



® The Olga Lengyel Institute for Holocaust Studies and Human Rights



Board members, participants, and faculty in the 2019 TOLI Summer Seminar in New York City.

2019

Review of Programs

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I. The Olga Legyel Institute for Holocaust Studies and Human Rights (TOLI)

Never Again Begins in the Classroom ®

The mission of TOLI is to provide educators with professional development seminars 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.

II. 2019 Summer Seminar on Holocaust Education

The TOLI Summer Seminar, now entering its 15th year, is held every June at the Memorial Library in New York City. This 11-day seminar is led by TOLI Senior Director Sondra Perl and Associate Director Jennifer Lemberg. In 2019, 25 middle school, high school, and college teachers from across the United States and Europe were accepted through a competitive application. This talented group of teachers 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 Romania also joined us.

In its 14th year, the goals of the seminar are as follows:

- To increase and deepen teachers' knowledge about the Holocaust;
- To develop a cadre of Holocaust teacher-leaders across the US;
- To build teachers' cultural knowledge of Judaism;
- To provide a model of engaged pedagogy that supports teachers when introducing students to difficult and challenging content;
- To help teachers address the range of emotional responses generated by studying the Holocaust, and to direct that energy toward addressing contemporary conflicts;
- To reflect on what it means to be a Holocaust educator given the current climate of rising antisemitism and racial and religious intolerance;
- 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 to address the above issues.

Each day of the seminar begins and ends with the opportunity to reflect, in writing or through other shared activities, on issues, questions, and troubling or traumatic content that arise during the course of the 11 days of intense study of the Holocaust. Called "A Pedagogy of Hope," our approach is designed to be a model of democracy at work where everyone's voice matters. Teachers who sit at Olga's table know that their views are welcome and encouraged and their expressed commitment, upon their departure from the program, is to bring this model of engaged pedagogy back to their own students and classrooms.

Other seminar activities in 2019 included spending one afternoon at the new Auschwitz exhibit at the Museum of Jewish Heritage in Battery Park, a morning viewing the new documentary on the Ringelblum archive entitled “Who Will Write our History,” and participating in 25 poster sessions during which teachers shared innovative curricula and best practices from their own classrooms.

Speakers included Holocaust survivors Irving Roth and William Bernheim on surviving Auschwitz; Andrea Pitzer, author of *One Long Night: A Global History of Concentration Camps*; Alexandra Zapruder, author of *Salvaged Pages: Young Writers' Diaries of the Holocaust*; Rabbi Sarah Reines from Temple Shaaray Tefila on Jewish religious observance; Rabbi Greg Wall on the history and power of klezmer music; Ellen Kennedy, Director of World Without Genocide on current activism in the US; and Gillian Walnes Perry, author of *The Legacy of Anne Frank*, on the work of the Anne Frank House.

Board members, participants, and faculty in the 2019 TOLI Summer Seminar in New York City.



Comments from participants in the 2019 Summer Seminar on Holocaust Education:

Best professional development and investment of time ever. I will recommend to everyone who I think will take the vision seriously.

My experience of the seminar is, without a doubt, LIFE CHANGING. I feel that all the things I have learned and all the colleagues I now have will directly impact my students in a way TOLI can never fully understand. I have experienced immense gratitude during my time at the seminar, thoughts of thankfulness weaving in and out of my head as I gaze upon Olga's table, the artwork, the very brilliant Sondra and Jennifer, the Metro cards, the sheer amount of information in handouts and in DROPBOX, David and Ellen's presence and daily warm greetings...I could go on and on. I promise the Board that I will take TOLI back with me and continue to do my part in sustaining TOLI's work. Thank you doesn't seem enough, but perhaps it is finite in its simplicity.

Seriously, this is one of the best, if not THE best professional development I have ever been to. I expected much from this Seminar, but I received so much more than I anticipated. I received this from the people attending, as well as the presentations. This is the longest professional development I have ever been to, so I think that might have an impact on how influential everything was on me. . . The information was so rich and the testimonials were just so emotional. I cannot say enough good things about this seminar. If I had to sum up my experience in one word, it would be "Phenomenal".

This felt like a much more personal exploration of both the Holocaust and social justice. Much of the learning was repeatedly anchored in my experiences and who I am as a teacher, citizen, and human being. Some trainings feel content driven, but this training was more reflection driven. I think that both types of trainings are beneficial because our goals and passions are intertwined with our identities, but we don't often make time to reflect inward on why these events speak to us. I think this will help me share my passion with students more clearly and will also help me use new approaches to establish the relevance of Holocaust and social justice education.

Wow. I would say that I don't have words or time enough here to describe the experience accurately. This has been life altering work. I am fired up, and ready to bring all of these new experiences and ways of knowing into my classroom, my district and into the satellite seminar. Thank you all so much. I am incredibly grateful to have been a part of the TOLI New York seminar.

Transformative. I feel empowered, encouraged, armed with resources, supported, validated, accompanied, appreciated, befriended and inspired. I was frankly afraid it would be too hard, too sad, too depressing. But in fact I feel much more equipped to take on the challenges I have set for myself. I did not know what I would get out of this experience, but I knew it would be valuable. I feel that above all the personal connections have been the most impactful, and promise to yield profound changes and collaborations that are yet to be revealed. I have great respect for my cohort, and really appreciate that we come from different backgrounds and disciplines. I know I will continue to learn from them, and there are a few who have already become part of my life. I am extremely grateful to Sondra and Jennifer for leading us on this path, and to Alice, David, Ellen, Maryam and everyone else who supported and helped us on what was not an easy but a profoundly moving and powerful journey.

Overall this seminar was inspiring in terms of how I view my teaching and practice. The best part of the seminar was meeting and learning from the other teachers. I feel now like I have a community of gifted and inspired teachers in my corner who can help me continue to grow and learn. Not only did I make some meaningful friendships, but I met teachers who have my shared passion for the profession and for justice. It helps fuel me again for future work.

Life changing. Invigorating. Difficult in the most productive and life-affirming ways.

TOLI was life-changing and pedagogically inspiring to me as a person and teacher. The principles that I learned from the Seminar can be applied to any classroom, in any district. I will never be the same!

How? To describe such a life-changing experience, I am at a loss for words. This experience was beyond learning pedagogy. It provided teachers a safe zone to not only share teaching methods, but to share our hearts. The connectedness I felt to my fellow participants happened so quickly and I can only say it was because of the way Sondra and Jennifer presented each aspect of the seminar. The material I received and the methods I learned have impacted me in ways I am still sorting out. I want to send every colleague I know to TOLI no matter what the discipline they teach. To be able to devise methods to make my students feel vulnerable, accepted, valued, loved is complex. To allow them to feel their humanness is my goal. I want to be able to have my students look inside themselves and confront "othering" people. I want them to see the value in accepting people with understanding and without judgment. This seminar has given me the tools needed to reach my goals.

This was a life-changing conference! I say that because of the passionate educators I meet and the high quality of speakers we had. Sondra approached writing in a way that was not intimidating for a modest writer. The ideas shared along with the energy will help carry me through this next year. I am one of the few at my school that teach about the Holocaust so I do not have much of a support network. I have found a network in this group! I am eager to share with the English teachers some of the great materials I received.

I knew this seminar would be the opportunity of a lifetime and it certainly did not disappoint. No one disengaged, left early, stayed out late at night, or any of the other behaviors we have all seen at a regular teachers' conferences from people who lost their verve. Perhaps it is because we all went through a rigorous application process complete with recommendation letters that ensured our commitment to the time here. Whatever the process of selection is, it seems to have produced a really diverse, interesting group of people that cross-sections the country and grade-levels you allow. While I had some moments of exhaustion at times, this experience challenged me. I learned new things about myself that I never thought I would along with the topics covered in the seminar.

This experience has been earth shattering, ground breaking, completely amazing. I have gained so much knowledge not only on the Holocaust, but on current situations around the world today. I have shared an intimate experience with so many wonderful educators that will help me to shape my classroom. Thank you for this opportunity.

III. The 2019 TOLI Leadership Institute

Every three years, beginning in 2010, TOLI has held a Leadership Institute for selected teachers in order to work with them as they develop satellite seminars in their home states. The 2019 program was held from July 8-14 at the Memorial Library. A total of 18 educators attended the seminar, which was led by Dr. Sondra Perl, Dr. Jennifer Lemberg and Dr. Wendy Warren. The goals of the seminar, which received funding from the Claims Conference, were as follows:

- To prepare a cohort of Holocaust seminar leaders who can effectively impart the lessons of the Holocaust to other teachers in their home states and communities;
- To enhance the leadership skills of these selected leaders;
- To deepen the leaders' content knowledge of the Holocaust and their understanding of Jewish life before and in the aftermath of the Shoah;
- To make transparent the learning theories that underlie TOLI seminars;
- To revise previously submitted preliminary proposals to lead a TOLI satellite seminar based on the TOLI guidelines and suggested template;
- To work with these leaders on the administrative skills required to lead a TOLI satellite seminar within one year following the Leadership Institute.

Two Holocaust scholars joined us at the Leadership Institute and brought cutting-edge work to these TOLI leaders: Dr. Bjorn Krondorfer of Northern Arizona University and Dr. Oren Stier of Florida International University. The seminar concluded at the home of TOLI Senior Director Sondra Perl for a final dinner and reflections.



Board members, participants and faculty with Dr. Bjorn Krondorfer at the 2019 TOLI Leadership Institute. Photo © Scott Lone.

Two comments from the final evaluation attest to the power of this institute:

There is truly something to be said about doing this work together in this time and place. Olga's table is, in a sense, a constellation that is of this very moment and of all moments. Had my co-leader and I been tasked to do this work together at home, we never would have gotten to where we are now. Sitting together around that table, with the people around that table, pushed us to new understandings and thoughts. Thank you for that. I'm a bit dizzy at the thought of the exponential effect it will have on our world. Tikkun Olam.

I loved every minute and feel encouraged with what I learned. I am looking forward to our Institute in a couple of weeks and am confident that it will be great. The love that all of us have for TOLI is difficult to express with words and thank you doesn't seem enough. For me, being a Holocaust Educator is a lifelong endeavor. I am proud to be a part of such an unbelievable organization.

Thank you to the Conference on Jewish Material Claims for supporting this educational training project.



Thank you to the MDRT Foundation for their generous support of our Leadership Institute.



Thank you to our MDRT Foundation Grant Sponsor, David R. Alter, of International Planning Alliance, LLC.



IV. Professional Development and Conferences

In 2019, TOLI was well represented at a series of conferences and other professional development events.

In January, Sondra Perl and Jennifer Lemberg attended the Winter Conference of the Association of Holocaust Organizations (AHO) in Charleston, South Carolina. While there, they learned about new content in Holocaust studies, held meetings, and networked with colleagues regarding future opportunities.



Jennifer Lemberg at the "Never Again? Changing the Paths of Genocides and Mass Atrocities" panel, White Plains, New York, February 2019. Photo © Steve Loewengart.

In February, Dr. Jennifer Lemberg presented as an invited panelist at "Never again? Changing the Paths of Genocides and Mass Atrocities," a Synaplex Shabbat Panel Discussion at Congregation Kol Ami, White Plains, NY, February 8, 2019. The panel consisted of a variety of experts in the field of Holocaust and Genocide studies who first offered small-group sessions, and was attended by approximately 150 congregants and community members.

October 2019 brought to fruition plans to gather current TOLI Satellite Seminar leaders invited to the United States Holocaust Memorial Museum (USHMM). This leadership program offered an opportunity for TOLI teachers to tour the permanent exhibits and learn about the new "Americans and the Holocaust" exhibit, to share ideas and strategies for best practices in leading their Satellites, and to build connections between TOLI and the USHMM.



TOLI Satellite Seminar leaders, faculty, and Board members at the United States Holocaust Memorial Museum (USHMM) with Jeff Parker, USHMM Education Coordinator and TOLI alumnus, Washington, DC, October 2019. Photo © Scott Lone.

Later in October, graduate students from Scandinavia and Bulgaria gathered at the Memorial Library for a session led by Dr. Sondra Perl and Thanks to Scandinavia Executive Director Kelly Ramot to celebrate scholarships they had all received from the latter nonprofit organization.

This was the second gathering of its kind, and was intended to be both social and academic by offering the scholars a chance to meet each other, to hear from Leo Goldberger, a Danish child survivor of the Holocaust, and to share what they know about the history of the Holocaust in their countries. The young scholars learned about the life and vision of Olga Lengyel, and the shared interests of both organizations made for an exciting afternoon of conversation about the power of individuals to make a difference.



Graduate students from Scandinavia and Bulgaria listen to Holocaust survivor Leo Goldberger.

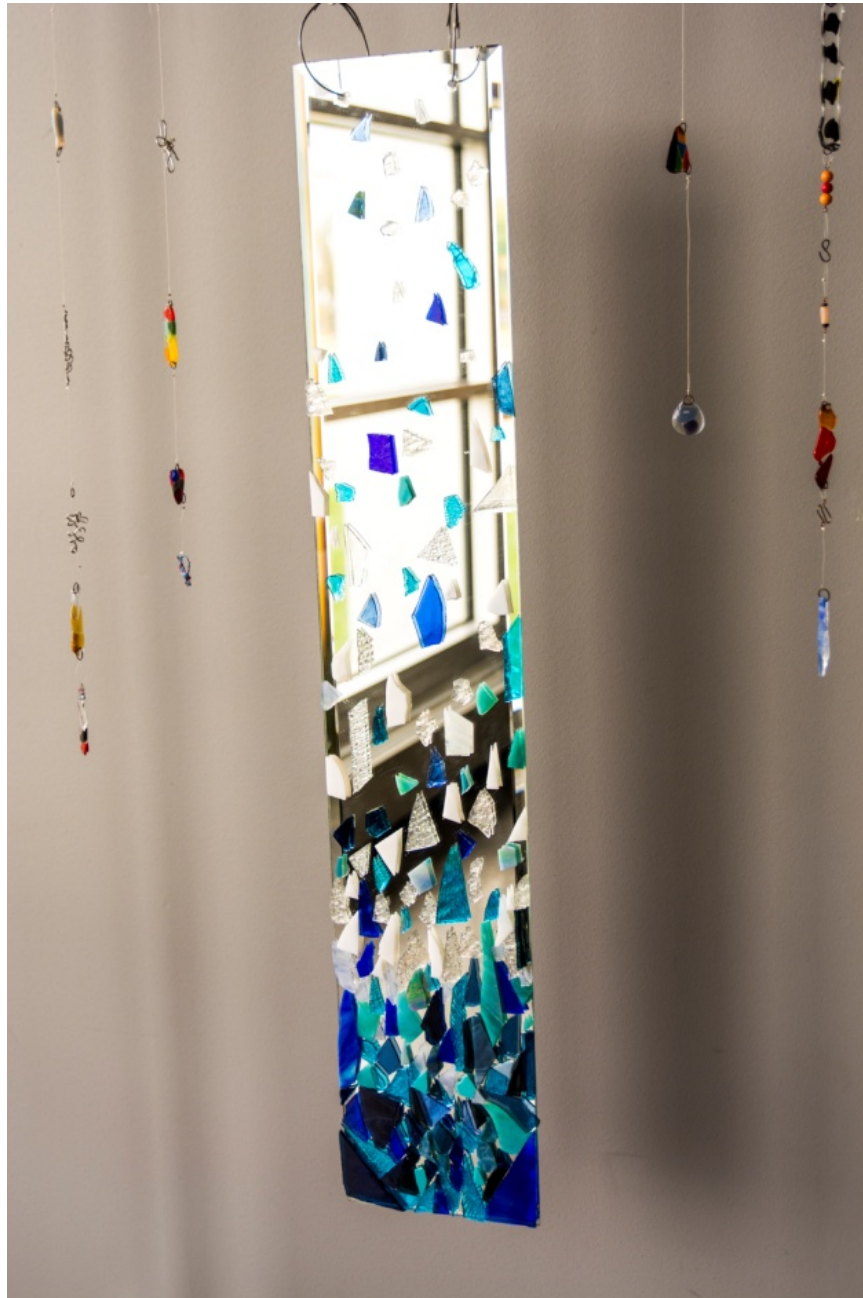
On November 12, Jennifer spoke at a roundtable entitled “Forty Years of Holocaust Pedagogy: Challenges and Opportunities,” at the Jewish American and Holocaust Literature (JAHLit) Symposium in Miami Beach, Florida. Her talk highlighted the work of TOLI and the ways in which our unique methodology equips teachers with innovative pedagogy. The JAHLit conference gathers experts from the field and brought TOLI to the attention of many scholars who were not previously familiar with our programs.



Panelists Peter Bobbe, Nicole Kersen, and Stefani Sobol-Pastor with Jennifer Lemberg after presenting “Teaching the Holocaust through Spirited Inquiry: Considering Unsettling Questions” at the NCTE Convention in Baltimore, Maryland, November 2019.

On November 23, Jennifer was session organizer and chair at the panel, “Teaching the Holocaust through Spirited Inquiry: Considering Unsettling Questions,” at the National Council of Teachers of English (NCTE) Annual Convention, in Baltimore, Maryland. The panel featured teachers Peter Bobbe (NC), Stefani Sobol-Pastor (PA), and new Satellite Seminar leader Nicole Kersen (VA), and had approximately 50 people in attendance. Later that evening, TOLI hosted a reunion dinner for participating teachers at the conference.

V. Mini-grant Program - U.S.



Student art project displayed as part of Scott Lone's multidisciplinary project, *Broken Glass, Broken Lives: Putting the Pieces Back Together*, West Bend, Wisconsin. Photograph © Scott Lone.

Listening Conversations for Repair of the World (Tikkun Olam), Dr. Rebecca Berru-Davis, Montana State University, Billings, Montana, Spring Semester 2019

Inspired by the 2017 TOLI Summer Seminar, “Worlds Apart, But Not Strangers, Holocaust Education and Indian Education for All,” that she attended at Montana State University Billings, Dr. Berru-Davis created this TOLI funded project in conjunction with the Religious Quest class she teaches at Montana State University Billings, which explores varied religious traditions using a thematic and comparative approach. The course draws attention to the role that religion has in shaping our principles and activating our responses. The intent of this project was to enrich the content of the class and expand class discussion by creating a series of conversations which included guest speakers, other students, MSUB faculty and staff, and the local community. The topics for the conversations were connected to the course content and drawn from TOLI's focus on injustice, religious oppression, antisemitism, and genocide. Local experts addressed issues related to the historic and current pain and suffering in the world and our participation in repairing it. Representatives from various religious traditions presented and discussed three significant themes: 1) *Sacred Texts as Guiding Principles for Healing a World*; 2) *Religion as Justice and Activism*; and 3) *Caring for Creation and Each Other*. Holding open conversations such as these modeled ways to engage in listening and dialogue while thoughtfully considering the ways in which religious principles and spiritual practices direct us toward compassion, activism, and healing a broken world in light of the current realities we face.



LISTENING CONVERSATIONS FOR THE REPAIR OF THE WORLD Tikkun Olam

Panelists offer perspectives and insights from their respective traditions and participate in an open conversation around three significant themes.

Thursday, February 21

Sacred Texts as Guiding Principles for Healing a World

Eric Uriarte, from Congregation Beth Shalom is studying for Rabbinic ordination in Hebrew Letters and Rabbinic Studies from the Hebrew Union College-Jewish Institute of Religion in Los Angeles.
Dr. Amberl Masood, Assistant Professor of Counseling and Rehabilitation at MSUB is a statewide presenter on "Cultural Diversity and Muslims in America."

Thursday, March 28

Justice and Activism: Faith-Based Traditions Constructing Pathways for Change
Mike Mulberry is co-pastor First Congregational Church-Billings and co-president of Sanctuary Rising, an organization that advocates for immigrant and refugee rights.
Uri Barnea, a native of Israel and naturalized U.S. citizen, is a musician, Rabbi (rec.) and educator in the Billings community.

Thursday, April 11

Stories for Caring for Creation: Local and Global Geographies and Concerns
Walter Runabawa, is Northern Cheyenne, Ogish Sioux, Red Stomach Salada and a local cultural specialist and Program Director for the MSUB Native American Achievement Center.
Marya Gratzfeld, OSF, is a Franciscan Sister and founder of Earth Hope, who has lived and worked for over 22 years with the Northern Cheyenne, Crow and African-American communities.

All "Conversations" take place at MSU-Billings in the Liberal Arts Building in LA 205.

12:15 PM - 1:30 PM

FREE and open to students, faculty, staff, and the local community.
Refreshments provided. Parking available at the West Rimrock Lot.



The Open Listening Initiative
for religious studies and human rights

Understanding the Past to Benefit the Future, Shannon Fox, Braham High School, Braham, Minnesota, February 22, 2019

Working with several departments at Braham High School, Shannon Fox created a mosaic of learning by inviting a Holocaust survivor to speak and having the entire student body create a related gallery of knowledge. Holocaust survivor Fred Amram spoke to over 500 students and 100 community members. As a welcome to him, the Social Studies Department presented trifold-displayed Holocaust research projects, the Art Department created tolerance themed sculptures and posters, and the English Department wrote poetry and essays on the subject. All of these creations culminated in a Holocaust Museum students and visitors could walk through to understand the atrocities of the Holocaust. The feedback was amazing and many had tears in their eyes as Mr. Amram spoke. The students showed the utmost respect and gained valuable insight into one of history's darkest times. The impact of the project was the opening of hearts and minds in the hope that history won't repeat itself.

How Can the World Community Ensure 'Never Again'? An Evening With Holocaust Survivor Irving Roth, Jennifer Rodgers, Dominion High School, Sterling, Virginia, April 3, 2019

As part of the Loudoun International Youth Leadership Summit, Dominion High School invited Irving Roth to speak to the roughly 400 people in the community. Dominion High School students in the Global Ambassadors Club, Jewish Student Union, Muslim Student Association, and German Club (with adult support) took leadership roles in planning and facilitating the event. This evening event was held in conjunction with Loudoun Interfaith Bridges, the local interfaith group, and was open to the wider community, engaging the international delegates at all eight of the participating high schools, their host families, and the local interfaith community. This event served as an opportunity to explore human rights issues as part of the ten-day Loudoun International Youth Leadership (LIYLS).



The LIYLS 2019 theme was "Mind of a Nation. Spirit of the World." Discussions, activities, and speakers focused on examining how personal identity shapes our world view, how communities form collective identities, and how the world community can work together to solve the most pressing issues we face in the 21st century. Utilizing resources from Peace First, a global non-profit, summit delegates and Loudoun students developed action plans to implement change in their own communities. Student action plans focused on a wide range of issues, from the environment, to LGBTQIA rights, to more equitable access to education. "An Evening with Irving Roth" was the first time in the eight years of the program that they hosted an evening event open to members of the local interfaith community. They look forward to making this component an annual event.

Visit to the Holocaust Memorial Center Zekelman Family Campus, Farmington Hills, Wendy VanBeelen, Mason High School, Mason, Michigan, April 25, 2019

The Holocaust & Modern Acts of Genocide class and the Advanced German Classes visited the Holocaust Memorial Center to gain additional insight about the Holocaust. Each group of students was led through the museum, which follows the history of Judaism, Jewish Culture, Jews in Germany before the Nazis, the Rise of Nazism, the Holocaust and post-Holocaust. After the docent-led tours, students sat in the auditorium to listen to a second-generation survivor. The speaker, Sheryl, was born in a displaced persons camp, something the students had not yet learned about (the visit was early in the trimester, so the class was still at the beginning of the Holocaust). Both of Sheryl's parents were in concentration camps, her mother was a Jewish American spy, and her father was a European Jew. Sheryl told stories about both of her parents then shared what life was like in a DP camp for a young child. Listening to Sheryl tell her story and her parents' stories was eye-opening to the students.



The visit to the Holocaust Memorial Center was emotional and impactful for the students. For the remainder of the term, as the class learned more about the Holocaust, students made connections between what was taught in class and what was learned at the Holocaust Memorial Center. “The community surrounding my school is not very diverse, so being able to leave the environment to visit the museum exposed the students to more than just a history lesson” said VanBeelen. “Being able to visit the museum was powerful and emotional for the students; they learned so much more than they could ever learn in a classroom environment.”

***The War Within These Walls* Reading and Community Discussion, Christina Cote-Reinhart, Gardiner Public School, Gardiner, Montana, May 2019**

Christina Cote-Reinhart teaches in a small town of less than 1,000 people outside the North Entrance to Yellowstone National Park. “It can seem like another world here, and that the lessons of history do not apply inside this beautiful ridge of mountains,” she says. “I want my students to graduate and go to the ends of their dreams knowing the lessons of the Holocaust.”

The TOLI mini-grant was used to buy a class set of the books *The War Within These Walls*, by Aline Sax and Caryl Strzeleck, to enhance instruction about the creation and use of ghettos during the Holocaust. As a part of their unit, students read diary accounts of children in ghettos from Alexandra Zapruder’s *Salvaged Pages: Young Writers’ Diaries of the Holocaust*. Additionally, students shared their knowledge with parents and community members by hosting a community book discussion. Cote-Reinhart had 25 students and community members at the community book discussion, which received much positive feedback. Having an easy to read yet powerful graphic novel to highlight the discussion and learning renewed remembrance of the Holocaust and made a large impact on the small community of Gardiner.



Field trip to the Holocaust Memorial Center Zekelman Family Campus, Farmington Hills, Johanna Toth, Portage North Middle School; Kathy Ha, Portage West Middle School, Portage, Michigan, May 14 and May 21, 2019

As a culminating activity to reading Michael Gruenbaum's memoir *Somewhere There is Still a Sun*, Kathy Ha and Johanna Toth's students from Portage West Middle School and Portage North Middle School visited the Holocaust Memorial Center Zekelman Family Campus. While there, students experienced The Center with a docent-led tour, and met and participated in a presentation by Irene Miller, a Holocaust survivor. The powerful primary sources at the Memorial Center brought to life and connected the students' study of Judaism in Social Studies class and the study of the Holocaust. On the ride home from The Center, students wrote a series of reflections. Many students wrote about having a better understanding of how hungry, tired, and cold the persecuted people were while trying to escape from the Nazis -- they better understood the personal suffering. They reflected on the inhumane treatment and made connections to specific vocabulary they learned. Toth said that one student pulled her aside and told her that since taking the trip, she won't ignore bullying and will stand up against perpetrators. Prior to this unit of study, many of the 7th grade students knew very little about the Holocaust. Today, they can define terms such as "dehumanization", "genocide", "Holocaust", "scapegoat", "bystander", "antisemitism", "Nuremberg Laws", "concentration camp", "discriminate", and "liberate". Through this enrichment activity, students realized the connection between what they learn in a classroom and events in the world, and they began to understand the necessary power of their voices, as well as the impact of their own choices. Following these events, Johanna and Kathy presented at a district-wide program for teachers in August, called TeachCamp. In addition, they have big plans for their district. This is what Kathy wrote in an email in August:

“. . .When we did the pilot novel Somewhere There is Still A Sun as well as the field trip to the museum, it went very well. The 7th grade students were engaged, and learned so much - the book was piloted across all 3 middle schools. This year, the 7th grade teachers in the district are ALL interested in piloting the novel, and our administrators are committed to helping us take all 7th graders in the district on the trip (that's almost 700 kids!) We are so excited by the community reaction and support of the teachers and administration. This is set to become a really crucial piece of our middle school curriculum. This way, when the kids read "Night" in the 9th grade, they bring a solid base that brings so much more meaning to that novel. . . Thanks for setting up Johanna and me on our journey into this content, and continuing to support us along the way. It's such important work, and it is incredibly gratifying to see our district committing to teaching not only about the Holocaust, but tying those lessons to the present and future for our kids. TOLI had a huge part in creating this!"

Multicultural Literature: The Holocaust Class, Meghan McNeeley, Clarke Central High School, Athens, Georgia, Spring 2019

Multicultural Literature: The Holocaust Class received funding for Holocaust books in the classroom library, a field trip to a Holocaust museum, a survivor speaker, and materials for Holocaust Remembrance Day events. Multicultural Literature was a newly resurrected English elective course at Clarke Central High School, taught for the first time since 2011. Although it was a multicultural class, it had a strong focus on the Holocaust. As Meghan wrote in her description of the course, “the study of this difficult era in history and its impact on millions of people of many diverse cultures (not just those of the Jewish faith) will be through novels, short stories, poems, films, visual art, and essays. By looking at the events of the past and making connections to our present, students will consider the characteristics which unite humanity as well as those which divide it.”

Memory and Legacy – Migration Workshop with Rachael Cerrotti, Amy McLaughlin-Hatch, Southeastern Regional Vocational Technical High School, South Easton, Massachusetts, May 13-16, 2019

As part of a Migration Workshop conducted during the Memory and Legacy unit of Amy McLaughlin-Hatch’s yearlong course, “The Holocaust and Human Behavior,” educational consultant Rachael Cerrotti shared her grandmother’s story of survival during the Holocaust along with her story of migration in the aftermath of World War II. During this final unit, students studied the themes of honoring the memory of the Holocaust and the legacy of what is left behind by those who survived and perished. Relating to the courses’ first unit on identity, students examined how their personal history and story of migration related to Rachael Cerrotti’s grandmother’s story.

Students were able to make connections from the past to the present as they learned about the current refugee crisis in Europe from Rachael, who has witnessed and documented it in her work.



A Student's Journey, Angela Frank, Springbrook Middle School, Adrian, Michigan, May 20, 2019

Thanks to a mini-grant from TOLI, Angela Frank was able to take 89 students and 10 chaperones on a trip to the Holocaust Memorial Center Zekelman Family Campus as a culminating event to end the study of her Holocaust History class. Frank has been teaching this semester long elective class for 6th graders for three years and was able to take her previous classes, as well. One of the most moving parts for the students was meeting a survivor named Jack Gun and listening to him share his story. "The students were so engrossed with his story you could have heard a pin drop in that room," Frank says. "No matter how much we expose our students to these life experiences they still are in awe of what others have gone through." Both museum staff and members of the school's Board of Education were impressed with the students' knowledge as well as their behavior. Through the help of TOLI's grant and Frank's educational experience with her TOLI Michigan seminar cohort, the Holocaust History class had a very positive and powerful impact on the students and their worldviews. "They are learning compassion, empathy, and to stand up for others in ways that they didn't before."



Broken Glass, Broken Lives: Putting the Pieces Back Together, Scott Lone, West Bend High School, West Bend, Wisconsin, May 20, 2019

The West Bend High Schools created and hosted an interdisciplinary unit with a concert and art gallery on themes of brokenness and wholeness specifically relating to the Nuremburg Laws, Kristallnacht, and the Rwandan Genocide. Nearly 850 students participated in the event, which was attended by 390 guests. Music performed during the concert focused on The Holocaust and Jewish cultural music. In conjunction with the concert, the art, social studies, English, culinary arts, and special education departments held the third annual Holocaust Art Show. The theme of this year's show was "Broken Glass, Broken Lives – Putting the Pieces Back Together" and focused specifically on the restrictive Berlin ordinances and Nuremberg Laws culminating with Kristallnacht, or the Night of Broken Glass in November, 1938. English students focused

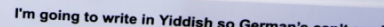


on Kristallnacht and the Places of Remembrance project in Berlin, created by Renata Stih and Frieder Schnock. The social studies and special education students focused their study on the destruction of the Rwandan Genocide and the resiliency of the Rwandan people as they put their lives

back together and the reconciliation that is occurring between the Hutus and Tutsis.

Art students undertook an in-depth study of the Stih and Schnock Signs of Remembrance Project as well as the events that occurred during Kristallnacht.

Throughout the gallery, art pieces interpreting a number of signs from Stih and Schnock's project were combined with select written pieces authored by English students reflecting on what it might be like to be a Jewish teenager having to live under the progressively restrictive ordinances imposed by the Nazis. A separate section was reserved for the social studies and special education select written pieces that were based on a genocide unit of study and photographs from the Rwandan Genocide and its aftermath used as writing prompts. The photographs used as prompts were prominently displayed with the corresponding written pieces. The exhibit also featured



On November 17, 2019 The Greenville Jewish Federation held a screening of the documentary film *Who Will Write Our History* at the Campus of Furman University, McAlister auditorium. Filmwriter and director Roberta Grossman and producer Nancy Spielberg, along with Dr. Melinda Menzer, were in attendance and offered a Q&A following the screening. This film tells the story of the Jewish people inside the Warsaw Ghetto who resisted by documenting their stories and risking their lives so the truth would survive, even if they did not.

Teacher Marla Palmer, who attended the Satellite Seminar in North Carolina, is a Board Member of the Greenville Jewish Federation, as well as a member of the South Carolina Council for the Holocaust. As she wrote in her application, “as both an educator and one who owes her existence to family who escaped Europe just prior to the Holocaust, I wish to promote Holocaust education not only in my school, but also in my community at large.” She succeeded: the event had approximately 700 people in attendance, including students (who received CLP credits) and adults from the community. For many, it was the first time they had heard about this group and their resistance, and they expressed gratitude for being able to see this film in their city.

Successful grants applied for in 2019 in progress, to be completed in the spring of 2020:

Chandra Goodnough and **Andrea Craig**, teachers in California, both applied for funds to mount programming at their schools related to work they are doing with the Butterfly project.

Ruth Kros applied for funding for a class set of *Salvaged Pages: Young Writers' Diaries from the Holocaust*, which she will teach as part of two separate sections of her Holocaust Awareness course, a semester-long elective with 30 students in each class. In her application, Ruth wrote: *"In teaching about the Holocaust I value using diaries as a way for students to learn about what life was like for victims. I use diaries to teach about pre-ghetto life, ghetto life and life in a concentration camp. I find my students are deeply interested in the diaries of teenagers."*

Brittany Kavanaugh of Lawrence Junior/Senior High School will take 50 students – the entire freshman class at her school plus members of the school's Diversity Club - to the Holocaust Memorial Center – Zekelman Family Campus in February to see the exhibits and meet with a survivor. As she wrote in her application, *"this experience will be eye-opening and possibly even life-changing for these students. They are at a pivotal age where they are shaping their world views and attempting to make sense of it all. It is so essential that, as a World History teacher, I push students to challenge stereotypes and myths, dig deeper into historical narratives, identify bias, and recognize the importance of the individual in history. I have made a conscious effort to organize my unit on the Holocaust and genocide, because I value it as the most significant and meaningful unit in my class. By bringing students to the Holocaust Memorial Center at the end of the unit on Holocaust and Genocide, I hope that students will walk away realizing that we are more alike than we are different, sometimes there is no "good choice," and there are many questions that do not have answers. Overall, I hope that students will gain a sense of empathy and respect for others that they will carry with them into adulthood, as well as recognition of the stages of genocide and a willingness to make a difference and demand justice for those who have been silenced."*

VI. Satellite Seminar Program



Overview

In June, July, and early August, TOLI supported nine satellite seminar programs across the United States. Seminars were held in Massachusetts, Michigan, Minnesota, Montana, Mississippi, New Mexico, North Carolina, Oregon, and Wisconsin. In October, these seminar leaders were honored to be invited guests at the US Holocaust Memorial Museum. This short report contains brief overviews of each seminar. The full seminar reports are in a Dropbox folder that can be shared upon request. The full reports also include evidence of each seminar's impact, compiled from action plans and projects completed during or after each seminar.

Massachusetts (Amherst): Examining Our Shared Humanity: Holocaust Education and Social Responsibility

Led by Cara Crandall and Audrey Golden; July 15-20, 2019

Partners: Massachusetts Humanities (grant funder), Western Massachusetts Writing Project



Massachusetts participants dance during a Klezmer presentation.

In its 5th year, the Amherst seminar employed lenses of humanistic and critical inquiry to explore the notion of shared humanity and social responsibility. Educators considered multiple texts including literature, podcasts, critical theory, law, and film in order to consider questions such as: What does it mean to be a human confronting language and images of mass atrocity? How do we productively interweave emotional responses while still thinking critically?

How can we use our critical thinking to turn the lens on ourselves to question our own implicit biases? Speakers helped participants think through their relationship to Holocaust testimony as they considered how to take lessons forward into their personal lives, into their communities, and into their classrooms.

A Massachusetts participant said: *The seminar dramatically changed my thinking and plans for how to teach about the Holocaust. I intend to use survivor testimonials in order to give students a deeper and more authentic understanding.*

Michigan (Farmington Hills): Studying, Learning & Teaching: Critical Lessons of Holocaust Education

Led by Corey Harbaugh and John Farris; July 8-13, 2019

Partners: Holocaust Memorial Center Zekelman Family Campus, Adat Shalom Synagogue, Third Coast Writing Project at Western Michigan University



John Farris and Corey Harbaugh, leaders of the Michigan Seminar.

Each year, the TOLI Michigan seminar focuses on best practices in Holocaust education by inviting teachers to explore both Holocaust content and teaching strategies through writing and inquiry. This year, the seminar included two new

sessions presented by speakers from the United States Holocaust Memorial Museum, including a new session on Americans and the Holocaust. The Michigan seminar also built a new partnership with an area synagogue, which went so well the rabbi is now considered part of the seminar faculty.

A Michigan participant said: *This was such a high quality and meaningful program at all levels. It is evident that so much time and planning was put into making this program applicable to our classrooms and providing many essential resources and knowledgeable people.*

Minnesota (St. Cloud): Honoring Resilience: Lessons from the Holocaust and the Dakota Exile

Led by Anne Carney, Merry Meltz and Kathy Robinson; August 4-10, 2019

Partners: Mount Zion Temple; Jewish Community Relations Council; The Center for Holocaust and Genocide Education, St Cloud State University

The Minnesota seminar focused on the resilience of groups which have experienced trauma. This includes Jewish and Dakota communities, as well as other immigrant groups in Minnesota. The 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. The seminar invited participants to consider connections to place by focusing on



Minnesota participants at Mt. Zion Temple, St. Paul, Minnesota.

homelands and forced removal. Educators experienced the places and voices of Jewish and Dakota people first-hand, with day trips to Oheyawahe, the site of the signing of a treaty between the Dakota and the U.S. government, and to Mt. Zion Temple in St. Paul. Speakers encouraged educators to make connections from the past to the present moment.

A Minnesota participant said: *The TOLI seminar is more important than anything else you are doing. The seminar is a great way to learn more not only about the Holocaust, but about genocide in our own country and state with the Dakota people.*

Mississippi (Jackson): Reclaiming Our Humanity: Lessons of the Holocaust for Today

Led by Dolyene Davis, Tracei Willis, and Rose Gatens; June 12-15, 2019

Partners: Northwest Rankin Schools, Jackson, Mississippi and Mississippi Civil Rights Museum



Mississippi participants with presenter Flonzie Brown Wright.

Educators from Mississippi and six other states spent four days in Jackson, Mississippi in an effort to restore, repair, and reclaim humanity. Throughout the seminar, now in its second year, teachers made connections between the isolating anti-Jewish laws of Nazi Germany and the oppressive Jim Crow laws being enforced in the United States during the same time period.

Speakers included the rabbi and members of Beth Israel Congregation in Jackson, Mississippi, Civil Rights Veterans, and Jo Iverson, author of *Outskirts of Hope*, and actress Sharon Miles, who performed her one-woman play *Let It Shine: A Visit With Fannie Lou Hamer*. Participants visited Beth Israel Congregation and its Holocaust Memorial and toured the Mississippi Civil Rights Museum, culminating with the sharing of writing as a way to process connections made during the seminar.

A Mississippi participant said: *I plan to take everything back to my classroom!! It will shape how I teach next year—lots more hands-on activities and writing. My plan is to use these resources as my students explore “The America I Believe In.”*

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

Led by Marcia Beaumont, Brenda Johnston, and Wendy Zagray Warren, June 9-15, 2019



Medicine Rocks on the Northern Cheyenne Reservation near Lama, Montana.

The Montana seminar, now in its ninth year, was held in Billings where the national organization *Not in Our Town* was founded over thirty years ago based on the commitment of Billings' citizens to protect members of the local Jewish community from acts of hate. In keeping with this mission, the Montana seminar delved into a past which includes the horrors of the Holocaust in Nazi Germany and US federal policy intended to resolve “the Indian problem.” The seminar asked participants to assess the ongoing discrimination illuminated by *Not in Our Town* and to consider pro-active responses in the context of today's world. Highlights of this intensive, inquiry-based seminar included field experiences at Beth Aaron Synagogue in Billings and a full day trip to Crow and Northern Cheyenne lands. The seminar was designed to inspire participants to create action plans for their own classrooms, 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.

A Montana participant said: *I will cherish this experience and grow from it personally and professionally. It provided the perfect springboard for the collaborative history and English unit which I will plan with the colleague who attended the seminar with me.*

New Mexico (Albuquerque): Teaching the Holocaust for Social Justice

Led by Leslie Lawner, Susan Quintana, and Michelle Thompson-Lloyd; June 17-21, 2019

Partners: Albuquerque Community Foundation, Jewish Federation of New Mexico (grant funders)



New Mexico participants prepare for group presentations.

This year, the New Mexico seminar had a special focus on resistance, guilt, forgiveness and retribution, common themes which connected the book *The Sunflower* with the film *Defiant Requiem*. Each presenter also stressed the importance of presenting stories as a way of making the Holocaust more accessible for students. Past participants served as presenters, sharing ways in which they had applied learning from the seminar

in their own classrooms. Participants were fully engaged throughout the seminar as they processed information and shared their thoughts through their writing.

One New Mexico participant said: *The seminar exceeded my expectations. With so much shared knowledge, the wealth of information is priceless.*

North Carolina (Charlotte): Drawing on History: Interpreting Graphic Texts in Holocaust and Human Rights Education

Led by Donna Tarney and Tonya Wertz-Orbaugh; July 7-13 2019

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



North Carolina participants gather at Temple Beth El in Charlotte.

Participants from the Carolinas and Arizona gathered in Charlotte to renew their dedication to their students and to Holocaust education. They engaged in activities which ranged from exploring the richness of Jewish life before the Holocaust, to historic examples of antisemitism, to the misrepresentation of people indigenous to the Americas. Field experiences included visits to Temple Beth El in Shalom Park in Charlotte and the

Catawba Cultural Center in Rock Hill, South Carolina. Participants worked in groups focused on exploring the use of graphic novels as a new way to teach the Holocaust and other eras of history.

A North Carolina participant said: *I thoroughly enjoyed this amazing experience. I loved writing regularly about the work as it helps me to think deeply through my own learning. The daybook was fabulous as it provided a new way for me to organize my thinking about all that I am attempting to process. I also was incredibly moved by visiting Temple Beth El. I have never experienced such peace in a religious setting.*

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

Led by Rob Hadley and Carrie McCallum; June 24-29, 2019

Partners: Oregon Jewish Museum and Center for Holocaust Education, Oregon Nikkei Legacy Center, Never Again Coalition, Portland State University, Oregon State University



Oregon participants listen to a presentation at the Oregon Jewish Museum.

In 2019, the Oregon seminar found a wonderful home at the Oregon Jewish Museum and Center for Holocaust Education in downtown Portland. Partnerships were forged among a number of organizations to collaborate and build momentum as Oregon prepares for a statewide mandate focused on Holocaust education. The seminar itself focused on best practices in Holocaust education

and the removal of Japanese Americans from Portland in order to relocate them in internment camps during WWII. Field experiences included visits to the exhibits at the Jewish Museum, which hosts the seminar, to the Oregon Nikkei Legacy Center, and to the Holocaust Memorial in Portland's Washington Park.

An Oregon participant said: *This is the most emotionally impactful workshop, seminar, or class I have ever been to. It was real and raw and heart-opening.*

Wisconsin (Milwaukee): A Multigenerational Approach to Holocaust and Social Justice Education

Led by Scott Lone and Amber Tilley; July 28-August 2, 2019

Partner: Bader Philanthropies (grant funder)



Wisconsin participants with survivor David Dragon.

Highlights of the Wisconsin seminar, now in its third year, included testimony from two survivors, presentations by a religious scholar, nationally known Holocaust educator Elaine Culbertson, and members of a Klezmer band. Field experiences included visits to the Milwaukee Jewish Museum and the Illinois Holocaust Memorial Museum in Skokie, Illinois.

Near the end of the seminar, participants created action plans to share with colleagues at their schools and members of their communities, focused on the goal of stopping genocide where it begins: with seemingly small acts of dehumanization.

A Wisconsin participant said: *This is easily the most meaningful, impactful, and important professional development I have ever done. What is more real, more current, or more urgent than understanding and helping to eradicate hate among our students?*

VII. Summer Seminars in Europe

The number of seminars in 2018 grew to seven: Austria, Bulgaria, Greece, Italy, Poland, Portugal and Romania. In addition to these countries, our reach expanded to Lithuania and Ukraine in 2019.

These programs are designed to fit within the context of each country's Holocaust history and contemporary issues of human rights and social justice.

Romania: The Holocaust in Romania Between History and Memory

Surduc and Lugoj, July 29–August 1, 2019

The 8th annual seminar for Romanian teachers was organized by TOLI in partnership with the Elie Wiesel National Institute for the Study of the Holocaust in Romania and the Intercultural Institute of Timisoara. The seminar was co-funded by Steve Ausnit and the Dutch Jewish Humanitarian Fund.

The program provides participating educators with a rich opportunity to integrate national and international pedagogical approaches into their curricula, and to impact the way they convey the contemporary relevance of the Holocaust to their students. Participants also have the opportunity to network with their peers, sharing their perspectives, experiences, and the challenges they face in teaching about the Holocaust.



Teachers collaborate at the seminar in Romania.

Poland: Learning from the Past – Acting for the Future

Warsaw, Poland, June 25-29, 2019

The second annual seminar for Polish teachers organized by TOLI, in partnership with POLIN – Museum of the History of Polish Jews, took place in Warsaw and Krakow. The seminar was made possible by a generous donation from the Mostysser family, and from the Sam and Regina Greene Family Fund of the Jewish Endowment Foundation of Greater Charleston.

The seminar aims to develop teachers' awareness of historical and current dialectical discussions concerning the Holocaust and other instances of social injustice, as well as their understanding of the impact of stereotypes, prejudices and discrimination. The seminar educates teachers about Jewish life before and after the Holocaust, and provides them with the tools to teach their students respect and tolerance using student-centered teaching methods.



Participants of the TOLI seminar in Poland.

Greece: Learning from the Past – Acting for the Future

Athens, Greece, November 24-27, 2019

This seminar was developed by TOLI in partnership with the Jewish Museum of Greece (JMG) and held under the auspices of the Ministry of Education, Research and Religious Affairs in Greece.

The seminar was partially funded by Mr. Sabby Mionis.

Participating teachers gained an appreciation for innovative, student-centered teaching methods, including extra-curricular activities and partnerships between schools, other institutions, and organizations.



Participants of the TOLI seminar in Greece.

Italy: Learning from the Past – Acting for the Future

Ferrara, Italy, September 1-5, 2019

The 2nd annual seminar organized by TOLI in partnership with Fondazione CDEC - the Jewish Contemporary Documentation Center Foundation and the National Museum of the Italian Judaism and the Shoah took place in Ferrara, Italy. Every year, groups of high school and middle school teachers from across Italy are trained on both the study of the anti-Semitic fascist segregation (persecution, discrimination) and the causes and effects of current hate speech in Italy, providing them with suitable tools for working with students. In teaching these topics, the program provided participants with the opportunity to integrate national and international pedagogical approaches and to grasp the current relevance of this crucial part of Italian and European twentieth century history.



Oana Nestian-Sandu presents to teachers in Italy.

Lithuania: Learning from the Past – Acting for the Future

Vilnius, Lithuania, October 27-31, 2019



Participants listen to a speaker at the TOLI seminar in Lithuania.

This seminar was organized by TOLI in partnership with The International Commission for the Evaluation of the Crimes of the Nazi and Soviet Occupation Regimes in Lithuania and Vilna Gaon State Jewish Museum.

The seminar promoted teaching the Holocaust and human rights through an inter-sectional approach. Teachers were taught to encourage students to apply their learning to present day realities in order to address discrimination, injustice, unfair treatment, and to promote human rights. The project is of great importance in Lithuania, where the government has taken significant steps to recognize the Holocaust as a part of Lithuania's, as well as Europe's, history. While WWII is taught in Lithuania, the challenge faced by Lithuanian educators is the need to improve and foster Holocaust education.

Ukraine: Learning from the Past – Acting for the Future Kyiv, Ukraine, November 1-5, 2019

This seminar was organized by TOLI in partnership with the Ukrainian Center for Holocaust Studies. Integrating national and international approaches to teaching the Holocaust and social justice, the seminar provided an opportunity for teachers to fully understand the contemporary relevance of this part of modern history. This inter-sectional approach to teaching these topics will ultimately improve the quality of Holocaust and social justice education in Ukraine.



Participants of the TOLI seminar in Ukraine.

Bulgaria: Learning from the Past – Acting for the Future Blagoevgrad, Bulgaria, July 7-11, 2019

The 5th annual seminar organized by TOLI in Bulgaria took place on July 7-11, 2019. TOLI partnered with the American University in Bulgaria, Shalom Organization, Central Israelite Religious Council of Bulgaria, and Amalipe Center for Inter-ethnic Dialogue and Tolerance. This seminar was co-financed by the Dutch Jewish Humanitarian Fund.

Every year since 2015, groups of teachers from across the country have the opportunity to learn from internationally renowned lecturers, listen to survivor testimonies, and think creatively and collaboratively about how to teach the Holocaust and social justice.



Participants collaborate at the TOLI seminar in Bulgaria.

The methodology of the summer seminars in Bulgaria is learner-centered - the teaching model is based on the principles of experiential learning and a human rights-based approach. Participating educators exchanged ideas, approaches, and challenges with their colleagues, and had the opportunity to engage with new teaching methodologies to help their students approach the study of this difficult topic.

VIII. Mini-Grant Program - Europe

The European Mini-grant Program began in 2016 as a complementary program to the yearly seminars for teachers organized in various European countries.

Seminar graduates have the opportunity to apply for a small grant to develop projects with their students, to put into action the knowledge they gained during the seminars. This program encourages teachers to be innovative and to engage their students in participatory learning activities focused on the Holocaust and human rights. 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 first year (2016-2017), 27 teachers received a mini-grant to implement their projects: 11 in Romania and 16 in Bulgaria. In the second year (2017-2018), 31 teachers received the grant: 16 in Romania and 15 in Bulgaria. In the third year (2018-2019) TOLI funded 55 projects: 22 in Romania, 15 in Bulgaria, 10 in Greece, 7 in Poland, and 1 in Republic of Moldova. The projects were developed at the class level or school level. Some involved the community and consisted of curricular and extra-curricular activities.

The activities performed as part of these projects were designed to help students learn about the Holocaust, human rights, the Jewish community in their country and specifically in the city where they live, Roma culture and history, discrimination, tolerance, and respect for diversity. Students read books, watched documentaries and movies, met survivors or their relatives, visited synagogues, museums, memorials, and cemeteries, wrote essays, created posters, photo exhibitions and multimedia presentations, and produced works that can be used by their younger classmates.

A short description of each project implemented in the school year 2018-2019 is presented below, organized by country.

Poland

Education - The Knowledge of the Past and the Lesson for the Future Anna Ciach

The project brought together, on an e-twinning platform, students from Poland, Bulgaria, and Romania who interacted in three languages – English, French, and



German. The students analyzed teenagers' diaries from WWII and started a dialogue about the problems the contemporary world faces in relation to the past. They recorded passages from the book in three languages and conducted an interview with an educator from Anne Frank House Poland. The students became acquainted with other diaries published during WWII, such as The Dairy of Rutka Laskier. After a visit to Rutka's hometown of Bedzin, the

students were inspired to make a film titled, "In the Footsteps of Rutka Laskier." They also translated parts of Mihail Sebastian's "Journal, 1935-1944: The Fascist Years," and made graphic books. They were given a series of lessons about War Conflicts in the world and watched the video "Survival in Sarajevo."

Days of Jewish Culture Anna Rylek

Various workshops were organized on the Days of Jewish Culture for four high school classes and two primary school classes from Lodz. Altogether, there were 170 students, 5 trainers, and 6 teachers. The workshops were focused on the following themes:

- Jewish cookery – preparing Jewish dishes and a lecture on Jewish cuisine and kosher food
- The role of Jews from Lodz and their impact on culture - customs, traditions, Jewish festivals



- History of Jews during WWII
- Jewish wisdom in sayings and jokes

Students also created posters promoting Jewish culture and a social campaign against anti-Semitism. The posters are still displayed in the participating schools. The works were also presented to Israeli students who visited the schools in the framework of another project.

Polish-Jewish History without Barriers **Katarzyna Kotula-Domagala**

This project made an interesting connection between Holocaust education, human rights education and the inclusion of people who are experiencing discrimination. The project involved a group of people

with hearing loss, who often face barriers in cultural institutions which are not adapted to offer them a suitable cultural experience. In this project, the participants experienced a series of activities in the Galicia Jewish Museum in Krakow, all translated into sign language: guided tours of permanent and temporary exhibitions in the museum; a guided tour of Kazimierz, Krakow's historical Jewish quarter, including a visit to a



synagogue and a local Jewish cemetery; a guided tour of the former Krakow Ghetto area in Podgorze; a Film screening of "The Pianist," with an introduction before the film and discussion after the film; meeting with Mrs. Lidia Maksymowicz, child survivor of KL Auschwitz-Birkenau; "Contemporary Israel" – lecture and slide-show; workshops: "Memory Project" (art workshop based on Holocaust Survivor's personal story) and "Hebrew Calligraphy."

Remember to Know and Live Well **Mariusz Madej**

The project's main activity was a study visit to Auschwitz-Birkenau and Kazimierz, Krakow's historic Jewish quarter. The teacher and students visited the Auschwitz-Birkenau Memorial and learned about the history of its creation and functioning. They then learned about the Jewish heritage and culture in Krakow's Kazimierz. They were taught about the material heritage and listened to a lecture on Jewish customs and culture. Students also learned about the Holocaust, totalitarianism, and the effects of hatred.



The following two projects were planned together by two teachers. They consisted of similar activities implemented with two different groups of students in two schools.

The Excluded. From Nazism to Present-Day Discrimination **Danuta Kopińska**

The students were introduced to the Universal Declaration of Human Rights, which prompted them to reflect on human rights violations in the past and in the present. In response, they prepared informative posters about examples of human rights violations in the world today and exhibited them in the school hall. The students also prepared information on various communities that inhabited Bydgoszcz in the past and the



relationship between them. They presented the results of their research on Jews, Roma, and Russians who were living in Bydgoszcz, and the relations between them and Poles. One of the interesting things they learned was that in the inter-war period some schools in town introduced numerous nullus (meaning a complete exclusion of Jews). On a selected day, the students placed inscriptions referring to different forms of discrimination known from history in various locations around the school (benches in the corridors, the school shop, classrooms, library). Some of the students collected reflections (recordings, short interviews) on the response of the school community to these manifestations of discrimination. A visit to the POLIN Museum was organized for students to learn about the centuries-old presence of the Jewish community in Poland and the common heritage. After visiting the museum, students had time to reflect, stopping at the Monument to the Ghetto Heroes, the Anielewicz Bunker and the Umschlagplatz monument in Stawki Street. The students read short eyewitness reports of the tragic events that took place there in 1942. They all felt that it was a real history lesson, full of strong emotions.

The Excluded. From Nazism to Present-Day Discrimination Marzena Wolschlager



Those involved in the project included four teachers, one class of students (30 people) and the whole school community (about 450 people). Initially, the 30 students discussed minority groups in their town, especially Jewish and German, human rights and discrimination, and isolation and exclusion. Then the teacher created a simulation of ghetto benches, which was initially a form of official segregation in the seating of students introduced in

1935 at the Lwow Polytechnic. Under the ghetto benches system, Jewish university students were required under threat of expulsion to sit in the left-hand side of the lecture halls. In the framework of the project, the students experienced a wide range of emotions related to being isolated and discriminated against and had the opportunity to reflect on them in the safe environment of their classroom. Afterwards, they became organizers and extended the simulation to the halls of the school, placing cards with messages of different restrictions on various doors (e. g. "No blondes allowed in here."). In the end they made a manifesto-poem, which ends with the following words: "You are a human yourself, remember! / Fight against discrimination / and don't discriminate against others. / It's the calamity of our civilization."

Romania

By Learning We Do Not Forget the Holocaust Alina Popescu

The project aimed to stimulate students' interest in learning the history of the Holocaust and examining the direct and indirect consequences of human actions. The students of another school were involved in the project, as well. They visited the Museum Complex of Arad, where the museographer presented the Donations and Donors Collection and helped them learn the history of the Jewish community of Arad with the help of objects donated by families. The students watched several Holocaust films, then reviewed and presented them in a thematic flyer: *The Pianist*, *The Boy in the Striped Pajamas*, *La vita e bella*, and *In Darkness*. They also looked up information about the Holocaust in Europe and Romania in the school library, the County Library and on the internet. They also made two banners, which are now placed in the school hallway. Seventh grade students organized an exhibition of Holocaust themed drawings and image collages along the school halls. A theatre play titled "The Equilibrium of the World" was written, directed and performed by older students, from 10th and 11th grades. A brochure describing all the project activities was published and registered at the National Library of Romania, which means it can be seen by anyone visiting the National Library.



Different, Just Like Me! Cerasela Marin

Students were introduced to the theme of the Holocaust through films and excerpts from films, followed by a discussion on the causes and consequences of the Holocaust at the personal, community and humanity levels.



Afterwards, the students visited the synagogues in Campina and Ploiesti, as well as the museum and the Hebrew cemetery in Campina. They discovered the history of the Jews in the city, learned about their contribution to the economic and cultural development of the area, and the tragedies they suffered during the Second World War. The teacher facilitated the students' participation in a presentation with the theme "Antonescu and the Holocaust" at the meeting of the local branch of the Historical Sciences Society of Romania. In groups of four, the students participated in a contest of collages, posters and drawings on the Holocaust. At the end of the project they put together an exhibition of their work and made a project portfolio in electronic format, which they posted on the school's website.

Jewish Memory Files

Charlotte Barbu

For the second year in a row, Charlotte Barbu organized a collage competition for students on the theme of the Holocaust titled *Jewish Memory Files*. In 2019, 80 students from different schools, and from two age categories (12-14 years and 15-18



years) took part in the competition, in teams of three. The first part of the competition took place at the individual schools. Then, two teams from each school qualified to the next stage, which consisted of a joint exhibition of the previously created works, as well as an additional contest in which the collages had to be made on the

spot. The students used various materials such as press clippings, printed materials, photographs, photocopies, watercolors, etc., as well as materials prepared before the start of the contest. The panel of judges was composed of teachers and specialists of the Holocaust. The top three selected works were awarded prizes. In the end, an exhibition of the collages was created.

Learning about the Holocaust in Romania

Dragomir Dancu

The first activity of the project was a discussion with 30 students, where they talked about the meaning of the word Holocaust, categories of Holocaust victims, who initiated the Holocaust, the collaborators, the Holocaust in Europe and Romania, etc. PowerPoint presentations, images, and documents were used. The students then watched documentary films about the Holocaust and, either individually or in teams, made presentations, posters, and drawings about the Holocaust in Romania and Europe. They then shared their creations with fellow students from France. On May 31st, the students made a one-day field trip to Alba Iulia and Cluj-Napoca, where they visited several historical sites, including The Neolog Synagogue in Cluj-Napoca, Holocaust Victims Remembrance Monument, the first wall synagogue of Transylvania "Mareh Yezekiel", etc. Before the end of the school year, an exhibition of drawings, posters, and photographs made by students during the trip was set up in the school.



The Anti-Semitic Manifestation of the Romanian Political, Cultural and Intellectual Elite in the 19th Century and the First Half of the 20th Century

Elena Cornoio

Guided by Elena, students approached the topic of anti-Semitism in the works of various Romanian politicians, philosophers and poets in the 19th century and in the first part of the 20th century. They made a documentation visit to the county library



library together, and the students then continued visiting the library on their own. They discovered that many of the time's major representatives of Romanian culture and literature had and shared anti-Semitic views. The students wrote essays and reviews related to the works of several such personalities and participated in a symposium organized

in their school, along with teachers and other colleagues. The best essays, according to a selected panel of judges, were published in a brochure: *The Roots of Anti-Semitism. A Short History; Anti-Semitism in the Works of Vasile Conta; Poet Mihai Eminescu's Anti-Semitism and Nationalism; Politician Ion I.C. Bratianu's Anti-Semitism and Nationalism; Anti-Semitism in the Works of Vasile Alecsandri.*

The Right to a Normal Life - The Fate of the Jews from Caracal

Florina Batagui, Luiza Canut

In this project, students aged 17-18 from a high school in Caracal researched the history of the Jews from Caracal and the Holocaust in Romania. Individually or in small groups, they created Power Point presentations, poems, drawings, and portfolios which they presented to each other and discussed during classes. The students and teachers involved also visited the synagogue in Caracal.



There, they learned about the Jewish culture from a Museum representative from Caracal. They learned more about the religion, the Jewish community in Caracal, and about their contribution to the history of Romania. A trip to Bucharest was also organized. The students and the teachers visited the Elie Wiesel National Institute for Studying the Holocaust in Romania, the Choral Temple, the Holocaust Memorial, and met with Mr. Iancu Tucarman, a Holocaust survivor.

Learning from History: The Holocaust **Gheorghita Tifui**

Students from secondary school and high school classes visited the *Baal Sem Tov* wooden synagogue from Piatra Neamt, which attracts thousands of pilgrims from



around the world every year. They had been unaware of the Jewish heritage in their city and many of them said they had never met a Jewish person. After, they made presentations and paintings related to what they had learned about Jewish life, and how they felt after finding out about the horrors of the Holocaust. They also watched and discussed the film *La vita e bella*. Through their research of Jewish music and discussions about minorities and their cultures, some of the students shared

that they now realized they should not be ashamed of their Roma ethnic and cultural backgrounds.

The National Symposium *The Memory of the Holocaust - Education for Tolerance* **Gianina-Cristina Cocuz**

The first edition of the symposium, titled *The Memory of the Holocaust - Education for Tolerance*, brought together over 150 students and 35 teachers from all over the country. The symposium had two sections – one for students and one for teachers. Students submitted presentations, posters, drawings, and collages. Teachers submitted papers on the topic of the Holocaust, and descriptions of projects and activities that they organized with students during classes or as extra-curricular activities. All participants received diplomas and an electronic magazine, in which all submitted works were published. Two panels with information about the Holocaust were printed and are permanently exhibited in the school.

People Need People

Ioana Ionescu

Ioana Ionescu screened films to encourage secondary school students to reflect on prejudice and the harm it causes. The students watched several movies over the course of six months, but the ones that had the most significant impact were *Sophie Scholl --The Final Days*, *La vita e bella* and *The Wave*.



After watching each movie, the teacher created a space for discussions and written reflections so that the students could integrate the messages from the movies and better understand how their attitudes and behaviors towards other people might become more open, respectful, and inclusive. The teacher even proposed an experiment in which, for a week, all students were prompted to do as many good things for others as possible. The experiment

was very successful among the students. After watching the movie about Sophie Scholl and the White Rose, they made a small exhibition of white roses, which they had painted. After discussing Anne Frank's *The Diary of a Young Girl*, the teacher encouraged her students to keep a diary of their own to write down the things they find important and inspirational in their lives.

The History of Humanity at the Crossroads

Livia Ghiurcuta, Nicoleta Blaj

The main activity of this project was a two-day symposium titled *History Beyond Words*, where students from a high school in Oradea had the opportunity to present the results of their research on the Jewish heritage in Oradea, the life of Jews in Romania, and the Holocaust in Romania and in Europe. Secondary school students presented a sketch titled *A School for All*, discussing the importance of an inclusive educational environment. The project was done in collaboration with Tikvah Association, a non-profit organization in Oradea promoting the study and commemoration of the Holocaust and the promotion of Human Rights. A representative of the Tikvah Association accompanied the students on a visit to the Children's Memorial in Oradea and a statue of Eva Heyman placed in a public park in the city. The students also visited the Museum of Jewish History in Oradea and conducted research in the county library.

Holocaust, the Tragedy That Marked History

Maria Mariana Gheorghe, Nicoleta Iordache

Maria Mariana Gheorghe and Nicoleta Iordache collaborated to organize Holocaust-related activities for their high school students. First, the students received a list of books which helped them begin their research on the Holocaust. The students then participated in a national contest of essays, posters or articles, and set up an exhibition of their works.

They also reviewed books and movies such as *The Diary of Anne Frank* and *The Pianist*.

Inspired by *The Diary of a Young Girl*, a few

students wrote short plays which they performed for their classmates. The project ended with a visit to the Synagogue in Ploiesti, where students had the opportunity to meet members of the local Jewish community and a visit to the Choral Temple in Bucharest, which is one of the few active synagogues in the capital city of Romania.



The Holocaust and Human Rights

Mariana Sima

During a meeting with other history teachers, Mariana Sima made a presentation about the situation of the Roma in the Romanian territories under the government of Ion Antonescu, and engaged the other teachers in a discussion about Holocaust education. The activities with students included a competition on the topic of human rights, role playing activities to exercise empathy and critical thinking, lectures and discussions about democracy and the rise of the new right in the contemporary world, as well as a visit to the History Museum and the Choral Temple in Bucharest. Here, the



students, accompanied by teachers and parents, enjoyed a special reception where they were taught about the history of the temple and the Jewish people in Romania. This project included activities for both teachers and students and received wide support from school management, as well as attention from teachers from other schools, parents, and regional associations focused on human rights education.

Together for Peace and Tolerance, 1918-2018

Nicoleta Radu, Gheorghe Bilga, Razvan Bigiu

The first activity prepared for the students was a visit organized by the local Jewish Community at the Jewish Cemetery in the northern area of the city. There was a religious service, as well as speeches by representatives of the local authorities,



representatives of the Jewish community, and students from different schools in Ploiesti. Afterwards, the students received a list of books to read in order to identify echoes of the Holocaust in literature and art. They then discussed their findings and made two posters: one on the Holocaust and the other on its reflection in literature and art. The book *Refugee*, by Alan Graz, was very much appreciated by the students for its profound significance in terms of human rights in modern times. Another activity was a contest called

The Holocaust Memorial, organized for students from several schools in the city. Documentaries and feature films were shown, and some of the drawings made by the 7th grade students were exhibited at the Documentation and Information Center. A trip to Bucharest completed the project. The students visited the Military Museum and the Choral Temple. At the Choral Temple, Mr. Gilbert Shaim, the administrator, was the students' guide into the history of the temple and various elements of Jewish civilization. He spoke about the main Jewish holidays, customs and traditions, about elements of religious worship and the role of community education. The meeting was interactive, as the students were able to ask questions.

The Local Jewish Community between Past and Present

Razvan Batagui, Oana Munteanu

Razvan Batagui and Oana Munteanu's project involved 20 students aged 14-15 from a school in Caracal. Students researched the Holocaust in Romania and the history of the Jews from Caracal. During the History and Civic education classes, the students studied the history of Jewish people as well as their culture and civilization. They analyzed photos and testimonies, read different stories and book excerpts, held discussions, and made posters and portfolios to present to their colleagues. They visited the Synagogue in their home town, Caracal, and went on a field trip to Bucharest, where they visited the Elie Wiesel National Institute for Studying the Holocaust in Romania, the Choral Temple and the Holocaust Memorial. They also met Mr. Iancu Tucarmen, who shared his story of surviving the Iasi pogrom. The students were very impressed and most of them said that meeting Mr. Tucarmen was the highlight of the project.

The Holocaust in North-East Romania: Itineraries of an Obscured Memory

Razvan Locovei

Razvan Locovei organized a week of activities through which the students enriched their knowledge and deepened their understanding of the Holocaust in general as well as the Holocaust within Romania. In the first part of the week, the students participated in a series of lectures and discussions on historical topics related to the Jewish people before and during World War II in Romania. He emphasized the



transition from *numerus clausus* (less and less Jews in public institutions and schools of all levels), to *numerus nullus* (no Jews in any public state function, no Jews in educational establishments), the racial legislation of the regime and specific provisions regarding the Jews, the deportation of Jews to Transnistria, the Pogrom in Iasi, and the Trains of Death. The students listened to recorded testimonies of Mr. Leizer Finkelstein, survivor of the Pogrom from Iasi, and Mr. Iancu Tucurman, survivor of the Trains of Death. They also read and discussed the written testimonies of Mr. Liviu Beris, who was deported in Transnistria, and Mr. Silviu Osiovici, who witnessed the Pogrom in Bucharest. The students then watched the recording of the famous theatre play *Take, Ianke and Cadyr*, which includes themes of tolerance, friendship, and love between a Romanian, a Jew, and a Turk. The play provoked a discussion about stereotypes and prejudice. The project ended with a field trip to two places of execution (Vulturi Forest and Roznovanu Rock), the train station in Podu Iloaiei (the destination of one of the Death Trains), the Jewish cemetery in Dorohoi, a nearby town, as well as the local high school, where they held a lecture and discussion with their fellow students about war crimes and war criminals.

Learning Past History for Present and Future - The Holocaust

Violeta Dragut

For this project, students carried out weekly activities such as workshops, readings, and research about the Holocaust in Europe and Romania, Jews from Romania, and human rights. They searched information both online and offline, in books, photos or videos, in the city archives, and in the school library, as well as from adults knowledgeable on the topic. Every month they discussed their findings and wrote short articles which they presented to students from other schools in Europe through an online communication platform. They also made videos, collages, and PowerPoint presentations about the Holocaust, which they presented to students from other schools during a common workshop. At the end of the project, they made a brochure with all the materials they had produced, titled *Little Journalist: Learning Past History for Present and Future*.

The History of the Banat Jews in the Years of the Second World War

Zina Aspazia Marincu

During the project, students were introduced to Jewish culture, history and religion, and were guided to conduct research about the Holocaust. The activities involved a viewing of the feature films *The Diary of Anne Frank* and *Schindler's List*, followed by



discussions and debates, visits to the Synagogue in Lugoj and the Jewish cemetery in Timisoara, role plays, exhibitions of students' drawings and photographs on the Jewish culture and civilization. A literary circle was initiated, in which each student researched and shared with classmates the life story of a famous Jewish person who lived during WWII, e.g. Olga Lengyel, Eva Heyman, Miriam Korber, Oliver Lustig, Anne Frank, Elie Wiesel, Leopold (Lazar) Schobel, Pavel Friedmann, Iancu

Tucarman, Hannah Gofrit, Leo Bretholz, Yoram Friedman, Michael Kutz, Thomas Blatt, Liviu Beris. Another film watched by the students was *A Class Divided*, which highlighted the immediate effects of discrimination. During the visit to the Synagogue in Lugoj, they were warmly received by the President of the Jewish Community of Lugoj, Ivan Eric Bloch. At the Jewish cemetery in Timisoara, the students learned that the oldest grave, that of doctor's doctor Azriel Assiel, dated from late 17th century.

Republic of Moldova

School Conference *A World Remembering the Holocaust is a World without Genocide*

Eugenia Ciutac

The project took place both at the Gaudeamus Theoretical High School in Chisinau and at important cultural and tourist sites. The students were taught about Jewish culture, history, and religion through lectures given by teachers at the school. They also traveled to important Holocaust sites in the city of Chisinau. Afterwards, guided by history teachers, the students researched specific themes related to the Holocaust, then presented their findings in a school conference. During the conference, an exhibition of photos, collages, and posters made by the students was set up in the high school. The participants listened to lectures and presentations, participated in interactive discussions, and watched *The Diary of Anne Frank*. They also visited the Chisinau Synagogue, the neighborhood where the Chisinau ghetto used to be, and the two memorials raised in the memory of those who fell victims to Nazism.

Bulgaria

Bulgaria and the Holocaust

Bistra Zhekova Stefanova, Mariana Yordanova Marinova

The students researched stories about the fate of Bulgarian Jews during the Holocaust and then presented their findings in front of various audiences. The students organized an open lesson for students from the elementary school, titled "What Happened in 1943." The students were also involved in a simulation of the 7th Chamber of the



People's Court, a tribunal focused on judging the perpetrators of anti-Jewish crimes (February-April 1945). Then, a conference on peace, tolerance, and respect for human dignity took place. The students reflected on the questions: "What happened and what is my idea of life in peace and freedom?" They promoted a message of mutual respect and tolerance by elaborating the "Charter of Human Rights." At the end of the project, students visited the Museum of Religions.

Participation of the Jewish Community in Ruse in Various Military Associations

Denica Velikova, Nikolay Tcakarov



The project involved students from two schools in Ruse engaging in a thorough research process about the Bulgarian Jews. Several presentations were organized by the teachers in cooperation with local institutions and organizations on the topics of the history of Bulgarian Jews, including the Holocaust, the Bulgarian unification wars (1885 – 1945), and the history of the Ruse military units. The students used various sources to find information about the Jews of Ruse and their

participation in the wars. They then published their research results in a book, which was presented to members of the community. Several meetings were organized throughout the project as a way for students to present their findings and determine what further research was needed. Several institutions from the Ruse community were involved, such as the State Archives, Regional History Museum, Regional Library "L. Karavelov," the Municipality of Ruse and the Regional Administration, the Regional Union of Reserve Officers and Sergeants, as well as the Jewish community in Ruse, media representatives, parents, teachers, and students from the two schools.

Honor the Past, Build the Future

Dimitar Dimov Georgiev

This project, organized in the spring of 2019, consisted of a competition of essays and posters dedicated to the Holocaust and the commemoration of the 76 years since the rescue of the Bulgarian Jews. Students in 9th and 11th grades from the Secondary School "P. R. Slaveikov" in Kardzhali participated in the project. The 29 students presented 11 essays and 14 posters. The winners were awarded a prize by the principal



of the school. Movies related to the Holocaust and the rescue of the Bulgarian Jews were projected in the school hall and a visit to the Synagogue in Plovdiv was organized for students and teachers. "This project gave me a chance to learn many things about the history of the Jewish people. I'm really impressed by the information which I found about them while I was writing my essay for

the competition. Visiting the Synagogue inspired me even more," wrote one of the 9th grade students involved in the project.

Let's Remember the Past, Not to Repeat Its Mistakes in the Future

Gergina Pepieva Blagoeva

The aim of the project was to introduce students from grades 7, 9, 11 and 12 to the topic of the Holocaust, to raise their awareness of the dangers of discrimination, and to awaken their curiosity and empathy in order to contribute to a future built on peace, tolerance, understanding, and dignity, without racism, stereotypes, prejudice, and discrimination. Because there is limited content available in textbooks, Gergina Pepieva Blagoeva prepared extensive lectures in class about the Holocaust. Students from 11th and 12th grades produced a 15 minute video about Jewish life and the concentration camps during the Second World War, created posters, and collected photo material. A photo contest called "Social Justice Today" was organized to focus on human rights and freedoms. The multimedia presentation titled "Holocaust - the Horror for Humanity" attracted a large number of students. The students also visited the Sofia Synagogue and museum, where they spoke with a representative of the Jewish community. They also visited a mosque and the Armenian Church in Sofia. The project was very useful and interesting to both students and teachers.

Memory Lexicon and Memory Puzzle

Masha Viktorova Arsenova

In this project, students participated in activities designed to spark their curiosity and interest in learning about the Holocaust. After researching in state archives, students created a booklet with questions, answers, and pictures regarding the fate of the Roma people during the Holocaust. During their visits to the state archive offices the students felt empowered, especially after learning that they were the first group of students interested in the fate of the Roma during the Holocaust. The booklet was published and several copies are kept in the school library. Another aspect of the project was the creation of memory puzzles, which had images of those who contributed to the salvation of Bulgarian Jews on one side and short descriptions of them on the other.



Holocaust – A Story about Life and Death

Neli Dimova, Doneta Miteva, Romyana Zlateva

The project engaged students from the 10th and 11th grades of the First Language School in Varna to conduct research on the role of the Bulgarian institutions during the Second World War and the Holocaust. Seven groups of students researched the roles of King Boris III, the National Assembly, the Bulgarian Orthodox Church, Bulgarian Broadcasting in the period 1941-1944, the Intellectuals from Kyustendil, as well as two broader topics regarding the Jews of Varna and Jewish culture and traditions. Each group of students presented their results in a different way, ranging from presentations, papers, and posters to photo collections, short films, radio broadcasts, and even an interactive game. The students met the Jewish community in Varna, visited the Varna Synagogue and learned about Jewish holidays and traditions. They also organized an exhibition of materials from descendants of Jews who lived during the Second World War on the day of open doors at the high school. The project also involved students from another Language School, to whom the students in Varna presented the results of their research.

She/He Who Rescues a Human Life, Rescues the Whole Universe

Penka Nikolova Stoyanova

In the beginning of the project, students from grades 5-7 were introduced to the Nazi policy in Germany, the policy of Czarist Bulgaria during the Second World War regarding the Bulgarian Jews, the action to save Bulgarian Jews, and the fate of the Jews from the "new lands" - Vardar Macedonia and the Aegean Thrace. Students then formed teams and were tasked with gathering materials and information in order to set up an exhibition. The groups were supported by the arts teacher and the information technology teacher. Students also drew a map of Europe's concentration camps during World War II. With the music teacher, they studied the songs "Hava nagila" and "Hallelujah." A trip was organized with all students from the Private Elementary School "Montessori" to the town of Kyustendil to visit the "Dimitar Peshev" House-Museum. They dedicated a whole month to learning about the Righteous Among the Nations and had a meeting with the grandmother of a 6th grade student who survived the events from 1943. On May 9th, the school organized a big event to launch the poster exhibition. The students sang the songs they learned and presented their work in the project to their colleagues, teachers, parents, and other guests.

Nazi Goal of Creating a "Racial Utopia" - Holocaust Comparative Case Study

Petar Gramatikov

The project consisted of a two-day training event focused on Holocaust education, which took place in Plovdiv on May 9th and 10th, 2019. Special guests were representatives from the United Religions - Europe Initiative. The event promoted inter-faith dialogue and respect and the presentations focused on the following themes: people with mental and physical disabilities during the Holocaust (presented by a student with physical disabilities), women during the Holocaust, and the forgotten Holocaust of the Roma. Documentaries were also projected.



The participants in the project were delighted to attend the exhibition "Bridge-Between-Cultures" and a concert with various bands, choir singers, and a violin player.

We Remember!

Petya Nedelcheva

The project methodology was based on peer learning. Ten of the most active students of “Bacho Kiro” Secondary School in Pavlikeni, who are part of the Holocaust Student Club “We Remember!”, were directly involved in the project. They are of Roma, Turkish and Bulgarian ethnic background. After completion of their preparation (research, watching documentaries, and reading and discussing diverse aspects of the Holocaust in the classroom), the students made a multimedia presentation containing the key points learned: the stages of the Holocaust, the Nazi concentration camps during WWII, the salvation of Bulgarian Jews, and other important concepts. The presentation was projected on a monitor in the main school building and the information reached about 400 students. A series of discussions and presentations were organized for the students from the 8th to the 12th grades, and also for the 7th grade students from the schools in the neighboring villages - Batak and Byala cherkva. The work of the Club was disseminated in the local community, shared with parents and made public on the school website.

A Tree of Goodness

Svetla Nikolova Karayaneva

This project aimed to teach students understanding, respect, and acceptance of ethnic and religious diversity in our modern life. The project was based on examples from the Holocaust, especially the fate of children in different parts of Europe, and the thousand-year history of the city of Plovdiv, which is known as the “city of tolerance.” For this purpose, art was used as a more accessible form of expression, with a strong emotional effect, as well as a research approach that contributed to the development of students’ various competences. Students of different ages worked in groups to conduct research, engage in creative activities and share what they had learned with their classmates. Some of the activities were writing a script and presentation of a theatre play based on Yad Vashem’s resource guide “Three Dolls,” drawing the map of the city of Plovdiv with temples of various religious communities, and setting up a photo exhibition with examples of ethnic and religious tolerance in the city. The project was very much appreciated both by students and their parents.



We Know, Remember, Believe

Tanya Elenska

The project aimed to use peer education to develop knowledge, awareness, and sensitivity about the Holocaust, as well as respect for human rights. The project was carried out by 30 students, who presented to other students in their school. In the first part of the project the students were required to develop individual presentations on the subject “The Rescue of the Bulgarian Jews,” delivered in 30 minutes to fellow students during classes. After, they participated in a contest of presentations, where the judges were composed of representatives of the Regional Organization of the Jews, “Shalom.” During the contest, the judges and other people from the Jewish community complemented the students’ presentations by telling famous stories and presenting facts and events about the city and the region. They advised the students on how to present these topics in front of other audiences. Six presentations were selected to be presented in classes. For 15 weeks, the six selected students presented their findings to students from 5th to 12th grades.

Love Defeats Hatred or the Power of Forgiveness

Teodora Rangelova Nikolova



The project included a series of 3 workshops under the general theme "Love Defeats Hatred or the Power of Forgiveness." The first workshop focused on the power of words and the distinction between the terms “migrant” and “refugee.” In the second workshop the students listened to the recorded testimony of a Holocaust survivor and talked about the power of words to affect positive change. They also learned about human rights and ways to become

advocates to promote rights and freedoms for all people. Inspired by Eva Mozes Kor's idea about forgiveness, the third workshop encouraged the students to engage in activities related to the analysis of symbols of forgiveness, peace, and love among people, and reflect on the healing power of forgiveness. The classroom setting was adapted for the theme of the Holocaust and the teacher helped the students understand the gradual changes made in society that lead to genocide.

Days in Memory of the Victims of the Holocaust and Social Justice

Veselka Slaveykova Bakleva

The 48 students who participated in the project were split in 12 working groups. They watched documentaries related to the Holocaust, interviewed specialists, researched, collected images, and then presented their understanding on the following topics:



social justice, Jews and Bulgarians – two nations, one country, one love, Anti-Semitism – past and present, and the question "Why is it important to remember the Holocaust?" Their presentations took on different forms including short stories, brochures, flyers, presentations, drawings, and discussions. On February 20, the World Day of Social Justice, the first group arranged the posters and decorated the "wall of

social justice," which became part of the high school. On the same day, other students distributed flyers to the citizens of Burgas and conducted a poll which included questions about social justice and discrimination. The team later summed up the opinions and suggestions of the poll respondents and presented them to the principal of the school and the student council, asking them to take action to solve current problems. On the March 1, the Day of Zero Discrimination, the teams created informational boards on the different forms of discrimination, which were displayed in the school.

We Remember

Yuliya Georgieva Chortleneva

For the third consecutive year, the students from the Hristo Smirnenski High School in Chernoochene village worked on the project "We Remember." The students from the Holocaust Club announced 2019 as the year of Dimitar Peshev - the man who stopped Hitler – in connection with the 125th anniversary of his birth. Many of the project activities were related to the study of the life and activity of Dimitar Peshev. They read and discussed the book by Italian journalist Gabriele Nissim, *The Man Who Stopped Hitler*, participated in a school competition dedicated to Dimitar Pashev, and visited his native town of Kyustendil and the house-museum Dimitar Peshev. The students and their teachers continued to promote the collection "We Remember," created in a previous TOLI-funded project, in which they included descriptions of the Bulgarian Righteous among the Nations.

Greece

Teaching Human Rights through Teaching about the Holocaust Apollonia Xenopoulou

The students watched survivor interviews and studied the Holocaust through historical maps, pictures from the daily lives of Greek Jews before World War II, as well as films from the Holocaust Research Center. They also studied the Universal Declaration of Human Rights. Afterwards, the students were given the opportunity to express and present to their classmates what they learned and felt, through different means. Together, they created an emotional poem, which spoke about the feelings of a Holocaust survivor. They also created a film about the Greek Jews and their life before, during, and after the Holocaust, and modeled a small “Tree of Life” on which they placed handmade “Masks of Feelings.”



Children During the Holocaust Ioanna Prodromidou

The students of the 1st Vocational High School in Kilkis were guided by their teacher to learn about the children who were killed when they arrived in the concentration camps, about the Kindertransport, and about Anne Frank. They also gained knowledge about the children who were Holocaust survivors and about the collection of children's drawings from the concentration camps. They studied the timeline of the Holocaust and the story of two children from Thessaloniki (Moshe and Esther Haelion), who were sent to Auschwitz. The students worked in groups and each group presented their work to their classmates. They acquired a broad range of historical knowledge and developed empathy while reflecting on the present day situation in Greece, where many refugees are in need of help.



La Puerta Redonda Katerina Efraimidou

The project was implemented with 11th grade students from 7th Lykeio Thessaloniki, who were guided to create a documentary about the old Jewish cemetery in Thessaloniki. The cemetery was called La Puerta Redonda and was completely destroyed by the Germans and their local collaborators in 1942. The students were introduced to Jewish religion and customs. They watched the movie *El Otro Camino*. Then, they continued to perform online research about the interaction of different religious communities in Thessaloniki before the Second World War, as well as about the Jewish cemetery in the city. They visited the library of the Jewish Museum of Thessaloniki in order to search for texts suitable for their documentary. They asked and received permission from the Jewish community to visit the new cemetery, where there are many tombstones saved from the old cemetery. They conducted interviews and continued their research about what had happened in December 1942 at the cemetery and why it happened. The film will be finalized shortly and made available on the school website.



Holocaust: The Management of Trauma Beyond Anger Theodora Kefala

The project explored the experience of traumatic loss (loss of identity, family, property, and past and future life) and the feelings that follow it. The project focused firstly on creating among the students an understanding of the context in which the Holocaust took place. The students were also encouraged to reflect on present day similarities.

Secondly, the project explored the healing process, the transformation of anger, hate, and vengeance in a vivid memory through the model of survivors who demonstrate how memory can be kept alive beyond toxic and negative feelings. The



students had the opportunity to meet a Holocaust survivor, Mr Marios Soussis, who visited their school and spoke about his personal experience of the Holocaust, how he survived, how he lost his father, and how he managed to start a new life and to build a new family.

Diversity: Let's Make a Difference

Vaia Manoli

This was a project for students at the Primary School (10-12-year-old students) in Isthmia in order to develop their understanding and respect of diversity and to improve their critical thinking. The students worked in groups and discussed notions such as human rights, empathy, respect, and responsibility, and tried to find pairs of rights and responsibilities. They also researched, through a variety of resources (photos, films, lectures from the teachers), situations of human rights' violations during the Holocaust and in the present, in their country and in the world. They found ways for acting with responsibility both in difficult periods and in everyday life, thinking about the large number of



migrants and refugees in Greece. The students created their own drawing about human rights and they also put their messages on balloons. They talked to the other students at school about their work and the decisions they made regarding acting with empathy and responsibility to protect the human rights of all people.