Jennifer Lemberg, Ph.D, lead the a 12-day seminar in New York City for 25 teachers from various regions of the US. Talented teachers with exceptional leadership skills are then invited to hold satellite seminars based on the TOLI model in their home states. In 2017, there were 11 satellite seminars in as many states. The TOLI seminars have also expanded to five European countries and are led by Oana Nestian Sandu, Ph.D. Since the commencement of the program in 2006, the TOLI network numbers close to 2,000 teachers in the United States and Europe.

II. 2017 Summer Seminar on Holocaust Education

The work featured in this report has its start each summer at our Summer Seminar in New York City, a 12-day seminar for twenty-five middle school, high school, and college teachers from across the United States and Europe. In the seminar we use writing and dialogue to reflect on the challenges of teaching the Holocaust and other genocides, and to create plans for bringing what the participants have learned back to their schools and communities. The group of teachers we convened in the summer of 2017 represented a wide variety of schools and backgrounds. They were Teacher Consultants from the National Writing Project, Teacher Fellows from the United States Holocaust Memorial Museum, past participants from the Holocaust and Jewish Resistance Teachers Program, the ADL Bearing Witness Program, and the Shoah Foundation Visual History Project. One educator from Poland and another from Greece also joined us who will go on to hold leadership positions in TOLI-sponsored seminars in their countries. For a list of participating schools, please see Appendix A.

In its twelfth year, the goals of the seminar were as follows:

- To teach teachers about the Holocaust;
- To help teachers create new methods for engaging students with hard issues;
- To introduce teachers to the use of new media for studying the Holocaust;
- To build teachers' cultural knowledge of Judaism;
- To help teachers address the range of emotional responses generated by studying the Holocaust, and to direct that energy toward addressing contemporary conflicts;
- To connect the Holocaust and other genocides to human rights issues today; and
- To encourage and support teachers in the creation of action projects in their schools and communities.

The seminar was led by Program Director Dr. Sondra Perl and Associate Program Director Dr. Jennifer Lemberg and focused on the following six themes which were interwoven throughout the two weeks:

- Examining Identity
- Studying the Holocaust
- Designing Curriculum
- Exploring the Language of Atrocity
- Understanding the Power of Pedagogy
- Being Mindful of the Wellbeing of the Group

In addition to Perl and Lemberg, Alice Braziller, Micha Franke and Oana Nestian Sandu served as important members of our teaching team. Ildiko Kope provided essential back-up and office support, Julia Cheng served as our administrative assistant, and Bailey Fairbanks worked as our summer intern.

Specifically, the program included:

- The creation of Identity Boxes led by Alice Braziller
- Testimony by Holocaust survivor Irving Roth who bore witness to his experiences at Auschwitz and Buchenwald;
- Testimony by Holocaust survivor Inga Auerbacher who spoke about her childhood years at Theresienstadt;
- Testimony by Holocaust survivor William Bernheim illustrated by his original artwork;
- a lecture on the concentration camp system by Dachau educator Micha Franke;
- curriculum work on the Universal Declaration of Human Rights by Oana Nestian Sandu;
- an extended inquiry into language and atrocity by Jennifer Lemberg;
- a workshop on race and culture by Enithie Hunter;
- a lecture on Islam and the Holocaust by Professor Mehnaz Afridi;
- a workshop on *Salvaged Pages* by author Alexandra Zapruder;
- a daylong excursion to the Museum of Jewish Heritage in lower Manhattan;
- a discussion about the history of Judaism with Rabbi Joel Mosbacher followed by a Shabbat service at Temple Shaaray Tefila followed by a Shabbat meal; and
- a klezmer performance and discussion of the role of klezmer in the shtetls of eastern Europe with Rabbi Greg Wall.

We also aimed to make connections between the historical legacy of the Holocaust and present-day instances of social injustice by focusing on the topic of human rights past and present. Prior to the seminar, teachers were divided into five groups with an assignment to collect historical materials that would illustrate the following six themes they chose in advance:

- Propaganda
- The Role of Bystanders
- The Search for Refuge
- Voices of Oppression/Oppressed
- Resistance
- Law and the Legal System: Exclusions and/or Protections

Then in small groups, the teachers shared their materials, identified examples of these same issues that are occurring today and collaboratively devised curriculum materials to address these issues in their own classrooms. Groups then presented the findings of their inquiries.

Each day of the seminar began and ended with the opportunity to reflect, in writing or through other shared activities, on issues, questions, and troubling or traumatic content that arose during the course of the two weeks. Additional weekend and evening activities and field trips provided opportunities for our participants to grasp more fully the ethnic diversity that characterizes New York City and to take in the myriad cultural events that make New York unique.



Participants and faculty in the 2017 Summer Seminar in New York City.

The Memorial Library provided an elegant venue for our work while also serving as a comfortable home base. The Identity Boxes created by the teachers on day one provided rich visual reminders of the unique personal histories that each of us brings to our study of the Holocaust. On our last day, teachers receive a certificate of completion, become members of the Holocaust Educators Network (HEN), and are invited to join our listserv comprised of many hundreds of educators who have attended our programs since 2006.

Some responses from participants in the seminar:

“It was the most worthwhile and connected professional development I have ever had.”

“This seminar was truly educational and . . . deeply transformative learning. I learned more than I could ever have imagined.”

“This was an amazing experience and I have met people I will stay in touch with for life--educators and people in the fight to keep the memory the people who perished in the Holocaust and those who survived alive, as well as engaging in issues of justice.”

“There were so many moments that moved me to tears during this seminar and I feel this renewed sense of why I do this work.”

“Through our examination of the Holocaust I felt as though I have been given the opportunity to work with a diverse group of educators towards a more thorough understanding of this genocide. I also feel like through our time together here, I've been able to cultivate and develop my voice as an educator, human, and writer. I also think this program has allowed me to look critically at the world around and to allowed me to see that although the Holocaust happened in the past, that it still impacts us today, and that I need to be aware of those signposts. Thank you for leaving me better and more aware than when I first arrived.”

III. Mini-grant Program

Teachers completing our seminars are eligible to apply for grants of up to \$1000 to support work in their classrooms or communities. Begun in 2007, the mini-grant program continues to flourish, and a wide range of projects were completed in 2017.

Michelle Best, Austintown Middle School, Austintown, Ohio
“Bringing the Unsilence Project into the Classroom,” February 3-4, 2017



Michelle Best with authors Dr. Danny M. Cohen and Matt de la Peña.

As conference chair and incoming President of the statewide Ohio Council of Teachers of English Language Arts, Michelle Best wanted to provide a dynamic and meaningful experience for teachers as they learned about the Holocaust and the social justice opportunities available to them. For these reasons, she invited author Dr. Danny M. Cohen to speak about his well-regarded book

Train and his nonprofit organization, *The Unsilence Project*. The goals of *The Unsilence Project* are closely aligned with the spirit of

tzedakah, while Danny Cohen’s message and teaching methods are engaging and profound. As part of his presentation, Dr. Cohen requested that all participants receive a complimentary copy of his book to use in classrooms across the state. TOLI’s support covered a large part of this expense, and helped to provide copies of his book to many of the more than 400 educators who attended the conference.

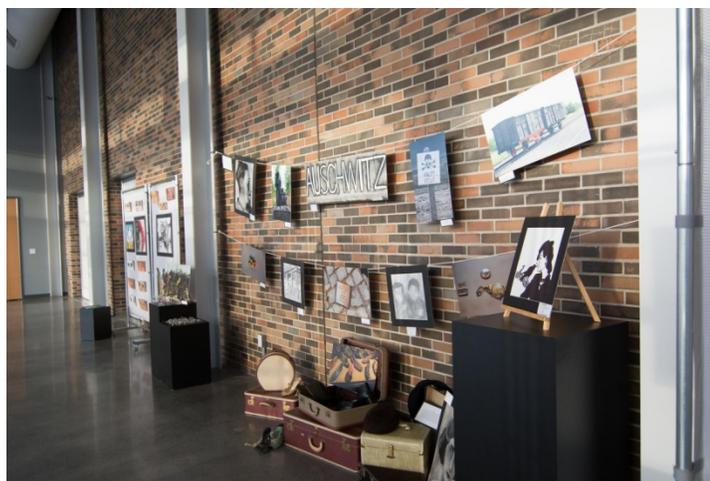
Scott Lone, West Bend East High School, West Bend, Wisconsin
“From the Ashes: Art of the Holocaust,” exhibit and event, April 12 -21, 2017

Under the supervision of Scott Lone ('14) and instructors in disciplines including music and culinary art, students in West bend High Schools’ US History classes and art classes participated in an interdisciplinary project focusing on art that interprets the Holocaust. Their work focused on four themes: Life before the Holocaust, Deportation, Life in the Camp, and Memory. Students did historical research, worked with art teachers, and solicited donations of items that would give an authentic feel to each area of the gallery. The culinary arts instructor crafted a menu that was prepared and presented by students in that program, while a student string quartet played for guests. Guests signed in and then took a rock that they were asked to place in the memorial area of the installation, which was made up of candles and shards of glass. They were also asked to share their reflections, and their comments said the exhibit helped them to think more deeply about the Holocaust and how



human beings treat one another and to appreciate the student interpretations of the four themes.

Over 450 students led by 20 teachers visited the gallery during the day of the gallery reception. Over 250 student artists, parents and community members later attended the gallery reception, where the guest of honor was survivor and author Nathan Taffel. Nathan and his wife, Muriel, greeted gallery guests and signed copies of his published memoir.



All of the teachers who were part of the project (music, culinary arts, art, and social studies) have asked to be part of another project during the following school year.

Rosie Sansalone, Summit County Day School, Cincinnati, OH
“Hear My Story, Be My Voice,” June 2017

Rosie Sansalone’s Capstone Project puts justice into action. After reading *Night* by Elie Wiesel, his message, “every name has a story” becomes the premise of the project: to put theory into practice by giving restorative justice to those who have a story to tell, thus allowing them to heal their soul and put a name and a face to the struggle for the students. The students gather the stories through personal interview, and publish with a photograph in our book *Hear My Story; Be My Voice* which we gift to our voices as a form of restorative justice (in 2015, copies of these books were requested by Yad Vashem to add to the library there). Perhaps the most powerful this project has is the justice which is restored to our voices. This year 60 members of the community participated. A copy of the book is on file at the Memorial Library, and a video of the event can be found online [here](#), and an op-ed piece on the importance of Holocaust education written by Ms. Sansalone is available [at this link](#).

Students in Rosie Sansalone’s class meet with Holocaust survivor Dr. Henry Fenichel.



Nadine Ulseß-Schurda, BRG in der Au, Innsbruck, Austria
“From Past to Present: Exploring Antisemitism,” May 24 – 28, 2017

In a course on Holocaust studies and human rights that she teaches with two colleagues who attended the TOLI seminar in Innsbruck in 2016, Ms. Ulseß-Schurda’s students explore the concept of global humanities and look at human populations that have histories of exclusion and marginalization. The course provides an opportunity for students to study human catastrophes, in general, and the Holocaust, in particular. This year, students visited an exhibition of the Austrian Friends of Yad Vashem about Austrians who saved the lives of Jews during the time of National Socialism, and had the opportunity to hear from Holocaust survivors Lucia Heilmann and Gabriella Goldmann at their school. They also visited the Jewish cemetery in Innsbruck met speakers from the Jewish community in Tyrol there. With support from TOLI, these students along with their three teachers traveled to relevant Holocaust memorial sites in Berlin. Following are some student responses to their trip:

“What can we do in situations where people are exposed to hatred and violence, where they are hurt, where they are neglected, where they are humiliated? We can use our voices, we can offer help, we can ask for their needs.”

“Hearing about the long history of anti-Semitism and the hatred connected to it deeply touched me. Being a people split in different parts of the world not having a place makes people live traditions and culture even more and even stronger. This is why such a strong and beautiful and rich Jewish culture could be established around the world.”

“I will never forget this sentence from a Holocaust survivor’s diary: ‘There is no hate in my heart, there is only one question: Why?’”



Students reflect on what they have learned during a visit to the Jewish Museum in Berlin.

Jacqueline Kohl, Eastern Kentucky University, Kentucky

“This Is Home Now: Kentucky’s Holocaust Survivors Speak,” photography exhibit, September 25-October 28, 2017

A dozen years after its first showing, Jacqueline Kohl helped to revive a unique historical Holocaust exhibit for one month at the Giles Galleries on the campus of Eastern Kentucky University, Richmond, KY, thanks to a grant from TOLI. The exhibit featured dramatic black and white photos of nine Holocaust survivors, their biography panels, and 30 highlighted quotes which tell the stories of these survivors who made Kentucky their home. (The exhibit premiered in May, 2005 based on photographs and oral history interviews, and in 2009 were collected in a book published by the University Press of Kentucky.) The refurbished exhibit attracted the largest number of visitors in the gallery’s recent history, beginning with an opening night that featured a visit with one of the few remaining Holocaust survivors, John Rosenberg, and that was attended by more than 300 visitors. One of the most exciting results of this project is that the exhibit, which was being stored in an unstable environment, now has a safe storage facility



in the Bluegrass Heritage Museum in Winchester. Since one of the Holocaust survivors, Sylvia Green, is from Winchester, the Museum hopes to create a permanent exhibit with her panels.

To read an article about Kohl’s work published in The Winchester Sun, [go here](#).

Photographs from the “This is Home Now: Kentucky’s Holocaust Survivors Speak” exhibit at Eastern Kentucky University.



Tom Seib, Pius X High School, Lincoln, Nebraska

TOLI sponsorship at Institute for Holocaust Education Advanced Holocaust Educators Conference, June 25-26, Schuyler, NE

The *Advanced Holocaust Educators Conference* was organized by the Institute for Holocaust Education and the Nebraska Holocaust Education Consortium in keeping with our belief that Holocaust education can be most meaningful, successful, and impactful when educators are provided with quality resources and guidelines. In the relatively young and evolving field of Holocaust education, we strive to provide access to the most up-to-date research and pedagogic thinking. The conference was attended by 28 Holocaust educators (classroom teachers of grades 6-12) from across Nebraska. Some travelled over 300 miles to take part. Teachers began the conference by getting to know each other through sharing of their own classroom practices, and heard from experts and innovators in the field of Holocaust education. Goals for the participants were to expose them to new research related to the Holocaust, consider trends in the field of Holocaust education and applicable pedagogy, receive resource materials and lesson ideas that will be useful and easily adaptable to their own, individual classrooms, learn about new technologies in Holocaust education, explore how Holocaust education can address various Nebraska State Standards, and meet and engage with a network of like-minded educators. Special guests included Rafael Medoff, Director of the Wyman Institute for Holocaust Studies, and Deborah Batiste, Project Director for Echoes & Reflections.

Participants in the conference engage in an interactive lesson led by NYC Summer Seminar participant Sandy Renken ('14).



IV. TOLI Satellite Seminar Program

In June, July, and August 2017, TOLI supported 11 Satellite Seminars across the United States. What follows are brief descriptions of each. Final evaluations and in-depth reports on each satellite are available on file at our offices.

Maryland

Summer Holocaust Institute

Dates: June 25th – June 30, 2017

Location: Salisbury University, Salisbury, Maryland

Leaders: Diana Wagner and Sandy Pope

Partners: Salisbury University; Temple Beth Israel; Echoes and Reflections; Anti-Defamation League; US Holocaust Memorial Museum; Stephen Decatur High School Art Department; Wicomico County (MD) Board of Education; and Carl Wilkens, World Outside My Shoes

This seminar gathers middle school through university-level teachers from across the region to study the Holocaust and genocide in a context of local issues of civil rights and social justice. We witness, study, and collaborate together to invigorate our teaching. Participants received books and articles approximately two weeks before the seminar. During the seminar, they began developing a unit plan which will be shared with the other seminar participants.

Speakers and Highlights:

- Rabbi Arnold Bienstock, Temple Beth Israel, Jewish History and Culture; Anti-Semitism Al Munser, child survivor
- Maarten Pereboom, film scholar
- Carl Wilkens via SKYPE, Rwandan Genocide
- Screenings of *Defying the Nazis: The Sharps' War* and *The Ghosts of Rwanda*
- Day at the US Holocaust Memorial Museum, including the permanent exhibit, the *Some Were Neighbors* exhibit, *Daniel's Story*, and the recent exhibit on the Cambodian genocide, and the updated exhibit on the Syrian civil war and genocide. In preparation for a seminar activity, participants also spent considerable time examining the Children's Tile Wall.
- Follow-up activity creating a Teacher's Tile Wall
- Presentation on *Echoes and Reflections* curriculum by Deborah Batiste



Participants in the satellite seminar in Maryland.

Selected comments by participants in the satellite seminar in Maryland:

“The best experiences were visiting the Holocaust Museum and doing the Memory Tile activity. They were both very cathartic.”

“Incredible teaching strategies provided as well as very diverse group of teachers drawing from varying perspectives and academic backgrounds.”

“Going to the USHMM and visiting the Daniel's Story exhibit was a very eye opening experience. I feel this exhibit really showed what children experienced during these times and can be very relatable to my students.”

Massachusetts

Holocaust Educators Network: New England Satellite Seminar

Dates: July 17-22

Location: University of Massachusetts, Amherst

Leaders: Cara Crandall and Paula Mercier

Partners: Western Massachusetts Writing Project; University of Massachusetts, Amherst

This seminar helps teachers together to deepen their practice on the teaching of Holocaust, genocide, and social justice. Using an inquiry process, we explore past and recent genocides through a multi-disciplinary approach. We use writing as both a reflective practice and as a study of literary and non-fiction texts, written and film, to understand how stories are used to resist, remember, and reflect on these events. This reflection and analysis will lead us to examine together as a learning community questions on morality, ethics, and social justice. Our local focus includes scholars and authors who have also used writing to explore and understand atrocities, their causes and impacts. This work enables teachers to return to their classrooms and schools with curriculum materials and ways of working with difficult issues to help their students develop their own critical thinking skills, deepen their writing, and understand themselves as agents who can affect the world around them.

Speakers and Highlights:

- Visit to the National Yiddish Book Center
- Marika Barnett, Holocaust survivor and artist
- Henia Lewin, Holocaust survivor, educator and author

- Rob Hadley, on Using the USC Shoah Foundation Visual History Archives
- Lori Gans, on *Echoes and Reflections*
- Linda Christensen, Director, Oregon Writing Project and author, *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom* via Skype
- Field trip to the Institute of Holocaust and Genocide Studies, University of Massachusetts
- Rabbi Benjamin Weiner, Jewish Community of Amherst
- Aaron Bousel, Jewish Community of Amherst
- Attend Shabbat service, Jewish Community of Amherst

Selected comments by participants in the satellite seminar in Massachusetts:

“The Shabbat service was so powerful for me because the happiness and wonderful service was juxtaposed in my mind with the hardships that [Holocaust survivor] Henia went through (as she sat across the aisle from me). It was hard not thinking about both and the moment where much of the emotion from the week all came at once.”

“The speakers and field trips were all fantastic! Rabbi Benjamin, Marika and Henia helped ground our work this week and connected the content to real people in the community. Marika’s and Henia’s stories have stayed with me since last Monday, and I will think of them often. Rabbi Benjamin provided engaging and thoughtful insight regarding contemporary religious and spiritual thought.”

“While I had a general understanding of the Holocaust, I now have a much better sense of the individual experience, and I’m going to strive to center much of my unit in that experience to make it more “real” and personal for my students. I plan to use iWitness as a resource to help with that challenge. I also have a new awareness of the importance of teaching about Jewish life before the Holocaust and embedding some understanding of Jewish culture into the unit.”

Participants and faculty in the satellite seminar in Massachusetts visiting the National Yiddish Book Center in Amherst.



Michigan

Studying, Learning, and Teaching: Critical Lessons of Holocaust Education

Dates: July 10-15

Location: The Holocaust Memorial Center—Zekelman Family Campus (HMC)

Leaders: Corey Harbaugh and John Farris

Partners: the HMC, Western Michigan University, the ADL/Echoes and Reflections, Congregation Shaarey Zedek, Farmington Hills, MI

Located at the Holocaust Memorial Center-Zekelman Campus in Farmington Hills, this seminar offers an inquiry into the best and proven practices for teaching the Holocaust. Participants experience the seminar simultaneously as students and also as successful teachers of the Holocaust, and discover meaningful ways to take back what they learn in our week together to their classrooms across Michigan. The program offers expert presenters on Holocaust-related topics and Jewish history and integrates the resources of a world-class Holocaust museum. Presenters included a historian of Nazi Germany and more than one Holocaust survivor. Participants also have time to explore the rich resources and research facility of the Holocaust Memorial Center in order to deepen their personal and professional inquiry into teaching. In addition to bringing the strengths of the Memorial Library's training program, the seminar blends the philosophies, and pedagogies of esteemed organizations including The United States Holocaust Memorial Museum, The National Writing Project, Facing History and Ourselves, and Echoes and Reflections.

Speakers and Highlights:

- Dr. Guy Stern, survivor, author, director of The Harry and Wanda Zekelman International Institute of the Righteous at the Holocaust Memorial Center
- Rabbi Eli Mayerfield, Director, Holocaust Memorial Center
- Dr. Jeffrey Haus, Director of Jewish Studies Program, Kalamazoo College, on The Jews of pre-Holocaust Europe
- Introduction to Judaism and Jewish Spiritual Life at Temple Beth El
- Survivor Testimony from Paula Marks Bolton
- Dr. Randall Bytwerk, Calvin College, on Julius Streicher, Der Sturmer, and Nazi Propaganda
- Rob Hadley, USC-Shoah Foundation: IWitness, Testimony, and the History of Holocaust Education
- Training in Echoes and Reflections
- Shabbat service at Temple Beth El

Selected comments by participants in the satellite seminar in Michigan:

“The Holocaust needs to be understood by all ages, all faiths, all nationalities, all ethnicities. Bullying, bigotry, bias are all aspects of hatred that cannot be nurtured if our humanity is to continue. While we are capable of unspeakable cruelty, we are also equally capable of great achievements. We must face the truth of the Holocaust and accept our individual and societal responsibilities to make the world a place where love grows.”

“Holocaust education goes much further than just a series of events and a final death toll. Every character involved in the Holocaust has a unique and loaded story. My students need to understand that the lessons from the Holocaust can apply in all walks in life. My students need to understand that we can learn important lessons from the Holocaust and apply those lessons to the future.”

A presentation by Holocaust survivor Paula Marks Bolton during the satellite seminar in Michigan.



Minnesota

The Holocaust and the Meaning of Place

Dates: July 30 - August 5, 2017

Location: University of Minnesota-Twin Cities, Minneapolis

Leaders: Merry Meltz and Maureen Mahoney

Partners: University of MN-Twin Cities, Blue Earth County Library, Blue Earth County Historical Society, Mt Zion Temple

With an emphasis on "place," our seminar was designed to deepen and broaden participants' understandings of the Holocaust, and the mass execution and exile of Dakota people, the indigenous inhabitants of the land now known as Minnesota. We examined connections to place through a focus on homelands, and peoples' removal from place by examining the long history of anti-Semitism, the Jewish diaspora, and United States government policy toward American Indians including forced removals, reservations and boarding schools. Through day trips to a local synagogue and two historic sites, we experienced the places and the voices of Jewish and Dakota people firsthand. In both cases, Holocaust survivor Fred Amram and Dakota descendant Glenn Wasicuna reminded us of the need to know the past but also to recognize the present; that a single event does not define a people for their entirety. We looked to models of teachers who rescued Jews during the Holocaust, considering the choices they had to make, as we examined current social justice issues in our communities and prepared to return to stand in our places with our students. Reflective writing and sharing provided each of us, and our group as a whole, with the safe place needed to look at difficult topics and feel cared for and supported by like-minded professionals, who are now counted as friends.

Speakers and Highlights:

- *Echoes & Reflections* training by Gail Dallas
- Field trip to Fort Snelling and Mankato, historic sites
- Glenn Wasicuna, Dakota descendant, on "Dakota Does Not = 1863"
- Rabbi Adam Spilker, Mt. Zion Synagogue, on Jewish life and history
- Fred Amram, Survivor Testimony: "Every genocide starts slowly, gently."
- Shabbat service at Mt. Zion Synagogue

Selected comments by participants in the satellite seminar in Minnesota:

"This class changed me. Reading Olga's book, Five Chimneys, changed me even more. . . So much more that I haven't gone a day without thinking about her tenacity. About the will to live. About noticing and lifting up the preciousness of life. About telling The Story. Thank you from my heart for including me in this seminar. I will be a better teacher for it, no doubt in my mind, and I am ever grateful."

"The experiences offered (and the unplanned ones) are so worth it as we just don't have a synagogue nearby,

Visiting the Dakota Memorial at Fort Snelling during the satellite seminar in Minnesota.



historical site, or survivors on hand. The networking afterwards will be so valuable."

"This is the first PD I participate[d] in which the writing component was very reflective, not just note-taking on American History facts. It was a very cathartic experience, especially since I hadn't written in years. The selection of videos had a great impact on me as well, I'm still thinking about what I saw and how I felt at that moment."

Montana

Worlds Apart But Not Strangers: Holocaust Education and Indian Education for All

Dates: July 16-22

Location: Montana State University, Billings, MT

Leaders: Marcia Beaumont, Brenda Johnston, Wendy Warren

Partners: Elk River Writing Project, MSU-Billings, Humanities Montana, Congregation Beth Aaron

For the first time, this year the satellite seminar in Montana moved from Missoula to Billings, where the national organization Not in Our Town was founded over thirty years ago. Based on the response of Billings' citizens to protect members of the Jewish and Native communities from acts of hate, the seminar revisited these areas of ongoing discrimination and asked teachers to consider pro-active responses in the context of today's classrooms, schools and communities. Highlights of this intensive, inquiry-based seminar included field experiences to Beth Aaron Synagogue and Crow and Northern Cheyenne lands designed to inspire participants to create action plans for their own classroom, schools and communities. The seminar bridged past and present as participants built background knowledge and gained classroom teaching strategies for Holocaust Education, writing-based community building, and Indian Education for All.

Speakers and Highlights:

- Panel discussion at Beth Aaron Synagogue, including introduction to Judaism, second generation panel, music of the partisans, introduction of Tikkun Olam
- Field experience at Crow and Northern Cheyenne lands
- Trip to Custer's last camp site, Deer Medicine Rock, where Sitting Bull had his Sundance and vision, Lama Deer tribal college, the memorial to the N. Cheyenne breakout, site of the Battle of the Rosebud, and Little Bighorn Battlefield

Selected comments by participants in the satellite seminar in Montana:

“The time to reflect on how Native American experience coincides with, at least, key components of genocide as exemplified with the Holocaust. I think the more TOLI [connects to] other major events the more valuable the message of the Holocaust becomes. That is, the Holocaust has agency and will get some amount of “coverage” chronologically in a history course. But latching on to other topics attaches the Holocaust to other important themes “covered” in more than just history classes and in history classes throughout the entire semester or year. Possible themes teachers use would include, but not be limited to, marginalization, discrimination, oppression...”

“I have studied Jewish culture for many years and have always wanted to go to the local synagogue. I never felt like I would be welcomed in if I just went and knocked on the door. As someone who has been to many religious communities and gatherings in Billings, I have never felt so welcome and comfortable. While in the service, I was remembering that during the Holocaust, the Nazis used synagogues as a holding place for Jewish people. My heart sank while looking at the Torah being read that a place of such reverence and peace was used as a prison. Without actually being in a synagogue, I would never have gained that depth of understanding.... I have lived in Montana for 29 years and had never been to the battlefield, Lame Deer, etc. [Crow and N Cheyenne Reservation] That in itself was transformative. I will do everything I can to give that opportunity to my students.”

Visiting Beth Aaron synagogue in Billings with participants and faculty in the satellite seminar in Montana.



New Jersey

Shaping Identities: The Influence of Narratives on our Understanding of the Holocaust and Social Justice

Dates: July 10-14

Location: The Center for Holocaust, Human Rights, and Genocide Education, Brookdale Community College, Monmouth County, New Jersey

Leaders: Enithie Hunter and Stacy Schiller

Partners: The Center for Holocaust, Human Rights, and Genocide Education, Brookdale Community College; iWitness

Using primary source documents, survivor testimonies, and personal narratives, we explored the concept and impact of master narratives and single stories and how the use of counter narratives in the classroom provide students with multiple lenses from which to view and analyze events such as the Holocaust and United States slavery. This approach conceptualized genocide/social injustice, time periods, and individuals within a framework that allowed for: close reading of the text *My Grandfather Would Have Shot Me* by Jennifer Teege; more authentic engagement when viewing and listening to Holocaust testimonies from survivors of the S. S. St. Louis and German labor camps in Poland, as well as United States slaves freed after the passing of the Emancipation Proclamation; and critical analysis of different forms of media. Participants left the seminar convinced of the words of Chimamanda Adiche: “Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.”

Speakers and Highlights:

- Eva Weiner: Youngest passenger on the S.S. St. Louis; local survivor
- Helena Flaum: Jewish survivor “hiding in plain sight” as a Polish Catholic girl in a labor camp; local survivor
- Rob Hadley: iWitness, USC Shoah Foundation
- Jane Denny: Education Director, Center for Holocaust, Human Rights, and Genocide Education
- JBJ Soul Foundation Community Restaurant



With copies of Olga Lengyel's book *Five Chimneys: A Woman's True Story of Auschwitz* at the satellite seminar in New Jersey.

Selected comments by participants in the satellite seminar in New Jersey:

"The seminar reminded me to constantly revisit my pedagogy to be sure it is culturally responsive."

"The time spent with guest speakers was invaluable. I'd never, even when I was in school, met a Holocaust survivor. To think that I'm hearing testimony for the first time at age 29 is incredible. I've been given something I hadn't realized I'd benefit from so much."

"Before arriving, I did not feel comfortable incorporating social justice issues into my curriculum. After this seminar, I not only feel more confident, but I have new, reliable information about disrupting master narratives and the danger of single-story narratives."

New Mexico

Teaching the Holocaust for Social Justice

Dates: June 12-16, 2017

Location: Manzano High School, Albuquerque, NM

Leaders: Susan Quintana and Leslie Lawner, Michelle Thompson-Loyd (funded internally)

Partners: Manzano High School and the Holocaust and Intolerance Museum of New Mexico. Meetings were held at Manzano High School, with trips to Jewish Community Center of Albuquerque, the Holocaust and Intolerance Museum of New Mexico, and the Indian Pueblo Cultural Center. The Holocaust and Intolerance Museum of New Mexico is our fiscal agent and works with us to publicize our seminar.

This seminar is intended to help teachers in New Mexico develop meaningful ways to teach the Holocaust and other events involving intolerance and persecution. Background on the Holocaust is provided through lectures from specialists, opportunities to examine the exhibits and materials at the New Mexico Holocaust and Intolerance Museum, and exemplary lessons presented by the seminar leaders.

Speakers/Highlights:

- Evening activity at JCC: Jewish-style dinner and Israeli Folk Dancing, videos of Brazilian Israeli dances depicting the Holocaust and formation of Israel, with Dr. Denis Maltz Grutki
- Dr. Mary Pratt shared her husband’s Shoah interview on his part in liberating Buchenwald
- Visit to the Holocaust and Intolerance Museum of New Mexico
- Echoes and Reflections session led by Sherry Bard
- Live chat with Holocaust Survivor Ella Mandel through Simon Wiesenthal Center
- Visit/docent tour of Indian Pueblo Cultural Center Cultural Center

Selected comments by participants in the satellite seminar in New Mexico:

“In 5 days, I received tools, resources, lessons, and materials beyond what I could locate in 5 years on my own.”

“Survivor testimonies personalized the topic and gave it more impact. Enjoyed the various methods of activities,—writing, pictures, Socratic discussion—this gave us many different options for our classroom. It is also very important for differentiated learning and learning styles.”

“Next year I will teach a Holocaust unit using Echoes and Reflections, really emphasizing social action against injustice and being upstanders.”

Interactive learning at the satellite seminar in New Mexico.



North Carolina

Looking Beyond the Single Story in Holocaust and Social Justice Education

Dates: July 10-15

Locations: University of North Carolina at Charlotte (UNCC), The Stan Greenspon Center for Peace and Social Justice at Queens University of Charlotte, The Levine Museum of the New South, Temple Beth El, Shalom Park, The Duke Mansion, Tonya Wertz-Orbaugh's home, Charlotte, North Carolina

Leaders: Tonya Wertz-Orbaugh, Donna Tarney

Partners: UNCC, The Stan Greenspon Center for Peace and Social Justice at Queens University of Charlotte, The Butterfly Project at Shalom Park, Echoes and Reflections, the ADL, the Blumenthal Foundation.

The North Carolina Holocaust Institute introduces the foundations of the Holocaust and Judaism to teachers from public, private, and parochial schools. Our focus includes the historical context of racial prejudice in North Carolina. As we continue to examine the state's history, we will examine how teachers can create effective lessons on the Holocaust using the Common Core and other standards required in specific school settings.

Participants and faculty in the satellite seminar in North Carolina with Holocaust survivor and guest speaker Irving Bienstock.



Speakers and Highlights:

- Dr. John Cox, head of the UNC-Charlotte Center for Holocaust, Genocide, and Human Rights Studies, and author of *To Kill a People: Genocide in the Twentieth Century*
- Musical presentation by Cantor Mary Thomas, Temple Beth El
- Racelle Weiman, on “Timeline of when the world could have stepped in to stop Hitler but did not; The Warsaw Ghetto”
- Visit to the Levine Museum of the New South about the September 2016 race riots in Charlotte, NC
- Screening of the film “Defying the Nazis: The Sharps’ War,” which was attended by more than 70 members of the community in addition to the TOLI group
- Jacki-Lynn Baynks, author of *Our Black Sons’ Lives*, on “Matter Writing for Social Justice”
- Holocaust survivor Irving Bienstock
- Shabbat services at Temple Beth Or

Selected comments by participants in the satellite seminar in North Carolina:

“This seminar has convinced me that I need to weave Holocaust and social justice themes into every unit that I teach. I think that the lessons of the Holocaust can help us combat many of the problems we experience with injustice today, and by exposing my students to the powerful stories of resistance and resilience multiple times throughout the semester I can strengthen their understanding and help them to build empathy and courage they need to stand up and do what is right.”

“I will incorporate writing into every day class activities. In addition, I will request that my students do more writing prior to class discussions to set their thoughts to paper and clarify their ideas. In addition I plan to focus at least a day’s lesson on anti-Semitism and another day on the rich life of the Jews before the Holocaust so that I can set the stage for it.”

Ohio

Pathways For Teaching Social Justice: Building our Mosaic of Understanding Through the Lens of the Holocaust

Dates: July 18-22

Location: The Summit Country Day School, Cincinnati, Ohio

Leaders: Sue Fletcher and Rosie Sansalone

Partners: The Summit Country Day School, Ohio University, Appalachian Writing Project

The premise of our weeklong satellite seminar at The Summit is that the “pathway to justice includes self-respect, empathy, and inclusion.” This description of the pathway to justice is credited to Carl Wilkens, the only American who stayed in Rwanda during the genocide. He shared this definition of justice with facilitator Rosie Sansalone’s Summit Country Day School 8th graders two years ago during an interview for her 8th grade capstone project entitled *Hear My Story; Be My Voice: Giving a Voice to Humanity*. The butterfly mosaic that hangs in facilitator Rosie Sansalone’s classroom is another focal point and symbol around much of our week and our theme is a quote from Elie Wiesel that we say a lot throughout the week: “every name has a story.” Our goal is to help teachers find ways to humanize the story of the Holocaust, and to look for hidden stories and frequently overlooked connections.

Speakers and Highlights:

- Skype session with author of *Train*, Dr. Danny Cohen
- Werner Coppel, Holocaust survivor
- Dr. Henry Fenichel, Holocaust survivor
- Echoes and Reflections Training with Sarah Weiss
- Field trip to Center for Holocaust and Humanity Education
- Carl Westmoreland, Freedom Center docent and African-American historian
- Tour and Visit to the Islamic Center of Cincinnati
- Rabbi Miriam Terlinchamp, congregation Temple Shalom, for Shabbat service

Working on a Holocaust photography activity at the satellite seminar in Ohio.



Selected comments by participants in the satellite seminar in Ohio:

“Loved the first hand encounters with the survivors, those making a difference, and the visits to the various locations to help enrich what we talked about.”

“I found content to be thorough with a good balance of social justice issues. Thought provoking and poignant from the historical facts to the suggestions of how to present to students.”

“All the speakers were amazing! Eugene and Henry's testimonies were so critical and lends authenticity to the seminar and for me as I guide my students through these materials in the classroom.”

Oregon

The Olga Lengyel Institute Inaugural Holocaust Education Seminar: Teaching the Holocaust and its Relevance in the Modern World

Dates: July 17-21

Location: University of Oregon (Knight Law School Presidential Lounge)

Leaders: Robert Hadley and Carrie McCallum

Partners: The Oregon Writing Project (Lynne Anderson, Director)

This intensive professional development seminar provided educators with the opportunity to expand their awareness and understanding of the Holocaust and other, more recent genocides. Teachers evaluated history, looking closely at world-changing decisions made at key moments in time. They collaborated to develop classroom strategies to help their students understand how the past affects the present, find their voice in speaking out for social justice, and envision the wide-reaching impact of their future choices. Participants also explored ways to integrate instruction on racial and ethnic discrimination in Oregon, specifically within the context of Japanese-American internment during World War Two. In addition, the seminar offered an orientation on general Jewish history and culture, and the specific Jewish experience in Oregon.

Speakers and Highlights:

- “Culture or Religion? A Very Brief Intro to Judaism” (Rabbi Ruhi Sophia Motzkin Rubenstein)
- “Modern Genocide” (Dr. Paul Slovic, University of Oregon Genocide Prevention Initiative)

- "Inquiry into the WWII Incarceration of Nikkei in Oregon." (Dr. Linda Tamura, Willamette University Emeritus Professor)
- Tour: Japanese American Internment Memorial (Vincenza Scarpaci, co-chair of the Eugene Japanese American Memorial)
- Using Local resources (April Slobosheski, Oregon Jewish Museum and Center for Holocaust Education)
- "Echoes and Reflections" (Sherry Bard, Echoes Trainer)
- Tour at Temple Beth Israel followed by Shabbat services

Selected comments by participants in the satellite seminar in Oregon:

"We will use iWitness to help develop our character development. These lessons will be used for the entire school on our Wednesday program." (Three teachers from two schools in Roseburg plan to coordinate staff training to extend some of these lessons to both of the Middle Schools in the town)

"I plan to include information about the Japanese Internment experience in my Holocaust unit (or prior to)."

"My plan is for at least two months of integrated reading and writing with the Holocaust as a central theme, and with students building empathy to be upstanders as an ultimate goal."

Reflective writing at the Japanese-American Internment Memorial Garden during the satellite seminar in Oregon.



Wisconsin

A Multi-Generational approach to Holocaust and Social Justice Education

Dates: July 31-August 5

Location: Henry and Rose Samson Family Jewish Community Center

Leaders: Scott Lone and Lori Menning

Partner: Holocaust Educational Resource Center (HERC)

Our Holocaust inquiry studies, which were grounded in interactive pedagogy, allowed continuous opportunities to write and reflect in a “caring environment” that was firmly established during our online collaborative classroom established almost two months before our official seminar began. Highlights of our seminar included testimonies from two Holocaust survivors, a number of presentations by presenters with expertise in the topic of the presentation, and time spent with a Klezmer band from Madison area which afforded seminar participants the opportunity to dance and learn the historical context of Klezmer in Judaism. We offered participants a number of “off-site” experiences (travel to the Illinois Holocaust Memorial Museum in Skokie, Illinois, the Milwaukee Jewish Museum, and a local synagogue) and the travel time to and from the off-site activities gave participants time to discuss their experiences and reflect on each activities impact. We also offered a half-day workshop exploring the Echoes and Reflections curriculum, a premiere teaching tool in Holocaust education. After participating in the seminar, teachers were empowered to create action plans to take back to share with their respective schools, districts, communities and beyond with the goal of educating and planting seeds to prevent further genocides from occurring.

Speakers and Highlights:

- Testimonies from two Holocaust survivors
- Travel to Jewish Museum Milwaukee
- Illinois Holocaust Museum and Education Center
- Echoes & Reflections Training by Gail Dallas
- Performance by Klezmer band Yid Vicious
- Shabbat service at Congregation Shalom

Selected comments by participants in the satellite seminar in Wisconsin:

“This was one of the best (professional development opportunities) I have ever had. The information was profound; the presenters were absolutely experts in their field.”

“The level of Holocaust knowledge that I gained was phenomenal. If I don't know much about a topic, I can't teach it to the degree it deserves to be taught. The resources are amazing.”

“The writing exercises were very well done and I look forward to incorporating similar methods in Holocaust programs I present to students in the future.”



Making identity boxes at the satellite seminar in Wisconsin.

V. Professional Development and Conferences

The TOLI Leadership Conference for Holocaust Educators

In October, TOLI held its first national conference for past participants of the New York City seminar, inviting all those who are actively teaching about the Holocaust, genocide, and social justice. On October 6-9, 91 educators representing 35 states and 2 European countries gathered in Detroit, Michigan, in order to enhance their skills and knowledge regarding the Holocaust and human rights. Over the Columbus Day weekend, teachers worked with renowned scholars in the field, examined artifacts and historical documents at the Holocaust Memorial Center-Zekelman Family Campus in nearby Farmington Hills, and learned about how their colleagues across the US and in Europe are addressing issues of social injustice in their classrooms and communities. The goal was to deepen teachers' understanding of the past so that they can act effectively in the present to address the rise in anti-Semitism, bigotry, and racism facing our nation.

Participants had the following responses to attending the TOLI Leadership Conference:

"The training has had such a positive impact in what I do in the classroom; the connections made with other teachers have been great and there is renewed enthusiasm and affirmation that TOLI connections offer me that isn't found in my school."

"I felt connected and safe from the very beginning. It's how I've always felt at Olga's Table, but wasn't sure it was possible in such a large group setting. It was."

"I was inspired by the three teachers who will be presenting at NWP and by what they are doing with their students in various parts of the country. All three brought innovative ideas for the rest of us to consider. They were also thoughtful and inspiring in their own unique ways. I genuinely admire all that they are doing for their students and their communities."



“I absolutely loved the poster presentations. I got some excellent ideas to use in the classroom, but also got an idea on how to set up an independent study unit for. . . my students who need to be challenged.”

“Lots of general bridge-building and network-building happened, which means resources and supports likely to help in future. 2. A new sense of strength: I’m part of something large, vibrant, dynamic. Being wired into my cohort is one thing, but being wired into the larger community raises the bar. The result is fresh motivation and ambition.”

“One highlight was connecting with my cohort friends and making new friends who are passionate about teaching the history of the Holocaust and about social justice. It was inspiring to be among everyone, soaking up ideas and energy.”

“Gathering in Detroit transported me back to Olga’s table, rejuvenated me and lifted my spirits for our work. Where I work, I feel like I am constantly trying to prove the importance of this education, especially in today’s world where humanity is slowly disappearing. Having had the opportunity to reconnect and meet new people, who share not only our vision, but my vision, gave me the push to take the next steps.”



Dr. Guy Stern, Holocaust survivor and WWII veteran, speaks to participants at the Leadership Conference in Detroit.

Time to write and reflect during the Leadership Conference in Detroit.



The National Writing Project (NWP) Annual Meeting – Keynote at Plenary Session and Panel Presentation

At this year's annual meeting in St. Louis, MO, TOLI was given the honor of delivering the keynote address at the opening plenary session on November 16, 2017. TOLI directors Sondra Perl and Jennifer Lemberg introduced the session, explained the history of our longstanding relationship with the National Writing Project and spoke about TOLI and the legacy bequeathed to us by Olga Lengyel. Then, three TOLI educators, Brenda Johnston, Tracei Willis, and Michelle Clarke shared student work from their classrooms that relate the study of the Holocaust to social justice today. To see a video of their presentation, please go [here](#).

Following the plenary, the five TOLI leaders were joined by Board Chair David Field in a workshop that gave participants a closer look at the classroom work of Holocaust educators. Seventy teachers came away with concrete strategies for bringing the work to their classrooms, and following the session, they were sent fliers and packets of materials via email.

On the evening following the keynote and panel presentations, we hosted a reunion dinner for approximately twenty teachers from within our network who were in St. Louis to present at either NWP or the National Council of Teachers of English (NCTE) Conference. The dinner provided an opportunity for colleagues to reconnect and for participants from different years and locations to meet.

Dr. Wendy Warren, Dr. Sondra Perl, Michelle Sadrena Clark, Brenda Johnson, Tracei Willis, and Dr. Jennifer Lemberg following TOLI's keynote presentation at the NWP Annual Meeting in St. Louis, Missouri.



In 2017 TOLI offered programs in Romania, Bulgaria, and Greece. Feasibility research is being carried out in other European countries to identify other potential future programs.

VI. Summer Seminar in Romania

The Holocaust in Romania: Between History and Memory
Buzias and Lugoj, July 24-27, 2017

Partners: “Elie Wiesel” National Institute for the Study of Holocaust in Romania and the Percept Ministries Association in Romania

The 2017 edition of the seminar, which first began in 2012, gathered over 30 high school and middle school teachers from across Romania. Led by Oana Nestian-Sandu, the seminar was designed to contribute to increasing the quality of education regarding the Holocaust and social justice in Romania. The program provided a rich opportunity to integrate national and international approaches in teaching about these topics and in understanding the contemporary relevance of this important part of modern history.

The objectives of the program were to:

- Develop a coherent understanding of the Holocaust in Romania;
- Discuss methods and approaches for teaching the Holocaust;
- Develop teachers’ understanding of the impact of stereotypes, prejudices and discrimination at individual, group and society level;
- Develop teachers’ understanding of the Jewish life before and after the Holocaust;
- Learn about the Roma genocide during WWII;
- Address the link between Human Rights Education and Holocaust Education as a way to better understand the past and act for the future.
- Promote positive values for life in a diverse world, such as: tolerance, interculturalism, dialogue and appreciation of the other.

The seminar offered a balanced approach between cognitive and emotional elements and reflection time; balance between the information about the horrors of the Holocaust and information about the life of Jewish people before and after the Holocaust, for a more complex narrative; balance between reflection and action (learning is not enough, acting upon what was learned is the key to social change).

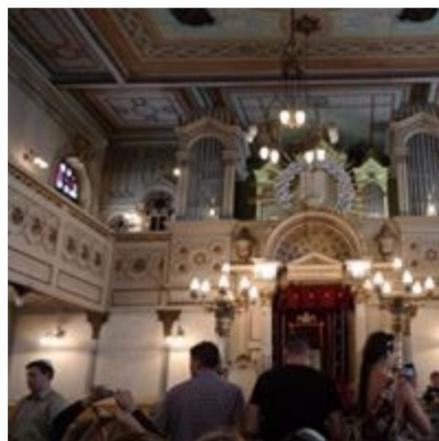
The seminar started with a focus on present day hate speech and methods to combat it. It continued with a presentation about the deportation of Roma in Transnistria, followed by an overview of the Holocaust in Europe, supported with relevant images from the archives of the U.S. Holocaust Memorial Museum. A documentary about the story of

Struma was screened and discussed at the end of the day.

The second day was dedicated to the Holocaust in Romania. Radu Ioanid delivered another presentation supported by images, followed by a presentation about the trials of war criminals by Andrei Murariu. Liviu Beris presented the testimony of his deportation to Transnistria. The day ended with the screening of the documentary *Odessa*. In the third day the focus was on how the memory of the Holocaust was preserved and how it is represented in the post-communist society. The historiography of Ion Antonescu, the key figure of the Holocaust in Romania was discussed with the teachers. Iancu Tucurman presented the testimony of the Iasi pogrom of 1941, followed by a documentary on the same topic.

The last session of the third day marked the transition to approaches and methods to teaching the Holocaust. The human rights based approach was discussed as a lens for learning about the Holocaust and for addressing present day situations of injustice and discrimination. This was followed, in the last day, by a session focused on the competences for democratic culture which students can develop when learning about the Holocaust and on the lessons of the Holocaust for present and future generations. Next, participants were engaged in a process of drafting an action plan to implement what they learned during the seminar with their students in lesson plans, extra-curricular

activities and school projects. At the end of the seminar the group got the opportunity to visit the Lugoj synagogue and to learn about the life of the Jewish community before, during and after the Holocaust.



Comments from participants in the seminar in Romania:

[I appreciated...] the availability of the trainers, and the modern way of presenting the information. I discovered innovative approaches related to human rights: Human rights education and Holocaust Education, and the lessons of the Holocaust for present and future generations.

Openness to dialogue. Well chosen topics and activities.

The History of the Antisemitism was a really useful lecture and I think I can use it in my teaching practice. I liked the lecture by prof. Bar-Zohar which was really fascinating and absorbing and full of facts.

VII. Summer Seminar in Bulgaria

*Learning from the Past – Acting for the Future: Teaching about the Holocaust and Social Justice
Blagoevgrad, Bulgaria, July 16-20, 2017*

This project is developed by The Olga Lengyel Institute in partnership with the American University in Bulgaria and Israel-Bulgaria Institute.

The aim of the project is to contribute to increasing the quality of education regarding the Holocaust and social justice in Bulgaria. The program provides a rich opportunity to integrate national and international approaches in teaching about these topics and in understanding the contemporary relevance of this important part of modern history.

The objectives of the program are to:

- Develop teachers' awareness of historical and current dialectical discussions concerning the Holocaust and other instances of social injustice;
- Develop teachers' understanding of the impact of stereotypes, prejudices and discrimination at individual, group and society level;
- Develop teachers' understanding of the Jewish life before and after the Holocaust;
- Increase appreciation for innovative, student-centered teaching methods, including extra-curricular activities and partnerships between school and other institutions and organizations
- Promote a blended approach of Holocaust education and Human Rights education.

The methodology of the training is learner centered, based on the principles of experiential learning and a human rights-based approach in education.

A group of 37 teachers from across Bulgaria had the opportunity to learn from internationally renowned lecturers, to interact with survivors and to think creatively and collaboratively about how to teach the Holocaust and social justice. A variety of methods were used in order to

stimulate the engagement of participants, their reflections and a high level of interaction: presentations, analysis, discussions, reflections, group work, videos, visits, guest speakers, survivors' testimonies, etc.

This was the third seminar organized in Bulgaria. The first one took place in 2015 and gathered 45 teachers from across the country. Two teachers from the first cohort were selected to work as co-facilitators of the 2016 seminar, which gathered 35 teachers.

Methodology and description

The seminar incorporates a methodology designed to ensure the basic principles of active participation and holistic learning throughout the program. The methodology is learner centered, based on the principles of experiential learning and a human rights-based approach in education. The 4 day training offers a balanced approach between cognitive and emotional elements and reflection time; balance between the information about the horrors of the Holocaust and information about the life of Jewish people before and after the Holocaust, for a more complex narrative; balance between reflection and action (learning is not enough, acting upon what was learned is the key to social change).

The first day of the seminar was focused on setting the context, creating a participatory learning space and discussing the central role identity plays in the context of the Holocaust. A practical session on stereotypes and prejudices opened the path to a better understanding of their use in the Nazi propaganda as well as their impact in our lives today. This session was followed by a presentation on the History of Anti-Semitism from antiquity to the 20th century, offering participants more background into the subject.

The seminar continued the following day with a presentation of facts and images on the Nazi propaganda and a historical account of the main events related to the Holocaust at European level, including national myths portrayed in various countries. A visit to the Synagogue in the afternoon gave teachers more information about Jewish life in Bulgaria before and after the Holocaust. The Sofia Synagogue is the largest synagogue in Southeastern Europe and an impressive architectural monument. The presentations in the synagogue were followed by a kosher dinner.

At this point in the seminar participants had received dense information and the focus was shifted to individual experiences during the Holocaust and the emotional aspect of dealing with such a troubling history. Participants listened to the story of Assia Raberman, a Holocaust survivor. After this session participants were engaged in a process of understanding various degrees of responsibility and acknowledging the courage and humanity of upstanders. The learning points were brought into present day realities as a way to build alliances for those who are still discriminated and marginalized. A presentation about the Jews in Bulgaria during WWII followed.

The last day of the seminar was focused on action, on transferring the learning from the first three days – lectures by scholars, survivor testimonies, visit to the synagogue, etc. – into

educational approaches for the classroom. Teachers got to experience new methodologies and develop an action plan for their lessons about the Holocaust, for school projects or extra-curricular activities.

Follow-Up

Graduates of the seminar are offered the opportunity to apply for mini-grants to receive support for the projects on Holocaust education and social justice they plan to implement in the next school year. The grant consists of \$300 and continuous advice and support in the implementation of the project.



Selected comments from participants in the seminar in Bulgaria:

I had the opportunity to listen to great lecturers and learn new information connected not only with Holocaust but the relation to the Jews since the Middle Ages.

I liked the whole program, [including] the workshops and experiential workshops.

Every session had something useful and a special place in the seminar.

Assia's story touched me deeply.

VIII. Summer Seminar in Greece

Learning from the Past – Acting for the Future: Teaching about the Holocaust and Social Justice, Athens, Greece, July 9-12, 2017

This project is developed by The Olga Lengyel Institute in partnership with the Jewish Museum of Greece and held under the auspices of the Ministry of Education in Greece.

The aim of the project is to contribute to increasing the quality of education regarding the Holocaust and social justice in Greece. The program provides a rich opportunity to integrate national and international approaches in teaching about these topics and in understanding the contemporary relevance of this important part of modern history.

The objectives of the program are to:

- Develop teachers' awareness of historical and current dialectical discussions concerning the Holocaust and other instances of social injustice;
- Develop teachers' understanding of the impact of stereotypes, prejudices and discrimination at individual, group and society level;
- Develop teachers' understanding of the Jewish life before and after the Holocaust;
- Increase appreciation for innovative, student-centered teaching methods, including extra-curricular activities and partnerships between school and other institutions and organizations
- Promote a blended approach of Holocaust education and Human Rights education.

The methodology of the training is learner centered, based on the principles of experiential learning and a human rights-based approach in education.

A group of 39 teachers had the opportunity to learn from internationally renowned lecturers, to interact with survivors and to think creatively and collaboratively about how to teach the Holocaust and social justice. A variety of methods are used in order to stimulate the engagement of participants, their reflections and a high level of interaction: presentations, analysis, discussions, reflections, group work, videos, visits, guest speakers, survivors' testimonies, etc.

The seminar incorporates a methodology designed to ensure the basic principles of active participation and holistic learning throughout the program. The methodology is learner centered, based on the principles of experiential learning and a human rights-based approach in education. The seminar offers a balanced approach between cognitive and emotional elements and reflection time; balance between the information about the horrors of the Holocaust and information about the life of Jewish people before and after the Holocaust, for a more complex narrative; balance between reflection and action (learning is not enough, acting upon what was learned is the key to social change).

Highlights of the first day included an address by the U.S. Ambassador, Geoffrey R. Pyatt, a detailed presentation of the program and its objectives by Oana Nestian Sandu, a workshop, also conducted by Oana Nestian Sandu, on the issues of identity and the stereotypes shaped around it that prevent us from reaching out to each other. The first day also included two extensive lectures on the history of Greek Jewry from antiquity to modern times, by historian Daphne Lappa, and on the persecution of Greek Jewry by historian Philip Carabott. Lappa presented the basic space-time routes of the Jews who settled in the Greek lands and interacted with the other population groups that lived in it, and Carabott examined some stereotypical narratives and emphasized the study of the choices that Greek Jewry were faced with during the Nazi occupation of Greece and the Holocaust. The first day ended with a tour of the two Athens synagogues and the Holocaust Memorial by Rabbi Gabriel Negrin who answered questions regarding Judaism.

The following day the participants attended two lectures by Radu Ioanid, director of the International Archival Program of the United States Holocaust Memorial Museum (USHMM). Ioanid outlined some of the USHMM's work. Then, using rich photographic material, such as pictures of propaganda editions for children, he spoke about Nazi propaganda. As he pointed out, the propaganda of the Nazi regime addressed, in a simplistic way, the sentiment of the general public. In his second talk, on national Holocaust-related myths, he stressed the importance of looking at the historical context in which the genocide took place as well as considering the degree of local collaboration in each country.

Survivor testimonies, provided by Isaac Mizan from Arta, Greece and Assia Raberman from Poland were met with great enthusiasm. Attendees were deeply moved by their personal stories. Isaac Mizan spoke about his childhood in Arta and his deportation, along with his family, to Auschwitz. Assia Raberman addressed the tough experience she had as a hidden child who lost her parents during the Nazi occupation of Poland. The day ended with an



extensive tour of the JMG by its director, Zanet Battinou, and a meal at Gostijo restaurant which included Sephardic dishes.

The final day of the seminar began with a workshop on the use of testimony in the teaching of the Holocaust by historian Eleni Beze. The educators, having heard a brief presentation on hidden children, worked in small groups on written testimonies of Jewish children who, during the occupation, found shelter in Athens. This was followed by a workshop by Oana Nestian Sandu on the subject of teaching human rights education and Holocaust education in a complementary way. Teachers worked in groups on specific rights, for example, the right to education, and talked about the case under Nazi occupation, what violations of that right took place at that time before moving on to a discussion of current infringements of human rights. The three-day seminar wrapped up with the drawing up of an action plan followed by a farewell dinner at the Old Athens (Palia Athina) restaurant in Athens' Plaka district.

Follow-Up

Graduates of the seminar are offered the opportunity to apply for mini-grants to receive support for the projects on Holocaust education and social justice they plan to implement in the next school year. The grant consists of \$300 and continuous advice and support in the implementation of the project.

IX. Mini-grant Program in Europe

Romania

Facing History for a Better World

Razvan Bigiu, Ploiesti

This project was developed with the aim to increase students' level of knowledge about the Jewish community in Romania, about their contribution to the political, social, economic and cultural development of the country. The first activity of the project consisted of watching testimonies of Holocaust survivors and it helped students put historical facts into perspective and understand the emotional aspect of the tragedy that occurred in Romania. Afterwards students travelled to Bucharest to visit the Choral Temple, to learn about Judaism, the history of the temple, and the main aspects of Jewish culture. The students had the opportunity to ask questions and each of them were assigned a specific task in order to produce a tangible final result of the activity, a photographic-informative album on The Choral Temple, which is also available online.



Stop the Intolerance and Indifference!

Gabriela Dobrila, Veronica Caraiani, Eugenia Ionescu and Bogdan Bolandru, Mereni, Constanta



This project was developed in two schools. Throughout the project activities, around 100 students from 7th and 8th grades of the two schools have learned and shared with their colleagues and members of their communities information on historical themes (the Holocaust, the communist regime, slavery, international terrorism) and identified causes and solutions for social and civic themes (school violence, violence against animals, homelessness). Students organized a "lawsuit against intolerance and indifference", against all types of abuse, against stereotypes, prejudices and forms of discrimination. They researched events which, stemmed from stereotypes and prejudices, resulted in discrimination and genocide such as the Holocaust, the communist regime, slavery, international terrorism, etc.

Our Hearts do not Want Holocaust, They Want Tolerance

Ghiorghita Fercea, Resita

In this project, through a series of formal and non-formal activities, students learned about the Holocaust and learned to appreciate and contribute to maintaining democracy and its principles: pluralism, respect for human rights, peace, tolerance, and accepting differences. The main activities were: a roundtable on the Holocaust, an interactive session on violence, a drawing contest on Holocaust Remembrance, a partnership with local authorities to raise awareness about the need for tolerance, a visit to the Synagogue, several activities, such as watching documentaries and creating posters about Roma history and culture and a visit to the Max Ausnit Memorial. For the quality of these activities the teacher was invited by the Ministry of Education to participate in a training course organized by Yad Vashem.



The Holocaust: A Lesson of the Past for the Present

Monica Iorga, Videle

This project consisted of a set of activities carried out in collaboration with several local and national institutions and NGOs. On January 27, a symposium dedicated to the International Holocaust Day took place in the school. In collaboration with the Friederich Ebert Foundation, they showed the exhibition "For an active democracy against right wing extremism". They also focused on the Roma genocide and celebrated International Roma Day by delivering messages of respect for diversity, tolerance, multiculturalism. The final activity was a visit to the Holocaust Museum and the Holocaust Monument in Bucharest.



The Holocaust and Human Rights

Mariana Sima, Ploeni, Prahova

The main activities of this project were: an open lesson on the Holocaust in Romania supported by photographs of Jews and Roma taken during the Holocaust; participation in a human rights contest in which students organized in mixed teams of age and ethnic belonging created drawings, fliers, pictures and presentations on the topic; interactive lessons to develop students' critical thinking in approaching problems of social and ethnical inequity, as source of discrimination, in discussing empathy and its limits; an exhibition on the challenges of and threats to democracy; a visit to the Synagogue in Ploiesti where students admired, apart from the place of worship, the exhibits of the Jewish community and the pictures and they watched an interesting presentation on the history of the Jewish community in Ploiesti.



Different but Together

Cerasela Marin, Campina

This project consisted of a series of activities which started with watching documentaries about the Holocaust and discussing the causes and consequences of the Holocaust at personal and community level. Students learned about the Jewish community of Campina and about its contribution to the development of the city. They visited the Campina Synagogue and its museum. Afterwards students were engaged in experiential learning activities that addressed



the topics of tolerance, communication, conflict resolution and human rights. At the end of the project students organized an exhibition with photographs through which they expressed their thoughts, feelings and ideas on the subjects discussed throughout the project and a roundtable on the topic of discrimination in contemporary society and various ways of countering it.

The Lessons We Learn from the Holocaust

Mihaela-Madalina Iordache, Berbesti, Valcea

This project was developed to teach students tolerance, civic attitudes, the ability to work in a team and respect for diversity. The main activities were: commemoration of the Holocaust in Romania (Oct. 9) through interactive activities that involved students and teachers from the entire school; a contest of posters organized on Holocaust Remembrance Day; and visits to the synagogue in Pitesti, the Choral Temple in Bucharest, The Holocaust Memorial in Bucharest and Elie Wiesel Square.



Bulgaria

Why Two Destinies?

Vesela Hristova, Burgas

This project was based on a book the teacher wrote with her students the year before. Students learned about the fate of Bulgarian Jews and Jews from Macedonia and Aegean Thrace during the Second World War. They worked with archives and photographs from the Yad Vashem website, watched documentaries, read books and participated in four seminars on: Tolerance and Society; Stereotypes and Prejudices; Discrimination Against Minorities and Groups; and What We Know About Human Rights and Their Protection. Students also organized a street performance of theatre, dance and music to address topics of discrimination, violence, rejection, rebellion and human rights.



To Be Human in an Inhuman World **Sashka Konakchiyska and Daniela** **Mertakchiyska, Sepereva Banya**

This project was carried out in three stages. The first stage was related to students' exploratory and investigative work on preselected themes, such as Jewish history, Jewish traditions, the Holocaust, and the rescue of Bulgarian Jews. Based on their research, students prepared posters, multimedia presentations, and learned Jewish songs and dances. In the second stage a school event was organized to present the results of students' research in the form of an exhibition, presentations, and an artistic performance. The third



stage was focused on the multiplying effect of the project, with the participation of students in school competitions about the Holocaust and social justice and about human rights and tolerance as an opportunity for students to learn more and understand the "others."

Unsent Letters

**Slavka Borislavova and Boryana Angelova,
Levski**

This project involved 2nd and 3rd grade students and well as 6th grade students. The 6th graders watched movies and documentaries about the Holocaust and listened to the story of Assia Raberman. They read The Diary of Anne Frank, did Internet research about missing children and presented their findings to the 2nd graders who then proceeded to write letters to the missing children and read them to the students of 6th grade, their parents, teachers and other guests. Students also discussed about children's rights and organized a Tolerance Day about the destructive power of the words used in daily language and about the danger of labeling people.



The Other, The Different, The Identical Teodora Rangelova Nikolova, Sofia

This project consisted of a series of lessons that started with the story of Anne Frank and continued with lessons on five different categories of people: people with disabilities, people from different religions, people with different ethnicities, poor people, immigrants and refugees. The project was focused on diminishing stereotypes, prejudices and hate speech, with structured activities as well as open discussions about the power of the words and labels and effective ways to overcome prejudice. The project was awarded by the National Ministry of Education in Bulgaria as a creative approach to educate socially aware and responsible children.

Introduction in Porajmos History and the Universal Declaration of Human Rights Petar Gramatikov, Plovdiv

The project focused on social justice and Porajmos (the Holocaust of Roma). Twenty children aged 10-12 took part in a training and distributed over 1500 brochures about the Genocide of the Roma during the Second World War (Porajmos) in Plovdiv. The main goal of the project was to raise awareness about Porajmos, also referred to as Forgotten Holocaust, and to provide inspiration for mutual understanding and tolerance. The participants were informed about the extraordinary example of the power of civil society in Bulgaria during the Second World War and the salvation of the Bulgarian Jewish (50,000) and Roma (148,000) compatriots and were motivated to keep and promote ethnic and religious tolerance and mutually beneficial coexistence in the 21st century.

The Holocaust and the Salvation of the Bulgarian Jews

Dimitar Dimov, Kardzhali

This project consisted of an essay competition on the topic of the Holocaust and the rescuing of the Jews in Bulgaria. Students who submitted their papers were invited to take a part in an event called “Days of Holocaust and the rescuing of the Jewish people in Bulgaria.” The participants in the competition were 22 students with 10 teachers from 10 different schools. Before the big event, a photo exhibition was organized by students who researched the history of the Jewish community in Kardzhali. In relation to the International Women’s day, the head teachers discussed with their students the role of Jewish women and their contribution to the development of humanity. The best essays and presentations were showcased on the school television.

Remembering the Holocaust - a Way to Tolerance

Tatyana Docheva, Ivanka Aleksieva, and Elka Dimitrova, Kubrat

This project involved two groups of students. The 6th graders learned about the Jewish ghettos and what it meant to be living there. For the commemoration of the Holocaust Remembrance Day, the students drew the Tree of Life on one of the school walls and they put information about Righteous among the Nations, on every branch. They also created an information corner about the countries who contributed to the rescuing of Jews and participated in a literary contest on the theme of Shimon Peres and in an essay contest about Bar Zohar’s book *Beyond Hitler’s Grasp*. The younger students took a virtual tour of a WWII Jewish Ghetto using Yad Vashem Children in the Ghetto Interactive Website for Children <http://ghetto.galim.org.il/end/>. After the tour they discussed the life of Jewish children in the Ghetto, their dreams and imaginations, and the toys and games they used against the ugly reality. Then, they participated in a drawing contest on the same topic.



Tales about the Holocaust

Dimitrina Kirilova Zareva and Tatyana Ivanova Angelova-Krustovcheva, Dupnitsa

In this project students were introduced to the topic of the Holocaust with the stories of people who survived it and the compassion of ordinary people who helped them survive. For the International Holocaust Remembrance Day, January 27, students made posters, which were placed in a visible place in the school. In February they did multimedia presentations on the history of Holocaust and on the righteous among the nations. Students read books such as “Anne Frank’s Diary” and “The Book Thief” from Markus Zusak and “Denying the Holocaust” by Kenneth Sterne, watched and discussed documentaries. The final activity of the project was a visit to a museum dedicated to Dimitar Peshev, one of the main figures in the salvation of Bulgarian Jews.

You are Not Forgotten

Katya Georgieva Oncheva, Burgas

This project was focused on the fate of the Jewish children during the Holocaust. It involved 42 students in 12 working groups. They explored the following topics: Nazi Germany and the policy of anti-Semitism, child victims of the Holocaust, righteous and rescuers. They translated materials from German and English, gathered information and prepared their presentations that were given in front of a total of 160 students. Additionally, two seminars were organized, one in which presented a demographic map of the Jewish community in Bulgaria from the 1st to the 21st century, and the other one focused on the importance of remembering the Holocaust. The final activity involved 60 students. They wrote letters to Holocaust victims, collected them in a “Box of letters” and presented posters with the message “You are not forgotten!” in an exhibition called *The Wall of Memory*.



We Remember

Yuliya Chortleneva, Chernoochene, Kardzali

This project was focused on preparing students to participate in competitions on the topic of the Holocaust, to do research and to collect resources for an exhibition and a school collection. Students participated in several competitions and won two 1st prizes and two 3rd prizes. They also built a permanent exhibition called *The Holocaust Corner*, to present collected biographies of the people who helped Jews during the Holocaust, DVDs with movies about the Holocaust and books about the Holocaust and about the life of Jews in Bulgaria.



Rescued Future



Neli Dimova and Doneta Miteva, Varna and Ruse

This project focused on the research of the role of Bulgarian institutions during the Second World War and the Holocaust. Students were grouped in teams that researched and presented the following topics: the role of Tsar Boris III; the activities and the role of the National Assembly and Dimitar Peshev; the role of the Bulgarian Orthodox Church in saving

the Bulgarian Jews during the war and specifically that of Metropolitan Cyril; the role of Bulgarian journalists from 1941 to 1944; the intellectuals from Kyustendil on their contribution to preventing the deportation of Bulgarian Jews; Jewish culture and traditions and the history of the Jews in Varna. Students organized an exhibition and presented their research interactively.

To Remember

Tanya Stefanova Popova-Decheva, Sevlievo

This project consisted of a series of lectures on the Holocaust for students of 8th, 9th and 10th grade. The lessons learned were presented in a public event on March 10, the Day of the salvation of Bulgarian Jews and the commemoration of the Holocaust victims. At the same event a documentary about the tragedy experienced by the Jews during the Holocaust was screened. The second part of the project was a music



program at the Dimitar Dimov Drama Theater in Kardzhali where, organized on the Day of Tolerance and Interethnic Support. The third event was the closing session, a literary and musical program titled "The Light That Saves Us". With the help of socio-drama, several moments related to Jewish life were presented – Passover and Hanukkah holidays, as well as important historical events and personalities. History and legend, myth and song were interwoven to make the dialogue between cultures, people, and time possible.

History as a Part of the Future

Hristina Hristova and Gabriela Georgieva, Lovech

This project involved two groups of students. One of the groups consisted of 12 students who did research and organized activities for the second group which consisted of 160 students. In the first activity students researched the history of Jews in the village of Gorsko Slivovo, Lovech district. They met people who lived through the events of WWII leading to the attempted deportation of the Jews. This activity was followed by a visit to the State Archive in Lovech with the goal of finding out more about Jewish life in the district of Lovech before and after the war. The third was a visit to the synagogue in Sofia and a meeting with the Rabbi.

X. Appendices

Appendix A - 2017 Summer Seminar

List of Participating Schools and Institutions

Marjory Stoneman Douglas High School, Florida
Central Connecticut State University, Connecticut
Mat-Su Career & Technical High School, Alaska
Lake High School, Ohio
Bethel College, Indiana
Central Valley High School, Washington
Washington High School, Missouri
Katherine Albiani Middle School, California
Warren Central High School, Indiana
Ministry of Education, Greece
Dominion High School, Virginia
Central High School, Minnesota
Everett High School, Michigan
East Ridge Middle School, Florida
Eagle Hills Elementary School, Idaho
Penn State University, Pennsylvania
Rocky Hill School, Rhode Island
Mountain Pointe High School, Arizona
Union County High School, South Carolina
University of Southern Indiana, Indiana
Anamosa High School, Iowa
Brigham Young University, Idaho
Tree of Life Christian School, Ohio
R. Max Abbott Middle School, North Carolina

2017 New York City Summer Seminar Schedule

Saturday	Sunday	Monday	Tuesday
17-Jun	18-Jun	19-Jun	20-Jun
	Breakfast available at the Library beginning at 8:15 a.m.	8:45 Meet in lobby of the Museum of Jewish Heritage, 36 Battery Place	Breakfast available at the Library beginning at 8:15 a.m.
	9:00 - 9:15 Creating our Space 9:15 - 11:30 Create identity boxes 11:30 - 12:30 Share identity boxes, Part 1	9:00 - 12:30 Working with Artifacts	9:00 - 12:00 History of antisemitism and "The Longest Hatred"
	12:30 - 1:30 Lunch	12:30 - 1:30 Lunch on your own/time in the bookstore	12:00 - 1:00 Lunch
	1:30 - 2:45 Sharing identity boxes, Part 2 2:45 - 3:00 Break	1:30 - 2:30 Inge Auerbacher, Holocaust survivor and author of <i>I am a Star: Child of the Holocaust</i>	1:00 - 3:00 Irving Roth, Holocaust survivor and author of <i>Bondi's Brother</i>
Participants arrive - check in at Columbia begins at 3pm	3:00 - 5:00 Reading, Writing, and "Where I'm From"	2:30 - 3:00 Q&A with Inge Auerbacher 3:00 - 3:45 Return to the galleries and/or visit the special exhibits on your own	3:00 - 3:15 Break
5:30 Meet Alice Braziller in the lobby of Wallach Hall to travel together to the Library	5:00 - 5:30 Prepare for our visit to the Museum of Jewish Heritage 5:30 - 6:00 Reflections on the day	3:45 - 4:15 The Garden of Stones, with Elizabeth Edelstein, Director of Education 4:15 - 5:30 Reflections on the day	3:15 - 5:00 Irving Roth, cont'd 5:00 - 6:00 Writing Time - Reflections on the Day
6pm Reception at the Memorial Library, 58 East 79th St., #2F -Introductions & overview of the seminar -watch excerpts from Shoah foundation interview with Olga Lengyel		Dinner in Chinatown at Joe's Shanghai, 9 Pell St.	FREE EVENING - no activities planned.

	Wednesday	Thursday	Friday	Saturday
	21-Jun	22-Jun	23-Jun	24-Jun
	Breakfast available at the Library beginning at 8:15 a.m.	Free day / optional events	Late start: breakfast available at the Library beginning at 9:15 a.m.	Breakfast available at the Library beginning at 8:15 a.m.
9am	9:00 - 10:30 Micha Franke on the Concentration Camp System 10:45 - 12:30 Writing Workshop on Language and Atrocity Session #1		9:45 - 10:45 Screening of "Teenage Witness: The Fanya Heller Story" 11:00 - 12:00 Fanya Heller, Holocaust survivor and author of <i>Love in a World of Sorrow: a Teenage Girl's Holocaust Memoirs</i>	9:00 - 10:00 Human Rights Inquiry Session #4 10:15 - 12:15 Writing workshop with Sondra Perl
Lunch	12:30 - 1:30 Lunch		12:00 - 12:45 Lunch	12:15 - 1:00 Lunch
1pm 3pm	1:30 - 2:15 Human Rights Inquiry Session #1, Oana Nestian-Sandu 2:15 - 3:15 Human Rights Inquiry Session #2 3:15 - 3:30 Break 3:30 - 5:00 Writing and Sharing in Small Groups 5:00 - 5:45 Steve Ausnit, Board of Directors, Memorial Library	Optional Brooklyn walking tour: cross over the Brooklyn Bridge, visit Plymouth Church, take the subway to Coney Island, eat lunch at Nathan's, stroll the Boardwalk, visit the Aquarium, return to Park Slope for dinner at Alice's apartment.	12:45 - 1:45 Remarks by Rabbi from Temple Shaaray Tefila 1:45 - 2:00 Break 2:00 - 4:00 Human Rights Inquiry Session #3 4:00 - 5:00 Meet with the Board of Directors	1:00 - 4:30 Presentation by Enithie Hunter 4:30 - 4:45 Break 4:45 - 6:00 Sustained Writing time
6pm	FREE EVENING - no activities planned		6:00 - 7:00 Shabbat services at Temple Shaaray Tefila, 250 E. 79th St., followed by Shabbat dinner at the Library	FREE EVENING - no activities planned

	Sunday	Monday	Tuesday	Wednesday	Thursday
	June 25	26-Jun	27-Jun	28-Jun	29-Jun
	Breakfast available at the Library beginning at 8:15 a.m.	Breakfast available at the Library beginning at 8:15 a.m.	Breakfast available at the Library beginning at 8:15 a.m.	Breakfast available at the Library beginning at 8:15 a.m.	
9am	<p>9:00 - 10:00 Human Rights Inquiry Session #5</p> <p>10:00 - 12:00 Echoes and Reflections presentation</p>	<p>9:00 - 11:00 Writing Into the Day: Language and Atrocity Session #2</p> <p>11:00 - 11:15 Break</p> <p>11:15 - 12:30 Human Rights Inquiry Session 6</p>	<p>9:00 - 10:30 Examining our Practice</p> <p>10:30 - 12:00 Presentations by Human Rights Groups</p>	<p>9:00 - 11:30 Articulating a Pedagogy of Hope</p> <p>11:30 - 11:45 Break</p> <p>11:45 - 1:00 Moving ahead, looking forward: mini-grants, satellites, online evaluations, and staying in touch</p>	Check out by 11 am; please remember to return your room key, and safe travels!
Lunch	12:00 - 1:00 Lunch	12:30 - 1:30 Lunch	12:00 - 1:00 Lunch	1:00 - 2:00 Lunch	
2pm	1:00 - 5:00 Special event: Alexandra Zapruder, author of <i>Salvaged Pages: Young Writers' Diaries of the Holocaust</i>	<p>1:30 - 2:30 Sondra Perl presents <i>On Austrian Soil</i></p> <p>2:30 - 3:00 Embodied Knowing and the Holocaust</p> <p>3:00 - 4:00 Sustained silent writing and revision groups</p> <p>4:00 Travel downtown</p>	<p>1:00 - 2:15 Presentation by Mehnaz Afridi, Director of the Holocaust, Genocide, and Interfaith Center at Manhattan College and author of <i>The Shoah through Muslim Eyes</i></p> <p>2:15 - 2:30 Break</p> <p>2:30 - 3:30 Mehnaz Afridi, cont'd</p>	2:00 - 5:00 Reading, writing, and celebrating our voices: what we are taking away	
6pm	FREE EVENING - no activities planned	6:30 p.m. - 9:00 p.m. Boat ride on "The Ventura" around Lower Manhattan. Boarding begins at 6:00 at the North Cove Marina, World Financial Center	<p>5:00 - 6:00 Break</p> <p>6:00- 7:00 Reception at the Library</p> <p>7:00 pm Klezmer performance and discussion with Rabbi Greg Wall</p>	<p>5:30 - 6:00 Closing activity</p> <p>Final dinner and farewells</p>	

Appendix B – 2017 Summer Seminar in Romania

List of Participating Schools

Gr. Șc. Ind. Sf. Pantelimon, Bucuresti
Șc. Gimnazială nr. 3 Giurgiu, Șc. Gimnazială nr. 1 Izvoarele, Giurgiu
Colegiul Naț. Iulia Hașdeu Lugoj
Șc. Gimnazială nr. 1 Poiana Lacului
Șc. Gimnazială Văcăreni,
Școala Gimnazială Denuș
Școala Gimnazială Alexandru Ștefulescu
Colegiul tehnic Costin D. Nenițescu, Pitești
Școala Gimnazială nr. 27, Bucuresti
Liceul Teoretic Emil Racoviță, Vaslui
Școala Gimnazială nr. 179
Liceul Tehnologic D Dumitrescu, Buftea
Școala Gimnazială nr. 1, Galati
Liceul Pedagogic "Carmen Sylva", Timisoara
Colegiul Tehnic Mihai Bravu, Bucuresti
Școala Gimnazială nr. 22, Galati
Colegiul Tehnic Apulum, Alba Iulia
Școala Gimnazială Nireș
Liceul Teoretic Dimitrie Filisanu, Filiași
Școala Gimnazială nr. 5, Vaslui
Școala Gimnazială nr. 39, Bucuresti
Liceul Tehnologic Ion Nistor, Vicovu de Sus
Liceul Dimitrie Cantemir, Darabani
Școala Gimnazială Mihai Eminescu, Rădăuți
Liceul teoretic O.C. Tăslăuanu, Toplita
Școala Gimnazială Ion Agarici, Vaslui
Școala Gimnazială Constantin Parfene, Vaslui
Colegiul Tehnic de Transporturi Transilvania, Cluj-Napoca
Școala Gimnazială Peterești
Inspectoratul Școlar Județean Satu-Mare
Colegiul Național Ion C. Brătianu, Pitesti
Liceul Teoretic Traian Vuia, Faget

2017 Romania Seminar Calendar**MONDAY, JULY 24****09:00 – 09:30 Official opening of the seminar****09:30 – 11:00 How to prevent hate speech, Ana****Barbulescu 11:00 – 11:30 Break****11:30 – 13:00 The deportation of Roma in Transnistria, Petre****Matei 13:00 – 14:00 Lunch****14:00 – 15:30 The Holocaust in Europe (I), Radu****Ioanid 15:30 – 16:00 Pauză****16:00 – 17:30 The Holocaust in Europe (II), Radu****Ioanid 17:30 – 17:45 Break****17:45 - 19:15 Struma, by Jacobovici Simcha, (video 92')****20:00 – 21:00 Dinner****TUESDAY, JULY 25****09:00 – 10:30 The Holocaust in Romania (I), Radu****Ioanid 10:30 – 11:00 Break****11:00 – 12:30 The Holocaust in Romania (II), Radu****Ioanid 12:30 – 14:00 Lunch****14:00 – 15:30 The trials of the war criminals, Andrei****Muraru 15:30 – 16:00 Break****16:00 – 18:00 Testimonies from Transnistria, Liviu****Beris Odessa, by Florin Iepan, (video****56')****20:00 – 21:00 Dinner**

WEDNESDAY, JULY 26

- 09:00 – 10:30** **Memory of the Holocaust in post-communism, Alexandru Florian**
- 10:30 – 11:00** Break
- 11:00 – 12:30** **Ion Antonescu in historiography, Marius Cazan** **12:30 – 14:00** Break
- 12:15 – 13:15** **Iancu Țucărman, Testimonies from the Iasi pogrom** **13:15 – 14:15**
- Lunch
- 14:15 – 15:30** **Souvenirs de Iași, by Romulus Balasz, (video 54')** **15:30 – 15:45** Break
- 15:45 – 17:15** **Human Rights Education and Holocaust Education, Oana Neșțian Sandu**
- 20:00 – 21:00** Dinner

THURSDAY, JULY 27

- 09:00 – 10:30** **The lessons of the Holocaust for present and future generations, Calin Rus**
- 10:30 – 11:00** Break
- 11:00 – 12:00** **Teaching the Holocaust – Action plan (I)** **12:00 – 13:00** Lunch
- 13:00 – 14:30** **Teaching the Holocaust – Action plan (II)** **14:30 – 15:00** **Evaluation**
- 15:30 – 17:00** **Visit of the Lugoj Synagogue**
- 17:30 – 20:00** Farewell dinner and distribution of certificates

Appendix C – 2017 Seminar in Bulgaria

List of Participating Schools

Secondary School “Dr Petar Beron”, Svilengrad
High school of Tourism “Dr Petar Beron”, Veliko Tarnovo
32 Secondary School, Sofia
22 High School “Georgi Rakovski”, Sofia
High School of Natural Studies “Acad. Nikola Obreshkov”, Burgas
66 Secondary school “Philip Stanislavov”, Sofia
Secondary School “Yordan Yovkov”, Kardzhali
Secondary School “Nayden Gerov” Varna
Regional Office of Education - Sofia Region
Vocational High School of Tourism “ Dr Vassil Beron”, Veliko Tarnovo
Secondary School “Dimcho Debelyanov”, Varna
Secondary English Language School “Thomas Jefferson”, Sofia
56 Secondary School “Prof. Konstantin Irechek”, Sofia
Vocational School of Tourism, “Asen Zlatarov”, Burgas
Vocational School of Tourism “Nikola Stoychev”, Razlog
Secondary School “Vasil Levski”, Sevlievo
Secondary School “Peto Kracholov Yavorov”, Varna
Secondary school “Akad. Nikola Obreshov”, Burgas
127 Secondary School, Sofia
Foreign Language School, Pleven
Mathematics High School, Pleven
Vocational Technical High School “Vasil Levski”, Vidin
Vocational School “Dimitar Talev”, Gotse Delchev
Secondary School “Neophit Bozveli”, Varna
Secondary School “Hristo Botev” Chorbadzhiisko, Kardzhali
Secondary School of Mathematics and Natural Studies “Dobri Chintulov”, Sliven
Senior School “Petko Rachov Slaveykov”
Senior School “Hristo Botev” Boino
91 German Language school “Prof. K. Galabov” Sofia
International School Uwekind Sofia
Secondary School “Bacho Kiro” Pavlikeni
32 SUITCHE Sofia
7 Secondary School “Nayden Gerov” Varna

2017 Bulgaria Seminar Calendar

	16 July	17 July	18 July	19 July	20 July
9.00-10.30	Arrival of participants 6.30 PM Opening reception	Creating a participatory learning space: Presentation of program, objectives, participants	Nazi and fascist propaganda and its impact on the Holocaust – lecture by Radu Ioanid	Survivor testimony – Assia Raberman	Acculturation orientations in today's society
10.30-11.00		Coffee break	Coffee break	Coffee break	Coffee break
11.00-12.30		Identity Stereotypes, prejudices and discrimination Pyramid of hate	The Holocaust in Europe. The European historiography and the national myths related to the Holocaust – lecture by Radu Ioanid	Upstanders / Bystanders The Righteous Pyramid of Alliance	Human rights based approach in education
12.30-1.30		Lunch	Lunch	Lunch	Lunch
1.30-3.00		The history of anti-Semitism – lecture by Diego Lucci	Departure to Sofia	Jews in Bulgaria during WWII – Lecture by Michael Bar-Zohar	Teaching about the Holocaust and social justice – approaches and methods
3.00-3.30			Visit Sofia Synagogue	Coffee break	Coffee break
3.30-5.00				Jews in Bulgaria during WWII – Lecture by Michael Bar-Zohar cont.	Action plan Evaluation
5.00-5.30		Wrap-up of the day	Kosher dinner	Wrap-up of the day	
6.00-7.30		Guided tour of Blagoevgrad	Departure to Blagoevgrad	Free time	Distribution of certificates & Farewell dinner
8.00-		Dinner		Dinner	

Appendix D – 2017 Seminar in Greece

List of Participating Schools

7th Primary School of Amarousio
1st High School of Palaio Faliro
Experimental High School of Agioi Anargiroi
Nea Genia Ziridi
Experimental Elementary Intercultural High School of Acharnes
Experimental High School of Anavrita
Intercultural High School & Children's Museum
8th Gymnasium of Acharnes
Lauder School, The Jewish Community of Athens
2nd High School of Ilioupoli
Ministry of Education
Literature teacher 1st High School of Papagou
1st High School of Kesariani
Experimental High School of Varvakio
2nd High School of Chalandri
Experimental High School of Anavrita
6th High School of Glifada
Ziridi High School (private school)
2nd Experimental High School of Athens
National and Kapodistrian University of Athens
Inter orthodox Center of Church
High School Kimolou
General High School of Agios Ioannis Rentis
Museum of Distomo
Music School of Alimos
6th High School of Agrinio
2nd High School of Kalivia
Educational institution Antonopoulos Ekpedeftiki Anagenisi
School Counselor
School Counselor 1st Periphery Fokidas
Jewish Shool of Athens
2nd Gymnasium of Kalivia
1st High School of Kesariani
6th Primary School of Palaio Faliro
Leontios High School of Patisia
1st High School of Iraklio Attikis
7th High School of Chalandri

2017 Summer Seminar in Greece Calendar

	Sunday, July 9	Monday, July 10	Tuesday, July 11	Wednesday, July 12
9.00-10.30		Creating a participatory learning space: Presentation of program, objectives, participants – Oana Nestian-Sandu (TOLI)	Nazi and fascist propaganda and its impact on the Holocaust – lecture by Radu Ioanid (USHMM)	Holocaust Teaching through the use of Testimonies: The case of Hidden Children in Occupied Greece – workshop by Eleni Beze (University of Thessaly)
10.30-11.00		Coffee break	Coffee break	Coffee break
11.00-12.30		Identity. Stereotypes, prejudices and discrimination. Pyramid of hate – Oana Nestian- Sandu (TOLI)	The Holocaust in Europe. The European historiography and the national myths related to the Holocaust – lecture by Radu Ioanid (USHMM)	Human rights based approach in education – workshop by Oana Nestian-Sandu (TOLI)
12.30-1.30		Coffee break	Lunch	Lunch
13.30-15.00		Jewish presence in the Greek lands throughout the centuries – lecture by Daphne Lappa (National and Kapodistrian University of Athens)	Survivor testimonies: Isaak Mizan and Assia Raberman	Action plan
15.00-15.30		Coffee break	Transfer to JMG	Coffee break
15.30-17.00		The Holocaust in Greece – lecture by Philip Carabott, (King's College	Guided tour to the JMG	Evaluation
17.00-17.30		Wrap-up of the day		Distribution of certificates & Farewell dinner (Palea Athina)
17.30-19.00		Synagogue visit		
19.00 – 21.00	Opening reception		Dinner at the Sephardic kosher restaurant “Gostijo”	