



The Olga Lengyel Institute for Holocaust Studies and Human Rights



Teachers reflect on their work at the TOLI Satellite Seminar in Milwaukee, Wisconsin. Photo © Scott Lone.

2018

Review of Programs

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Faculty and Staff of the Olga Lengyel Institute for Holocaust Studies and Human Rights:

Sondra Perl, PhD, Director, US Programs

Jennifer Lemberg, PhD, Associate Director, US Programs

Wendy Warren, EdD, Satellite Seminar Coordinator

Oana Nestian Sandu, PhD, Director, International Programs

Alice Braziller, MA, Teaching Staff, New York

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.

Each summer, Sondra Perl, Ph.D, and Jennifer Lemberg, Ph.D, lead the 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 2018, there were 12 satellite seminars in as many states. The TOLI seminars have also expanded to seven 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 2,500 teachers in the United States and Europe.

II. 2018 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 2018 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 Greece also joined us.

In its thirteenth 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.

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 2018 Summer Seminar in New York City.



Comments from participants in the 2018 Summer Seminar on Holocaust Education:

The past 12 days have moved my vision and ability to articulate dialogue around human rights within my classrooms. The survivor stories were the most meaningful piece of the seminar to me personally. Hearing the perspective of someone who lived through the Holocaust allows me to prepare for lessons and share firsthand accounts. Thank you!!

Current events underscore the importance of the work we are doing, but also further complicate it. I consider cultivating ethical, responsible, globally-minded citizens the most important aspect of my job. It was so enriching to spend 12 days with others that see the importance of this work as well and have a chance to thoughtfully consider these aspects of being a teacher.

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 2018. For photographs and more completed descriptions, please visit <https://www.toli.us/sponsored-programs/mini-grants/>.

During the 2017/18 school year, **Sherry Chapman** and three other 8th grade teacher at **Daniel J. Savage Middle School in Modesto, California** led the “Children of the Holocaust – Point of View Project,” striving to expand Holocaust education beyond the core curriculum by having students engage with individual texts and subsequently share those stories with their classmates. TOLI helped Sherry purchase two class sets of books to enhance the school library’s Holocaust literature section. The books are available to over 250 8th grade students, allowing students to read



different fiction and non-fiction accounts of child experiences in the Holocaust and make deeper connections to the world around them and empathize with those who lived through the Holocaust. Students then created Flipgrids and symbolism projects about their books, which have been displayed in the school’s library and were later showcased at an open-house event in the school’s gym. By the end of the school year, the project reached an audience of 800 students, staff and community members. A web page created by Sherry gives their work an even wider platform, with the aim of generating interest and anticipation for the 10-week-long Holocaust unit that 8th grade students take.

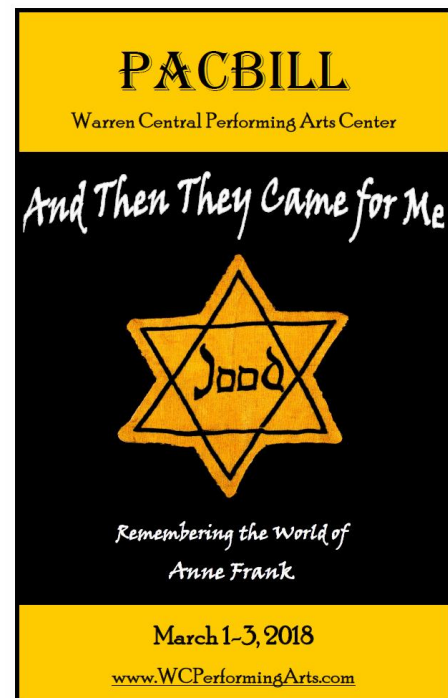
Kristi Ugland, an English teacher at the **Tree of Life Christian School in Columbus, Ohio**, used a mini-grant from TOLI to help teach an elective this year. The grant helped fund a class field trip to the Holocaust and Humanity Center in Cincinnati, where students come across personal accounts that help promote tolerance and social justice. Kristi’s class showcased their critical thinking and compassion through projects at the Bridge Community Center where English classes, a soup kitchen, and legal services are offered to marginalized refugees and immigrants.



Kristi and her students made goodie bags for Somali students at the center and also helped clean the building. The class also made a political impact on the city of Columbus when the students met with the Mayor to have an discussion about civil discourse. The photos below show students proudly wearing student-designed t-shirts with the Hebrew word for “Remember” on the front and the TOLI logo on the back.

Susan Kalberer, of Warren Central High School, Indianapolis, IN, directed and presented a student production of "And Then They Came for Me: Remembering the World of Anne Frank". This powerful piece features the stories of teenage Holocaust survivors Eva Geiringer Schloss and Ed (Helmuth) Silverberg and their families, along with a smaller feature about Anne Frank, who knew both Eva and Ed, and her family. The Warren Performing Arts Center Studio Theatre hosted three evening public performances and one private performance during the school day. Three of the four performances were standing room only. Susan wrote the following about her students experiences in putting on the play: This show left an indelible impression on all of the actors and tech crew who participated. I strongly believe that they will spend the rest of their lives telling the stories of Eva Geiringer Schloss, Ed (Helmuth) Silverberg, and Anne Frank. They understand their responsibility to keeping these memories alive forever. Several cast members read Olga's book and made reference to it during our research and rehearsals. They will never forget this experience, and neither will I. We owe much of that to TOLI, and I can't thank you all enough for your continued love and support." A promotional video about her program can be found online here:

<https://mail.google.com/mail/u/0/#search/kalberer/RdDgqcJHpWcvcDjNztdmzVfxvwjLrlTNRrVMMJHPfMVV?projector=1>

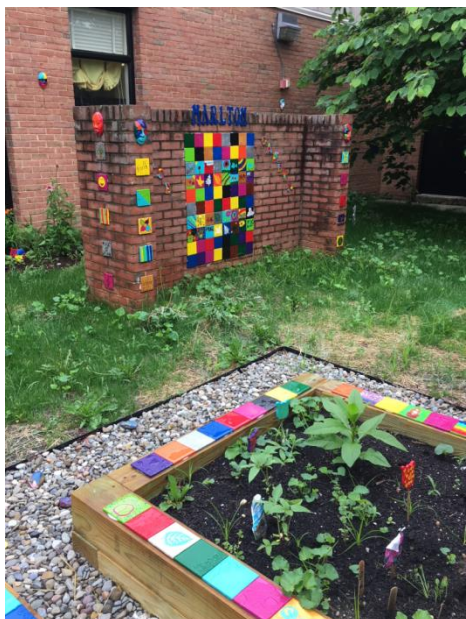


Drew Pinter of Bay City Western High School in Michigan led two student groups to the Holocaust Memorial Center in Farmington Hills. The trip had a lasting impact on all that participated. Not in just the content that the museum provided but also in meeting with Michael Weiss, a 93 year old Holocaust survivor and author. Mr. Weiss is the author of "Chimneys and Chambers: The Lingering Smell of the Holocaust." The goal of the overall grant was to expose students to the Holocaust through artifacts, and personal stories. It is my hope that students will be inspired to question how, and why the Holocaust happened, but to also



draw parallels in society of similar events in history as well as current events in the world today. Because each area of the museum takes individuals on a journey from understanding the basics of Judaism to the way of life before the implementation of the Final Solution, students could track the rise of fascism in Europe, as well as the gradual change of life in Germany as Hitler rose to power. The personal touch offered by the docents awakened many of the

students to ask more questions and want to learn more. Items like the children's drawing idolizing Hitler, passports marking individuals as "Jews", and uniforms seemed to transport us back to that uncertain time. The overall experience was helped with lessons from Echoes and Reflections and the USHMM before the visit.



With help from a TOLI mini-grant, **Karen Gibson** and others at **Marilton Elementary School in Upper Marlboro, Maryland** revitalized a dilapidated courtyard space to turn it into a Peace and Memorial Garden. The space offers a place for student murals, tiles, and other designs created around the meanings of peace, and all classes at the school will offer Peace Garden activities going forward. Karen expresses her gratitude to TOLI for extending a mini-grant to her school: "We could never have completed our dream of having a Peace Garden without TOLI's support."

At **Mountain Pointe High School in Phoenix, Arizona**, a grant from TOLI helped **Mary Powell** purchase a class set of Elie Wiesel's *Night* for a larger project involving studying the Holocaust through Autobiography. This monthlong project involved all of the tenth grade students at her school reading the book and exploring themes related to the Holocaust. This project involved 8 of the sophomore teachers on campus and will allow the school to complete a similar project for years to come.

Pam Bodnar, Marsh Jr. High/Chico USD, and Gail Desler, Elk Grove, California co-presented a 1-hour workshop, "Social Justice through the Lens of the Holocaust" at the California League of Schools (CLS) Conference. The conference celebrates the best in California education and showcases breakthrough presentations on best practices and programs in the classroom. Pam and Gail's workshop focused on ways to connect students to social justice practices, introducing and highlighting TOLI's "significant impact in the field of Holocaust and social justice education to a broad audience." Techniques on how to create safe spaces in the classroom to deal with sensitive topics were shared, and the workshop also addressed the negative impact of bystanders as well as the "power of 'upstanders' to change the future." The duo's commitment to promoting student voices and activism can further be seen on the Time of Remembrance (TOR) website, an oral histories project that documents stories from WWII and the Vietnam War.

On March 8, 2018, **Donna Tarney** of **Charlotte Catholic High School** took eighty students and eight parent chaperones to Shalom Park in Charlotte, North Carolina to participate in The Butterfly Project. Throughout the day, students heard firsthand about how hatred grows slowly and surely, especially when condoned by a government. They listened to Holocaust survivor Irving Bienstock share his testimony of growing up during Hitler's rise to power. They listened as he told of the events of Kristallnacht as they affected his family. They asked him questions and saw through his eyes, and their understanding was changed. The students also explored the various levels of the Pyramid of Hate as well as other recorded survivor testimonies. They began to realize that Irving's story was not unique, but all too common. Through small group work, the students began to find examples of bigotry, racism, and discrimination in our own society that were all too similar to those that existed in Nazi Germany. They began to understand that the "little" things like stereotypes and racial jokes



were not really so little after all. The students also received the name of one of the 1.5 million Jewish children who were killed during the Holocaust. In addition to speaking the name out loud and thus remembering the life of the person who was lost to us, each student painted a butterfly to create a visual memorial. When we returned to school, we added all of the names given to the students to our own Butterfly Wall here in the school. Every time the students pass this wall they say a small prayer for their child and all those who died at the hands of the Nazis and their collaborators. Following their experience, the students resolved to be vigilant about standing up for people who are targeted in today's society because they are considered to be too different from "us."

TOLI granted funds to bring survivor Martin Weiss from Washington, D.C. to **Lake High School** in northeast Ohio at the request of teacher **Elisa Case**. Marty Weiss has spoken to Kerri's students for the past eight years, when Elisa's school takes students on an overnight trip each fall to the United States Holocaust Memorial Museum. There, Marty speaks at the end of their visit and answers questions. He is very generous in sharing his story, and over the years, Elisa's students and school have developed a growing relationship with him. They were thrilled



when he said he would be willing to travel to their school and speak to their entire high school's student body. The day after he spoke to the school, Mr. Weiss spent the morning meeting with a smaller group of juniors and seniors involved with Holocaust Studies before flying home.

Standing up for others isn't easy, and while students are becoming increasingly more aware of bullying behavior, teaching them to be brave and stand up is challenging. With support from a TOLI mini-grant, **Kerri Flynn's students at Washington High School in Washington, Missouri**, were able to learn more about how to do this by spending the day with Carl Wilkens, the only American citizen to remain in Rwanda during the massacre of the Tutsis.



The visit from Carl Wilkens followed an earlier trip to the Holocaust Museum and Learning Center in St. Louis and the opportunity to hear a survivor talk about firsthand about the Holocaust. Carl was an inspiring speaker who shared his experiences with students and community members about how he took action, and how they could be upstanders in their own lives. By listening to his experiences, students were inspired to be upstanders and help those who need it.

A grant from TOLI helped **Katie Prange**, a teacher at Gillespie High School in Illinois, purchase copies of Alexandra Zapruder's *Salvaged Pages: Young Writers' Diaries of the Holocaust* for ongoing use in her Honors and regular English classes. As Katie writes, "while many students have studied the Holocaust in various history classes, hearing from people their age will allow students to see this part of our history in a different context." Along with the diary excerpts chronicling the lives of young people in the Lodz Ghetto, Katie used secondary sources to provide historical context. Students were assigned a variety of writing projects, and throughout noticed different aspects of the diaries, from the lack of food and sanitation in the ghetto to the very different ways in which the young diarists reacted to their surroundings. Almost all noted that they learned more about ghetto life through the eyes of the diarists than through history books. Prange reports: "I felt that students began to see that history can be told through many

different lenses. One thing students commented about was the level of writing. While some students were amazed that people chose or had the strength to write during this time, others also commented on the sophistication of the writing." Through this project, the young people of the Lodz Ghetto became more real, and more human, in the eyes of Ms. Prange's students.



After the TOLI seminar in NYC, Nicole Korsen of Dominion High School in Sterling, Virginia wrote: TOLI took me far beyond my role as the child of survivor and put me into a position where I feel that I MUST act, and that there is an urgency to that action. As Klara Sever, one of our "adopted survivors" said to me in a recent phone call, 'I am small; this is big.' Well, TOLI taught me how to go big." As part of her ambitious project, students from Dominion High School in Sterling, VA encouraged visiting international student delegates to join them to "Adopt-a-Survivor." An adaptation of Holocaust survivor Irving Roth's program, the event featured five local survivors and included both a commemoration of global genocide and more intimate conversations between the students and one of the five speakers. Using "everlasting" electric candles adorned with one of the survivor's names, students honored not only the victims of the Holocaust but also of other major genocides close to their hearts. They then gathered in small groups to learn the stories that they were pledging to tell back home,



immediately to one of their classes and every year on International Holocaust Remembrance Day. In response to the project, a student from France wrote the following: *"I can't find the words to express my gratitude towards you, who made me realize we have a task; never forget, so that your past will never be our future, as Wiesel said... This effort you made to transmit this story, I will make it as well."*

Exhibit explores art inspired by a major tragedy

Works related to the Holocaust on display at West Bend high schools

By ALEX BELD
abeld@courierpress.com
262-306-5046

An exhibit organized by West Bend teacher Scott Lone was a gathering of students and teachers from several different courses, with the goal of educating students and the community about the Holocaust.

Art, music and written work related to the Holocaust and, in many cases, created by West Bend high schools students was displayed Wednesday evening as part of the yearly Holocaust curriculum taught by teachers like Lone. Culinary arts students provided



Harvey Pradek of Cedarburg plays a shofar to begin the spring concert as part of the Holocaust Remembrance event at the Silver Linings Performance Art Center in West Bend.

John Ehlers/Daily News

make sure the atrocity isn't forgotten, I will do," he said.

More than 6 million Jews were killed in the Holocaust, along with 5 million other victims. The exhibit titled "Forbidden Art of the Nazi Era" was displayed at the Silver Linings Performance Arts Atrium. The exhibit was funded by The Olga Lengyel Institute for Holocaust Studies and Human Rights and the focus was on art and artists Nazis labeled degenerate.

Please see EXHIBIT/AS

Exhibit: Followed by the high schools' bands spring concert

Art instructor Deb Prahl said, "I feel many people do not know that this degenerate art show happened in 1937 and it's been an eye-opening experience for many of the art students." She said it was interesting to collaborate with other classes and teachers on a historical context like the Holocaust.

Art students studied the art that Nazis labeled degenerate and about how the artists behind the work were persecuted.

West Bend high schools junior Adam Fahring said he was inspired by "Senecio" by Paul Klee to create two versions of a work he called "Apparition."

The eyes in the work are what inspired him. Nazis considered the piece degenerate because it heavily distorted a face that could be considered Aryan.

Junior Austin Newsom wrote a poem after learning about the bottles that were taken off train cars as the victims of the Holocaust were transported through Europe by analyzing a



John Ehlers/Daily News

Members of the concert band perform "Into the Storm" by Robert Smith on Wednesday night during the spring concert as part of the Holocaust Remembrance event at the Silver Linings Performance Art Center in West Bend.

photo from the Holocaust. Students from English 3 and U.S. History worked on the written part of the exhibit.

"It was piles of bodies being stacked up from train cars," Newsom said. He said it was powerful that people could create art after

learning about a tragedy.

The exhibit was followed by the West Bend High School Bands Spring Concert, which, among other works, featured the music of Leonard Bernstein, a Jewish composer and conductor.

Band director Corey

Murphy said the three bands learned something that was either about World War II or came from a Jewish composer.

In preparation for their performance they watched "Schindler's List" and talked about the history behind the music.

Scott Lone of Wisconsin, working collaboratively with his US History colleagues, English 3, music, culinary arts, and art teachers, created a hugely successful art show for the **West Bend High Schools and West Bend community at large**. The theme of the show was "The Forbidden Art of the Nazi Era" and focused on artwork deemed by the Nazis to be considered "degenerate." Art students studied the "degenerate" art and created pieces that interpreted their understanding of the message the Nazis were trying to convey. The art gallery reception coincided with the the spring concert of the West Bend High School Bands whose program was centered around music of the Holocaust and Jewish composers. The concert began with the blowing of the sh

ofar. A vocal octet, comprised of West Bend High Schools choral students, performed the piece, "Ose Shalom" by composer John Leavitt during the gallery reception. US History and English 3 students wrote reflection pieces based on picture prompts collected by Scott that included photos of Jewish life before, during, and after the Holocaust. Written pieces included journal entries, first- and second-person narratives, and poetry. The culinary arts students provided hot and cold hors d'oeuvres along with gourmet desserts. The gallery reception was open to the public and also featured a special guest, Nate Taffel, a Holocaust survivor and author. Many, many positive comments were left in the guest book and reflection journal in which gallery patrons were asked to share their reflections on the show. Gallery patrons were also invited to use a small tile to create their own "modern" art and attach it to a collage of tiles created during the gallery reception. The collage will be installed in the art department as a visual reminder of the event. We also held a silent auction that included pieces from the show created by student artists, three clay pots created by one of the high school art teachers, and a photography gift certificate for a portrait session of the winner's choice, provided by Scott Lone's photography business. Proceeds from the silent auction were sent to The Holocaust Survivor's Fund of the Milwaukee Jewish Family Services organization.

Nicole Schmidt was able to host Holocaust survivor Fred Amram with help from a TOLI grant. Mr. Amram read from his book, *We're in America Now: A Survivor's Stories* at the Stevens County Historical Society to a crowd including faculty and students from Hancock High School, Morris High School, and The University of Minnesota Morris Campus as well as members of the community, local clergy, and Stevens County Historical Society Board Members. Attendance was so full that ultimately only standing room could be offered because, as Nicole writes, "every chair in the building was taken." At a second event, Mr. Amram visited Hancock High School and spoke in the high school gym to all of the students in grades 6-12, teachers, and

para-professionals.

At both events, local students being homeschooled also chose to attend. Nicole writes: *"In the 11 years I've been teaching at Hancock Public School, we've never had a Holocaust Survivor come speak to our students. Mr. Amram's message was one of tolerance. He also used his experience to ask the students, 'What would you do?'* The



students had so many questions, there was not enough time to answer all of his questions. Mr. Amram's visit to my school has initiated so many discussions with my students that it has already proven to be a valuable experience for my students. Every class has had wonderful conversations about what Mr. Amram had to say and even months later, students still refer to Mr. Amram and his message. I am so fortunate that Mr. Amram was able to visit our community and many community members have expressed that same sentiment."

To see an an article about this event, go here:

<https://www.stevenscountytimes.com/news/4533260-holocaust-speaker-be-hancock-morris>

IV. TOLI Satellite Seminar Program

In June, July, and August 2018, TOLI supported 12 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.

California (Sacramento): Crossing Lines: Tools for Teaching Tough Topics

Led by Pam Bodnar and Gail Desler, June 18-22, 2018

Buddhist Church of Florin, California

Partners: Afripeace & Development Foundation, Elk Grove Unified School District, Carol and Sam Edelman at The Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance, Vilaysay “Sai” Chang and Jennifer LaForce at the Dept. of Homeland Security, Community Relations Officer US Citizenship & Immigration Services District 22 Sacramento

History unfolds one story at a time. The heartfelt reflections of a Rwandan genocide witness and survivor, the lived experiences of our Holocaust survivor, the insights of our genocide scholars, the two very different stories on Japanese-American “relocation,” the never-before-seen footage from and about the Secret War in Laos, and the timely advice from our immigration and refugee experts on teaching cultural competence continued to bring historical events to life throughout the week. Through the lens of survivors, witnesses and scholars, our participants gained an understanding and appreciation of the common threads connecting the exclusion and forced removal of any group of people. On a daily basis, they were able to explore the difference a single person can make by choosing to cross the line from bystander to upstander. Through the strategies, resources and tools shared over the course of the week, our 2018 Crossing Lines participants left feeling empowered to create “safe spaces” in the classroom to teach tough topics.

California (San Diego): Cultural Crossroads: The Holocaust and Cultural Identity in the Classroom

Led by Michelle Sadrena Pledger and Jennifer Howard, June 25-29, 2018

High Tech High Graduate School of Education 2150 Cushing Road San Diego, Ca 92106

Partners: California State University, San Marcos and High Tech High Graduate School of Education

The Holocaust and Cultural Identity in the Classroom is a thematic seminar that interwove content related to Holocaust experiences and content related to modern day experiences. The central theme focused on the complexity of cultural identity in regards to ethnic background and national status. The localized context primarily focused on the experience of Latinos and other people of color living in the border region of San Diego. A social justice focus was embedded throughout, as our cultural identity theme is invited teachers to acknowledge and incorporate the culture of their students into their curriculum and classroom experience.

"After WWII, Americans believed, 'Never again,' but one does not have to look too far to find the stepping stones that link the Nazi era to our current world problems. How prophetic of Olga Lengyel to invest so much in the future of the world by concentrating on the change makers - teachers!"

-a participant in the seminar in San Diego.

Writing to learn pedagogy was embedded throughout through various writing, reflection, and sharing opportunities.

Maryland: Summer Holocaust Institute

Led by Dr. Diana Wagner and Dr. Sandy Pope, June 24-June 29, 2018
Salisbury University, Salisbury, Maryland

Partners: Salisbury University, Salisbury University M.Ed. program in education, US Holocaust Memorial Museum, Washington, DC, Dana Fields, Local Artist, Wicomico County (MD) Board of Education, Murry Sidlin, Defiant Requiem Foundation, Harriet Tubman Underground Railroad National Historic Park (National Park Service & Maryland Park Service)

In its fourth year, the Maryland satellite continued building on the themes of knowledge, context, and action. New partnerships with the Defiant Requiem Foundation and the Harriet Tubman Underground Railroad National Historic Park created the opportunity to thread the themes of Resistance and Resiliency throughout the week. As in the past, our days were thematically organized: historical frameworks, multidisciplinary arts, teaching difficult knowledge, memorialization, resistance and resiliency. From the first morning, participants demonstrated their curiosity and commitment to expanding social justice education within their own instructional contexts. Our diverse guest speakers—a local rabbi, Murry Sidlin, Child Survivor Dora Klayman, artist Dana Fields, and interpreters from the Harriet Tubman URNHP—brought multiple lenses to our increasingly multi-disciplinary program. The week culminated with a full day at Harriet Tubman URNHP, helping us find connections between our Holocaust work and local history.



Participants create tiles inspired by their work at the seminar in Maryland.

Massachusetts: *Teaching Social Justice through the Lens of the Holocaust*

Led by Cara Crandall and Jeff Parker, July 16 to July 21, 2018
 University of Massachusetts Amherst, Amherst, Massachusetts
 Partners: Western Massachusetts Writing Project

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



Participants and faculty in the satellite seminar in Massachusetts with TOLI Board member Harry Wall.

resist, remember, and reflect on these events. This reflection and analysis leads 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.

“Participating in Shabbat services was an incredible experience for me. I was not familiar with Jewish tradition before this conference. Attending the Shabbat service provided me with context that I am able to share with my students, making them as well as myself more informed and tolerant citizens. I had a truly life changing experience.” –a participant in the seminar in Massachusetts.

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

Led by John Farris & Corey Harbaugh
 July 9-14, 2018
 Holocaust Memorial Center—Zekelman Family Campus, Farmington Hills, MI

Partners: Holocaust Memorial Center—Zekelman Family Campus, Temple Shaarey Zedek, Anti-Defamation League/Echoes & Reflections, Armenian Genocide Education Committee, Third Coast Writing Project at Western Michigan University

This seminar offers an inquiry into the best and proven practices for teaching the Holocaust. Participants experience the seminar simultaneously as students and 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. 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. The Armenian Genocide Education Committee, which has a number of individuals on the Governor’s Council for Genocide and Holocaust Education, hosted us for a day of learning at St. John Armenian Church/Manoogian Museum.



Workshop at the seminar in Michigan.

“I am so glad I attended this seminar. It helped me grow in both content knowledge and pedagogy and connected me with likeminded people dedicated to Holocaust education. I deeply appreciate the model of both content and pedagogy, because too often we learn ABOUT something and struggle to translate that into teaching practice. Everyone involved in this program offered so much support even beyond the scope of this week, and while I know I have more learning to do, I feel prepared to take on the crucial task of teaching my students about the Holocaust.” –a participant in the seminar in Michigan

Minnesota: *The Holocaust and the Meaning of Place*

Merry Meltz & Wendy Warren, July 29 - August 4, 2018
University of MN-Twin Cities, with trips to Mount Zion Temple and Fort Snelling State Park

Partners: Minnesota Writing Project, Mount Zion Temple, Shakopee Mdewakanton Sioux Community, Lower Sioux Community, Jewish Community Relations Council of Minnesota & the Dakotas

With an emphasis on "place," our seminar deepens and broadens 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. We experienced the places and voices of Jewish and Dakota people firsthand through two day trips. Our first full day was spent at a local synagogue, where Rabbi Spilker,



Holocaust survivor Fred Amram speaks at the seminar in Minnesota.

Holocaust survivor Fred Amram, and art curator Mary Ann Wark shared many aspects of Jewish life. We viewed Bdote, the confluence of the Minnesota and Mississippi Rivers, the site of both the genesis and genocide of the Dakota people. Dakota descendant Darlene St. Clair spoke of the “erasure” of the Dakota people from the physical and mental landscapes of Minnesota. We heard from others integrally involved in the “re-indigenization” of Historic Fort Snelling and efforts to recognize it as an International Site of Conscience. Involved organizations this year included World Without Genocide, the Jewish Community Relations Council of Minnesota and the Dakotas, The Center for Genocide and Holocaust Studies at U of MN), and the Green Garden Bakery, a student-run business with a social justice approach.

Mississippi: Reclaiming our Humanity: Lessons of the Holocaust for Today

Led by Dolyene Davis and Tracei Willis, June 6-8, 2018

Northwest Rankin Middle School, Jackson, MS, and Mississippi Civil Rights Museum



Participants and faculty in the seminar in Mississippi.

The inaugural seminar in Jackson, Mississippi focused on the exclusionary policies of Nazi Germany and the Jim Crow laws operating during the same time period in the United States. By exploring the seminar’s overarching themes of humanization and dehumanization, teachers were encouraged to make connections they will later invite their students to make, thereby helping their students better understand the present and choose to bend the arc of the future toward justice. The seminar included video testimony by Holocaust survivors Irving Roth and Dr. Livia Bitton-Jackson. We also looked at the vibrancy of contemporary Jewish life in Jackson, with a presentation by Josh Parshall from the Institute of Southern Jewish Life and a visit to Beth Israel Synagogue, where Rabbi Jeffery Kurtz-

Lendner gave a tour of the synagogue and their Holocaust Memorial. The focus then turned to Mississippi’s past, with a visit to the Civil Rights Museum in Jackson, where all pathways lead to a central section called “This Little Light of Mine.” Jo Ivester, author of *The Outskirts of Hope*, shared points from her memoir about her experiences as a Jewish child living in Mound Bayou, an all-black community built by former enslaved people. In exploring each topic, a focus on resilience after tragedy is part of a pedagogy of hope, a feature of every TOLI seminar.

Participants in the Mississippi seminar said:

“If my colleagues and friends ask about the seminar, I will tell them that it is a GREAT seminar, operated by GREAT people, for a GREAT purpose!”

“Thank you for this opportunity. I’m not sure I would have even had the opportunity to learn this any other way.”

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

Led by Marcia Beaumont, Brenda Johnston, and Wendy Warren, June 10-16
Montana State University-Billings, Billings, Montana

Partners: Elk River Writing Project, Montana State University-Billings Judaica Fund, Beth Aaron Synagogue, Humanities Montana (NEH)

Our seminar is held in Billings, Montana, 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, this seminar revisits these areas of ongoing discrimination and asks teachers to consider pro-active responses in the context of today's classrooms, schools and communities. Highlights of this intensive, inquiry-based seminar include 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 bridges past and present as participants build background knowledge and gain classroom teaching strategies for Holocaust Education, writing-based community building, and Indian Education for All.



Seminar faculty and participants in Montana.

"This was the single most powerful professional development experience I've participated in. It allowed me to connect. . . Germany in the 1920s and 1930s. . . with the treatment of native peoples in the United States, and to come away not only with a sense of the parallel damage wrought by dehumanization and genocide, but also with a path toward agency and hope. I also learned powerful embodied and visceral lessons about using writing and sharing out to deepen individual and group learning. The active learning approach that allowed us to visit a synagogue and learn from the rabbi and others, to spend a day learning from the stories and songs of Walter Runs Above, a Cheyenne man, as we visited Cheyenne and Crow lands / reservations and the Little Bighorn Memorials, to meet and interact with community leaders in Billings, and more, will leave an indelible impression. Finally, the leadership for the seminar was balanced, varied, and terrific, including deeply experienced and dedicated educators who brought their whole selves, modeling what they asked of us, and who also shared from elements of their pertinent social identities in ways that drove the learning home." –a participant in the satellite seminar in Montana

New Mexico: Teaching the Holocaust for Social Justice

Led by Leslie Lawner, Susan Quintana, Michelle Thompson-Loyd, June 18-22, 2018
Manzano High School, Albuquerque, NM

Partner: Holocaust and Intolerance Museum of New Mexico

This seminar is intended to help teachers in New Mexico develop meaningful ways to teach the Holocaust and other events involving intolerance and persecution. The main themes we focused on were the role of identity, the “why” of the Holocaust and the myriad experiences of the Jews and others caught in the web, with the idea that there is no single story. Our speakers included Murry Sidlin, musical director/producer of the documentary *Defiant Requiem*. His wonderful presentation focused on how arts, in particular, music was a lifeline to the inmates of Terezin and how it helped them survive. We had a survivor videoconference with us from the Museum of Tolerance in Los Angeles, and we had Andy Holten in person. He was a child in the Netherlands who was hidden when he was a child and who survived the war but lost his family. This tied in to the one-woman show by Susan Sandager, who portrays the Dutch rescuer Corrie Ten Boom. Andy Holten lived around the corner from Corrie. We had two researchers present their findings, funded by the National Parks Service, on internment camps in New Mexico during WW2, which was new material to many of our teachers. Our state Secretary of Education shared with us that his family from Poland had members in German camps, and he spoke in support of social justice. His point was that today’s social justice/civil rights issue is equality in education.



A participant at the seminar in New Mexico.

North Carolina: Looking Beyond the Single Story in Holocaust and Social Justice Education

Led by Tonya Wertz-Orbaugh and Donna Tarney

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

Partners: The Stan Greenspon Center for Peace and Social Justice at Queens University; The Butterfly Project at Shalom Park; Echoes and Reflections

Participants began the week by sharing about themselves and the impact that they were already making in the lives of their students through Holocaust education. We then explored how the IWitness website can bring lessons to life for our students. We studied the roots of Antisemitism and its present-day manifestations. Looking closely at the vibrancy of Jewish life before WWII, participants were encouraged to bring this story to their students to shift the focus from the destruction of the Jewish people to the richness of Jewish life. We spoke about local issues around race and the lack of vibrancy when teaching about African Americans in our classrooms. At the The Harvey B. Gantt Center for African-American Arts + Culture, we learned about the creative spirit of a people who are often included in textbooks only as slaves, reduced to a “single story” of oppression. Continuing our focus on social justice, participants worked with the UN Declarations on Human Rights, the Rights of the Child, and the Rights of Indigenous Peoples and were tasked with creating a unique presentation of these documents. We also heard from a local Holocaust survivor about how she was hidden and then reunited with her parents; at the end of her presentation, she challenged every person in the room to continue to tell her story and continue the work of educating others. Equipped with

“This was such a great seminar. This is my first real professional development on the Holocaust and how to teach it in today’s society. I loved taking it all in and learning more from you all. I would love to attend more and have more opportunities.”
-a participant in the seminar in North Carolina



Participants create projects expressing the meaning of belonging to TOLI’s teacher network.

the tools they had picked up during the seminar, our group left feeling excited and capable of meeting that challenge. Our closing circle offered teachers a chance to build upon some of the collage work they had seen at The Harvey B. Gantt Center for African-American Arts + Culture by creating their own collage about their new identity as “TOLI teachers.”

Oregon: Lessons from the Past: Understanding the Holocaust and Human Rights Violations

Led by Robert Hadley and Carrie McCallum, June 25-30, 2018

Pacific University

Partners: The Oregon Writing Project and Pacific University in Eugene, Oregon

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.

A visit with a local rabbi during the seminar in Oregon.



Wisconsin: A Multi-Generational approach to Holocaust and Social Justice Education

Led by Scott Lone and Lori Menning, July 16-21, 2018

Congregation Shalom, Milwaukee

Partners: West Bend School District

Over the course of five and a half intense days teachers representing secondary grades 8-12 through college participated in this program. Our Holocaust inquiry studies, which were grounded in the work of the National Writing Project, 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 “off-site” experiences (travel to the Illinois Holocaust Memorial Museum in Skokie, Illinois and the Milwaukee Jewish Museum) and the travel time to and from the off-site activities gave participants time to discuss their experiences and reflect on each activities impact. To expand the toolbox of the participants, we offered a half-day workshop on exploring the Echoes and Reflections curriculum, a premiere teaching tool in Holocaust education. After participating in this “life changing” 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.

“The entire seminar was a fantastic experience. Ultimately, I believe that my best experience was listening to survivor testimony and 2nd generation testimony, along with The Power of Artifacts presentation. While it was extremely difficult to process, it was the best experience because it reminded me to never be silent about these issues. It reminded me that one person's

story and life can change or impact another or multiple lives. It also informed me that although many think there is nothing more to learn or "discover" about the Holocaust, there is always more, and there is always more you can learn about the topic, the victims, and the survivors. I appreciated the reminder. . . that what I do matters, what I say matters, and how I teach matters." –a participant in the seminar in Wisconsin



Writing and reflection during the seminar in Wisconsin.

V. Professional Development and Conferences

On November 17, 2018, Jennifer Lemberg and TOLI Satellite Seminar leader Scott Lone presented a panel at the 2018 National Council of Teachers of English (NCTE) Conference in Houston, Texas. They were joined by Christina Chavarría, Program Coordinator of the William Levine Family Institute for Holocaust Education at the United States Holocaust Memorial Museum (USHMM). The panel, entitled “Responding to History, Responding to Today: Raising Student Voices through Holocaust Education,” explored how narratives that depict how young people responded to and resisted injustice during the Holocaust connects the study of the past to active practice in the present. Later that evening, TOLI hosted a reunion dinner for any and all members of the network who were attending the conference. A TOLI-sponsored panel has been accepted to the 2019 NCTE Conference in Baltimore, Maryland.

Meeting old friends and making new connections at the NCTE Conference in Houston.



TOLI in EUROPE

VI. Summer Seminars in Europe

With Europe becoming an important part of TOLI's mission, the number of seminars in 2018 has grown to seven: Austria, Bulgaria, Greece, Italy, Poland, Portugal and Romania. In addition to these countries, in 2019, our reach will expand to Lithuania and Ukraine.

Over 600 teachers have completed TOLI training since the programs began in Europe in 2012. These programs are designed to fit within the context of each country's Holocaust history and contemporary issues of human rights and social justice.

Bulgaria: Learning from the Past – Acting for the Future: Teaching about the Holocaust and Social Justice

Blagoevgrad, July 8-12, 2018

The 4th annual seminar organized by The Olga Lengyel Institute in partnership with the American University in Bulgaria took place in Blagoevgrad on July 8-12, 2018. Every year since 2015 groups of 35-45 teachers from across the country have the opportunity to learn from internationally renowned lecturers, to listen to survivor testimonies and to think creatively and collaboratively about how to teach the Holocaust and social justice. 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. Special consideration is given to ensuring 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).

Teachers working collaboratively at the seminar in Bulgaria.



Greece: Learning from the Past – Acting for the Future: Teaching about the Holocaust and Social Justice

Athens, November 4-7, 2018

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. This was the second yearly seminar held in Athens, with a group of 30 teachers who 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.

Teachers at work at the seminar in Greece.



Italy: Learning from the Past – Acting for the Future: Teaching about the Holocaust and Human Rights

Asti, September 2-6, 2018

This seminar was developed by TOLI in partnership CDEC Foundation and MIUR (Italian Ministry of Education). A group of 35 high school teachers of humanities from across Italy, were trained on both the study of the anti-Semitic fascist segregation (persecution, discrimination) and the causes and effects of today's hate speech in Italy, providing them with suitable tools for working with students. In teaching these topics, the program provided the opportunity to integrate national and international approaches and to grasp the current relevance of this crucial page of the Italian and European twentieth century history. The methodology of the training was learner centered, based on the principles of experiential learning and a human rights-based approach in education. A variety of methods were used in order to stimulate the engagement of participants, their reflections and a high level of interaction: presentations,



Touring relevant sites at the seminar in Italy.

analysis, discussions, reflections, group work, videos, visits to places of Jewish heritage, guest speakers, etc. Participants also had the opportunity to work together to develop creative projects that would allow them to put into practice the competences they gained during the seminar. In order to transform these projects into reality, graduates of the seminar are given the opportunity to apply for a small grant.

“I found particularly interesting and useful the session about propaganda which helped me make a link with present day hate speech.” – a participant in the seminar in Italy.

Poland: Learning from the Past – Acting for the Future: Teaching about the Holocaust and Human Rights

Warsaw, July 3-7, 2018

The first annual seminar for Polish teachers developed by The Olga Lengyel Institute (TOLI) in partnership with POLIN – Museum of the History of Polish Jews took place in Warsaw on July 3-7, 2018. The seminar was made possible by a generous donation from the Mostysser family. The aim of the seminar was to contribute to increasing the quality of education regarding the Holocaust and human rights in Poland. 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 methodology of the seminar was learner centered, based on the principles of experiential learning and a human rights-based approach in education. A group of 30 teachers had the opportunity to learn from internationally renowned lecturers, to interact with survivors and to think creatively and collaboratively about how to teach about the Holocaust and human rights.

“[I]... can’t find words to express my gratitude for the opportunity to attend the seminar.” – a participant in the seminar in Poland.



Participants with faculty, staff, and members of the TOLI Board at the seminar in Poland.

Portugal: Learning from the Past – Acting for the Future Teaching about the Holocaust and Human Rights

Lisbon, September 4-7, 2018

This seminar was developed by TOLI in partnership Memoshoa Foundation. The aim of the seminar was to contribute to increasing the quality of education regarding the Holocaust and human rights in Portugal. 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 methodology of the training was learner centered, based on the principles of experiential learning and a human rights-based approach in education. A group of 30 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. Participants also had the opportunity to work together to develop creative projects that would allow them to put into practice the competences they gained during the seminar. In order to transform these projects into reality, graduates of the seminar are given the opportunity to apply for a small grant. This grant offers support for the projects on Holocaust education and social justice they plan to implement in the next school year.

At the seminar in Portugal.



Romania: The Holocaust in Romania: Between History and Memory

Surduc and Lugoj, July 16-19, 2018

The 7th annual seminar for Romanian teachers was organized by The Olga Lengyel Institute in partnership with Elie Wiesel National Institute for the Study of Holocaust in Romania on July 16-19, 2018. The aim of the seminar was 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 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). 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.

Discussion at the seminar in Romania.



"My activities with students will be more diverse, more complex. I will use the images and the information received in the planning meetings with my colleagues. I will also propose a project on this subject." – a participant in the seminar in Romania.

VII. Mini grants in Europe

Seminar graduates have the opportunity to apply for a small grant to develop projects with their students, to put into action the learning they gained during the seminars. receive a small grant in order to put their learning in action and develop projects with their students. This program encourages teachers to be innovative and to engage their students in participatory learning activities that respect the core principles of Holocaust education. At the same time, these projects take into account present day realities and use the lessons of the Holocaust to motivate students to act against stereotypes, prejudices and discrimination in their own environment. In the second year of this program (2017-2018), 31 teachers received the grant, 16 in Romania and 15 in Bulgaria. The activities of the projects were designed to help students learn about the Holocaust, about human rights, about the Jewish community in their country and specifically in the city where they live, about Roma culture and history, about discrimination, tolerance and respect for diversity. Students read books, watched documentaries and movies, met survivors or their relatives, visited synagogues and museums, made virtual visits to places like Auschwitz and real-life visits to places like Jilava, Romania, wrote essays, created posters, photo exhibitions and multimedia presentations and produced outputs that can be used by their younger colleagues, most notably a bilingual graphic novel. Most projects had media appearances or created Facebook pages or groups. For detailed descriptions of projects, go to: <https://www.toli.us/sponsored-programs/european-mini-grants/>

Romania

An individual, a life, a... history!
Amalia Marin, Buftea

The students were involved in several educational activities, including viewing a theatre play about the Holocaust – Janka – performed by the Jewish State Theatre, a virtual visit to Auschwitz-Birkenau, visiting an exhibition about present-day extremism as a threat to democracy and meeting Liviu Beris, a Holocaust survivor. The students watched several movies about the Holocaust and they visited the Synagogue and the Holocaust Memorial in Bucharest. They were actively involved in writing and drawing activities. They created timelines about WWII, about the Holocaust and about Human Rights. They developed a dictionary with the main terms related to prejudice, racism and injustice. They also prepared for and participated in the national contest My Intercultural Trip, with contributions about different minorities in Romania, especially Jews and Roma.



The beauty of the world is given by diversity – be tolerant!
Cerasela Marin, Campina

The students were engaged in a process focused in the first part on the Holocaust and the history of the local Jewish community and in the second part on present day discrimination, tolerance, democracy and diversity. The students watched films about the Holocaust and excerpts from films inspired by it. They discussed about the causes and consequences of the Holocaust at personal, community and humanity level. They visited the newly re-opened synagogue in Campina, the museum organized in its premises and the Jewish cemetery; they discovered the history of the local Jewish community, its contribution to the development of the city and its suffering, the atrocities of the Holocaust. An exhibition focused on active democracy against right extremism was organized in the school and the students participated in a contest focused on the Holocaust, human rights and equal opportunities. The products of the project were displayed in an exhibition and the students created a portfolio of the project and published it in a special issue of the school magazine.



Jewish Memory Pages
Charlotte Barbu, Galati

This project aimed to highlight the role of history in promoting intercultural dialogue, the basis for mutual cooperation among nations. During the project, students learned about Jewish culture, history, and religion and were guided conduct research about the Holocaust. The students created collages and posters about the Holocaust, they deposited white candles at the

commemorative monument of Holocaust Victims in the Jewish Cemetery in Galati. They conducted interviews with and applied questionnaires to people who lived during the Holocaust and learned about the Jewish community from Dr. Sorin Blumer, president of the Jewish community. With the information gathered, students created visual presentations about Jewish personalities from Galati (mayors, writers, poets, artists). Traditional food for Easter and Passover was cooked by the students and the meaning of each meal was discussed.

Jewish History and the Holocaust Gianina-Cristina Chirila, Vaslui



The teacher wrote and published a book about the children in concentration camps, which gathers personal stories presented in a language adequate for middle school students. The students received copies of the book and studied the various stories through the human rights perspective, reflecting upon how the right to life

and other human rights were gravely violated during the Holocaust. Each student presented a story that impressed them the most and reflected on the importance of remembering the Holocaust as an important part of history, one that cannot be forgotten and cannot be allowed to happen again.

We Will Always Remember the Holocaust Elena Ciuciuc, Vacaresti, Romania

The activities were centered on students' knowledge, on their interpersonal relationships and on their abilities to solve a problem related to the acceptance of the peers, non-discrimination, tolerance or human rights. They viewed documentary films and interviews with people who survived the Holocaust. They attended a contemporary dance performance called "Stolen Childhood" (sound track of the famous film Schindler's List) which has been performed by the Port de Bras Ballet Group from Targoviste (Daniela Rotari Ballet School). Students created various compositions, drawings, posters and a set of ground rules that contained the young citizen's rights and duties. They participated in the drawing contest called "The Memory of the Holocaust". The teachers and the students involved in this project travelled to Bucharest to visit the Holocaust Museum (situated inside The Great Synagogue) and the National History Museum.



Never Again

Gheorghita Tifui, Piatra Neamt

Through the peer learning method students addressed the following topics: anti-Semitism, the Holocaust, racism and democracy. A Roma student in the class shared the story of her grandmother who was deported to Transnistria. The students visited Baal Sem Tov Synagogue and the Jewish Cemetery in Piatra Neamt. All these activities were carried on in addition to and in relation to the history of the Holocaust studied during regular hours, as part of the curriculum. Students created posters and drawings about the subjects addressed in the project and presented their vision for the future of the society. They also wrote an article for the school newspaper, describing their work.



In Honour of Human Rights

Gheorghita Fercea, Resita

The aim of the project was the prevention of racist, xenophobic, anti-semitic and intolerant attitudes, through learning about the Holocaust. In order to commemorate the Crystal Night, students watched documentaries, created posters and discussed the topics of tolerance, discrimination and racism. In preparation for the International Day of Children's Rights, students were engaged in an activity called "the Holocaust through a Child's Eye", which consisted of reflecting upon survivors' testimonies.



The students expressed their feelings and thoughts through compositions and drawings. For the International Human Rights Day, students made panels related to the topics above and on January 27 they held a moment of silence, lit candles and organized an exhibition with documents about the history of the Holocaust. The Day of Antidiscrimination was marked by an activity focused on Mihail Sebastian's Diary – Life of Jews in Romania during the Holocaust. Another activity was focused on Martin Luther King, Elie Wiesel and Nelson Mandela and the promotion of equal rights for all, in order to discover the personalities that put their lives to the service of the fight for human rights and to follow their example. Under the title "Memory places – a virtual journey", the students made a virtual tour of different places with a historical significance, related to the Holocaust: monuments, museums, synagogues, cemeteries, documentation centers.

Human Rights Violation During the Holocaust in Mihail Sebastian's Journal. A Graphic History

Horatiu Suciu, Lugoj

In this project, the students created a graphic novel focused on the violation of the rights of Jewish people in Romania during the Holocaust through the anti-Semitic legislation adopted by the Antonescu regime. The students used various applications to create the graphic novel. The material also contains some methodological recommendations. The graphic novel is based on Mihail Sebastian's Journal. Mihail Sebastian (born Iosif Mendel Hechter) was a Jewish Romanian playwright, essayist, journalist and novelist.



The Holocaust between History and Memory

Maria Mariana Gheorghe, Ploiesti

The students were engaged in several activities focused on the study of Jewish history and Holocaust, from the perspective of the uniqueness of the phenomenon and with the aim to



avoid repeating such atrocities, at a universal scale. The aim was to learn to accept the differences between cultures and to understand and apply the values of humanity and human rights. The Holocaust was studied from a historical perspective but also for a better understanding of some human components and contemporary values. After four months of study the students participated in a contest and they realized an exhibition of drawings and posters. They

reviewed books and films about the subject of the Holocaust (like the The diary of Anne Frank; I wanted to fly like a butterfly; The Nightingale; The boy in the striped pajamas; The pianist; etc.), they visited the Ploiesti Synagogue, met with representatives of the community and visited to the Coral Temple in Bucharest.

77 years (1941-2018: Anti-Semitic Massacre in Jilava)

Razvan Bigiu, Ploiesti

The project started from the idea of commemorating the tragic events in Romania every year, so that each student and future adult will know that when the political power escapes the sphere of humanity, abominable things happen. Such a dramatic event in national history, which is not rigorously reflected in the history textbooks, is the massacre of the Romanian Jews during the Iron Guard rebellion in Jilava, in January 1941. Students learned about this event and they traveled to Jilava, where the event happened 77 years before. Students had different tasks related to the visit, all



The photo album created by the students.

contributing to the end-result of the activity, a photo-informative album about Fortress 13 in Jilava. In addition to making this album, the students wrote a brief history of the Fort, impressed by what they saw, and by the list of personalities that over time had been in detention there. A photographic exhibition was presented in the halls the high school and a copy of the album was donated to the Documentation and Information Center.

The Holocaust – a painful event in the history of mankind

Gabriela Lisievici

Several activities were carried out in this project with the aim to improve students' knowledge about the Holocaust and about the life of the Jewish community, and to develop key competences for the 21st century. Students participated in a local symposium organized by Elie



Wiesel Institute, as part of the exhibition hosted by County Museum Vaslui. The students participated in a public debate on the Second World War and the Holocaust in Europe, they participated in a contest of essays and scientific communications on the topic of the Holocaust in Romania. The teachers organized a session of communications for students about the Holocaust in literature and filmography. Finally, the

students visited the Jewish Museum in Iasi and learned about the life of the Jewish community in the area.

Our Rights

Gabriela Dobrila, Mereni

Throughout the project activities students learned and shared with their colleagues and members of the community, information about democratic principles and values, aspects of global education and the importance of local and national traditions, historical themes (Roman emancipation, the repression of extreme right regimes) and identified causes and solutions for social and civic issues. Literary and artistic workshops were organized on the topic of children's rights, followed by a debate on human rights in Romania and the world. During the preparatory phase, students conducted research using classical sources (written works), media (internet) and oral (survey and interview). On January 27 students made presentations about the Holocaust in Europe and in Romania and about the impact of stereotypes, prejudices and discrimination. Between April and June 2018, the students prepared the activity called

Community stories. Memories about Communism. The students used the Living Library method, among other research methods and created a class booklet about the history of communism. In March-May period students



conducted interviews with members of the Jewish community in Constanta about the camps organized during World War II in the area of Mereni village (Ciobanita, Osmancea and Mereni). Researching classical historical sources has helped students to find out that the camps existed in their area between 1941 and 1942. By the end of 1941, children and the elderly had returned to their homes. Here is an excerpt from a presentation done by the students: *We have begun to make a distinction between revenge and justice. Let us not revenge! Let us not forget, but forgive! Let us have the courage to fight for our rights! Let us have backbone and not to doubt against injustice! Be the change!*

Understanding Diversity

Calin Diaconescu, Lugoj

During the history and civic education classes and extra-curricular sessions, the students participated in educational activities about tolerance, fighting discrimination, human rights and the Holocaust. Several activities focused on the history of Jewish people from Lugoj. Students visited the History Museum of Lugoj, met with Mr. Ivan Bloch, the president of Jewish Community and visited the Synagogue of Lugoj. A lesson, led by Ms. Gabriela Hajdu was



dedicated to a Jewish personality from Lugoj – Mr. Tobias Tuvia Schwager, conductor of the Philharmonic in Oradea and Botosani and, after his emigration in Israel, teacher at a Music School near Haifa. Through these activities, the students learned historical and cultural aspects about the Jewish community and they also understood what cultural diversity means and what is the value of the diversity in society.

Bulgaria

Class of Good

Albena Ivanova Shishkova and Katya Petrova-Kamenova Vidin

The project was organized as a partnership between two schools and focused on exploring and popularizing the history of the Jewish community in Vidin and raising awareness about the condition of the Vidin Synagogue. A group of students and their teachers studied the available documents and literature in the State Archives Department of Vidin, referring to the Vidin Synagogue and the Vidin Jewish Community. The rest of the group researched information on the Holocaust and the rescue of the Bulgarian Jews from deportation in the spring of 1943. They took pictures of the current state of the synagogue and the monument of gratitude in Vidin, erected with the support of the Bulgarian Jewish community in Israel. With the selected documents and materials, students prepared posters and a multimedia presentation. An exhibition dedicated to the 75th anniversary of the rescue of Bulgarian Jews was organized. The project ended with a visit to the Sofia Synagogue which gave students the opportunity to see how the synagogue in Vidin would look like, if it was well kept during the years.



To Learn and To Remember

Bistra Stefanova, Veliko Tarnovo

The activities of this project were scheduled within a week, around March 10, when the Salvation of the Bulgarian Jews is commemorated. Students had the opportunity to learn about key moments in Holocaust history, Jewish life, traditions and culture. Throughout the week, the students gave presentations about the Holocaust for other classes in the school. They organized a debate about tolerance and a contest of essays on the topic: Auschwitz - Hell on Earth. Workshops about various aspects related to the Holocaust were held, such as Terezin Ghetto, the final solution, or the historical perspective on the Holocaust. One day of the project was dedicated to learning about Jewish culture and traditions and a guest speaker from the University of Veliko Tarnovo, Prof. M. Palangurski, was invited to talk about the fate of the Jews from Bulgaria and from the annexed territories, Thrace and Macedonia during the Holocaust. The last activity of the project was a traveling lesson: "I have seen and learned - religions and temples". A visit to the city of Ruse and a visit to the Synagogue, the Saeed Pasha Mosque, the Armenian Orthodox Church was done under the motto: Differences bring us together.



Remember the past, build the future. Holocaust and the 75th anniversary of the salvation of Bulgarian Jews

Dimitar Dimov, Kardzhali

Students from 11th and 12th grade took part in competition for posters, dedicated to the anniversary of the salvation of Bulgarian Jews – 18 posters made by 25 students were presented to 80 people including educators, students and guests. The best posters were awarded by the town mayor. Students also organized a photo exhibition and watched documentaries about the Holocaust. On the International Women’s Day, the focus was on women who contributed to the salvation of Bulgarian Jews. The last activity of the project was a presentation done by Sofiyska Platforms Foundation about the salvation of Bulgarian Jews.



Examples of Tolerance

Dimitrina Kirilova Zareva, Dupnitsa

On the occasion of the 75th anniversary of the rescuing the Bulgarian Jews, a group of students created a poster which described the events in 1943 and presented it to the other students. The students visited the History Museum in Sofia, where a discussion about rescuing the Bulgarian Jews was held and the students saw objects donated by the Jewish community. The main part of the activity was connected with gathering materials and preparing the project activities. Three teams were created, focusing on the rescue of the Bulgarian Jews, the fate of the Jews from Thrace and Macedonia, and the events in Dupnitsa. Students consulted different sources of information, including documents from the digital collection of the country. A booklet was created with the materials gathered. The final event of the project was an open lesson called: “We have to remember”.



You Are Not Forgotten

Katya Georgieva Oncheva, Burgas

The aim of this project was to build a school community of young people who learn, share, and discuss the history of the Holocaust and realize the power of active action to combat indifference and apathy, the power of civil society and the responsibility of every person to protect human rights and freedoms. Students of the 10th grade, who in 2017 worked on a similar project and students from the 12th grade organized a discussion titled: "For the courage to change fates, risking your own destiny." The Letter Box (which contains letter written letter written by the students to Holocaust survivors in the previous year) was open, and some of the messages to the children and other victims of the Holocaust were read and discussed. The



students worked in 6 groups to do the research and prepare presentations about the Holocaust. They used letters, posters presenting different stages and aspects of the Holocaust, books, films and documentaries to prepare their presentation. They

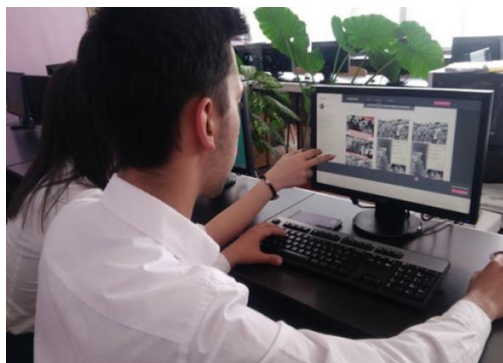
focused also on current issues that interest and affect young people, such as school violence, terrorism, refugees, minority policies. During the project students also met with Hava Pinhas-Cohen, an Israeli writer and poet. She was born to a Jewish family of Bulgarian immigrants in 1955. Her family fled the European continent in the aftermath of World War II and started a new life in Israel. Pinhas-Cohen was the first in her family to be born in the state of Israel. She visited Burgas for the 75th anniversary of the rescue of the Bulgarian Jewish community.

The Netherlands and Bulgaria Holocaust Comparative Case Study Petar Gramatikov, Plovdiv

This activity was part of was an international project tailored to target the participants in a one-week Intercultural Youth Camp in Stara Zagora, Bulgaria, in which 21 Bulgarian and Dutch young people gained knowledge, shared information through the social networks and participated in an awareness campaign about the Holocaust in their respective countries. Young people prepared to communicate their vision on the most significant historic moments, persons or outcomes of the WWII. The main objectives were to open the floor for deeper reflection of the role of the Bulgarian Orthodox Church in the salvation of the Bulgarian Jews. Other activities included visiting the Historical Museum and meeting with the Regional Mufti in the Museum of Religions (Eski Mosque) who gave a short lecture about Islam. An online conference call with Kid's Spirit from the U.S. was held to share about the common intercultural and interreligious experience and knowledge; a lecture about Orthodoxy and the way in which more than 48 000 Jews of Bulgaria were saved in the 1940s; Anne Frank as a symbol of the suffering of the Jewish population in the Netherlands; working in groups, preparing materials for publication in the social/electronic media in Bulgaria and the Netherlands. Another objective of the project was to learn about the other ethnic and minority groups persecuted by the Nazis during the World War II and the salvation of 148 000 Bulgarian Roma from the concentration camps (as well as people with mental and physical disabilities, with different political, religious or sexual orientation). Special attention was given to the Remembrance Day of the Roma genocide. Students watched videos, interviews, photographs and documents on the Documentation and Cultural Centre of German Sinti and Roma website, www.sintiundroma.org/en.

Students at the Museum of Religions in Stara Zagora.





Memorial Days of the Holocaust Victims Petya Ivanova Kudeva, Burgas

This project was dedicated to the 75th anniversary of the salvation of the Bulgarian Jews and a tribute to the deported Jews from Vardar Macedonia, Aegean Thrace and Pirot. It was organized under the motto "Truth about the past is a way to the future". The project aimed to provoke interest in the Holocaust and human rights and to stimulate critical thinking and empathy.

Students engaged in learning processes and participated in essay competitions, developed posters and made presentations for their peers about the salvation of Jews from Bulgaria and the deportation of Jews from Thrace and Macedonia. They also prepared a presentation about Jewish culture and traditions, accompanied with a culinary experience of Jews food. The materials produced during the project were uploaded on the school's Facebook page.

In Search of the Truth or Who is Righteous Teodora Rangelova Nikolova, Sofia

The project was a series of lessons (8 in total) with the aim to: familiarize students with the story of rescuers; raise awareness and provide a better understanding of the impact that stereotypes, prejudices and discrimination have on individual, group and society level; challenge young students (12-13 years old) to learn to think about others in more compassionate, sensitive and educated manner. The students visited the National State Archives, worked with documents, engaged in discussions, reflections and creative activities, watched videos worked in groups and prepared presentations and an exhibition.



Days in Memory of Holocaust Victims: Truth about the past is a road to the future Veselka Slaveykova Bakleva , Burgas

This project was organized in partnership with Center for Jewish-Bulgarian Cooperation Aleph. Students watched the documentary "Remembering", in the presence of Alberta Alkalay, the author, and participated in a discussion about Jewish customs and celebration. A competition of multimedia presentations on the topic "Holocaust –Never Again. Let Us Learn the Lessons of History" was organized and 14 teams of students made presentations for their colleagues, focused on the fact that the Holocaust was a result of misuse of authority and violation of human rights. A reading area was created in the library, with the motto "If we forget, that means we are collaborators and this will repeat itself." The reading area was populated with books about what had happened in Bulgaria and in Europe during the Holocaust. Notice boards were made, representing the history of the Holocaust and electronic check about topic-specific books, as well as interviews scholars in the field. The documentary "Salvador" by Nissim Mosek gave students the opportunity to see the personal stories, experiences and pain, which

made them think about the role of the individual in history, the role of memory, and last but not least, the responsibilities that each person has in society. Students also participated in several events such as: the unveiling ceremony of the memorial plaque of Burgas citizens who opposed the deportation of the Jews, organized by Aleph; the opening of the photo exhibition "Beyond Debt" by her Excellency the Ambassador of the State of Israel, Irith Lilian; and the presentation of the book "75 Years-Unforgotten Faces of Salvation", a book by Jewish Organization Shalom presented by Maxim Benvenisti. Students presented the results of the project and their reflections in an electronic newspaper, Learning from the Past, We Act for the Future <http://pmgbs.com/holokosta/vestnik/vestnik/new/index.html>



We Remember

Yuliya Georgieva Chortleneva, Kardzhali

This project is a continuation of the project "We Remember" from the previous school year. Students participated in a competition about the Holocaust and social justice. They conducted a quiz dedicated to the 75th anniversary of the salvation of the Bulgarian Jews and planted bulbs of yellow crocuses in memory of the 1.5 million Jewish children who died in the Holocaust. A



library area was populated with books and movies about the Holocaust and a collection of articles about the Bulgarian righteous people and scholarly works that received awards in the Holocaust and social justice competition was published.

The truth of near

Krasimira Milenkova, Slivnitsa

150 students and 20 teachers from Slivnitsa took part in a project focused on learning about the Holocaust. Firstly, they studied the main terms related to the Holocaust and watched several films, such as Memory of the Camps, The People of the Abyss, Sobibor, The Zookeeper's Wife. Alienation and Out of Hitler's Grasp were also presented to students. Thanks to the cooperation with Emil Krastev, a colleague teacher of history and former participant in a TOLI seminar, a visit to the Holocaust Museum in Skopje was organized, which was directly related to the fate of the Bulgarian Jews during the Second World War. Based on the knowledge they gained,



on March 5, 2018, a group of students and teachers together with the director of the school, took part in HISTORY.BG – a TV show broadcasted on Bulgarian national television on the occasion of the 75th anniversary of the rescue of the Bulgarian Jews. What is remarkable is the fact that students were able to understand the meaning of the lesson that humanity had to learn after the Holocaust and have begun discussions about what is happening now in Syria.

May the flame not quench
Emilia Dimitrova, Pleven

In this project students received a worksheet with the following task: “You are part of a team of an electronic student magazine. Forthcoming is the anniversary of the Rescue of Bulgarian Jews. The Editorial Board gives you the task to present to your friends the story of a saved human life in the years of the Holocaust. You should prepare a Power Point presentation, leaflet, poster, folder (the choice is yours) and include appropriate text and images.” As a further task, the students were asked to seek answers to the following questions: “How do we honor the memory of the victims of the Holocaust nowadays? Present impressive memorials of appreciation from different countries around the world”. Students were also asked to introduce in the magazine information related to Jewish holidays and lifestyle. The students practiced their English, German, French and Spanish, while preparing their texts and summaries. Each team presented their story to their classmates in the history class and discussed aspects such as: “What is the Holocaust? Who are the people deemed different and persecuted by Hitler? Who and at what cost could save lives? Are we tolerant enough today?” On March 21, a representative event "May the flame not quench" dedicated to the Holocaust and the Rescue of the Bulgarian Jews took place in the Foreign Language school in Pleven. The best projects were presented. The guest of honor was Mrs. Dora Cenach, from the Pleven Jewish Community. She answered the questions of the students. The best projects were awarded with an organized visit of the synagogue in Sofia. The participants prepared an electronic students' magazine, titled Menorah, where they published their work.