



BERLIN 2018
THE 12TH CENTROPA SUMMER ACADEMY

 centropa



“The most significant thing I learned at Centropa’s Summer Academy was to keep an open mind. Before going to Berlin, I felt that I already knew a lot about the Holocaust, the Second World War, and the Berlin Wall – because I am a history teacher. The reality is I didn’t know enough, it is never enough. Speaking with educators, professors, and journalists from so many countries and backgrounds was an enormous learning experience that I can only hope to have again.” **CRISTIANO ALVES, NEWARK, NJ, USA**



“In addition to the huge amount of knowledge about Jews in Berlin and the Holocaust that I am bringing home with me, I learned an invaluable lesson: memory is in the small details. Small stones, names on walls, a small memorial in a courtyard – by having these reminders so close to everyday life, it almost dares people to REMEMBER the victims and the reasons those memorials are there – and residents get to see them every single day and hopefully THINK about all that was lost. The tour of Jewish Berlin pushed me to the idea of a new task for my students - to design small memorials or signs connected to the history of the part of the city where they live.” **ANNA OLEENKO, ZAPORIZHZHIA, UKRAINE**



“This has been one of the most inspirational professional development programs of my very long career. Students often regard history as a “one-and-done” event, with no connection to the present day or their own lives. Centropa provides teachers with resources to help students see that history is all about life and that although the great events may have start-and-stop dates, they produce a ripple that continues to impact us long after the actions have ceased. The fact that you use the story of Holocaust survivors in Bosnia in the 1990s helping a city stand up to hatred isn’t something anyone else offers and no teenager (or adult) cannot fail to be moved by.” **KELLY STOLLINGS, BOONE, NC, USA**



“I can’t stop thinking how much I would like it if some of the teachers I worked with would be the teachers of my future children.” **TLALIT KITZONI, TEL AVIV, ISRAEL**



Introduction

Starting every September, we head out into the eleven countries where Centropa is most active to hold one-day or weekend seminars for teachers who have expressed interest in our programs. We get their names from our teacher-coordinators, from veterans who have gone through our programs, as well as from friends working in education ministries, teacher training institutes, and social studies administration offices.

During these seminars, teachers use the Centropa website, watch our films, and then, guided by teachers who have worked with us before, brainstorm as they write their own lesson plans to implement with their students the day they return to class.

Since our first seminar in 2007, some twenty-three hundred teachers in nineteen countries have taken part in our seminars, and the very best among them (those who can communicate in English) are invited to join us for our annual Summer Academies. Over the past twelve years, seven hundred forty teachers, teacher-trainers, social studies administrators, and education ministry officials have taken part in these summer programs, which we build around two key learning experiences:

*We turn the great cities of Central Europe
into classrooms
Our teachers learn from and with each other*

Centropa Summer Academies are not built solely around the Holocaust because the twelve hundred elderly Jews

we interviewed never left the continent. They survived all that the Third Reich and its allies could throw at them and when we came to them, even though they were well into their eighties and nineties, they told us tales and showed us pictures (all of which we digitized) about the world they grew up in, the horrors they endured, and about their lives, and their families, in the decades since the war ended.

That is why Centropa Summer Academies delve into the history and culture of interwar Europe, the Cold War, and all that happened after 1989. Since most of our Summer Academy participants teach social studies, history, and literature, they are eager to see for themselves the very places they teach about each year – and then make history even more real for their students by sharing photos of themselves in front of those places. This year we accepted eighty-two teachers from nineteen countries, regrettably turning away over one hundred and fifty.

We have brought our teachers to cities marked by greatness and scarred by tragedy: Prague and Budapest, Sarajevo and Belgrade, Warsaw and Krakow. But, truly, there is no city like Berlin, where so much greatness and so much horror came from.

This report will tell you how we transformed Berlin into a classroom, and our teachers will share what they learned from working side by side with educators who teach the same subject but very often from a different point of view. We invite you to ask questions, and we'd be hon-

ored if you would support a teacher in your community next year.

Thank you for reading this and we hope to hear from you soon.

Edward Serotta
Director

Lauren Granite
Director, US Education

Marcell Kenesei
Director, CJN, Israeli Schools, Hungarian Schools

Fabian Ruehle
Director, European Education



From left to right:
Marcell Kenesei, Deputy Director and Director of our Hungarian office; Borbala Pal, CJN and Hungarian Program Project Coordinator; Wolfgang Els, our filmmaker; Edward Serotta, Director;

Lauren Granite, Director, US Education; Magdalena Farnesi, Coordinator, German Programs; Maximilian von Schoeler, Education Coordinator, Germany; Fabian Ruehle, Director, European Education and Director of Development, Germany.

A room. A street. A wall. Where history happened.

All European cities echo with the sounds and sites of history—for those who take the time to listen and look. Walk through Amsterdam and it is as if a seventeenth century city of haute bourgeoisie traders has come to life. Paris in all its splendor is surely the capital of the eighteenth century, while imperial London sits astride the nineteenth. Vienna is defined by its brief but spectacular day in the sun from the mid-1800s until the First World War.

But the twentieth century belongs to Berlin. Here the last great buildings of Wilhelm II's empire stand just blocks away from Hermann Goering's air ministry, the ruins of Gestapo headquarters, and the memorial at Bebelplatz where Josef Goebbels called for books to be burned in 1933. As for the Cold War, Soviet soldiers no longer peer over to West Berlin from the east, and no one's knees quake today when they approach the sign reading, "You Are Leaving The American Sector," but it does make a nice spot for a selfie.

Right here, this is where a Jewish family lived and – look over there – that's the former Reichsbank, and down along the street, that's the path of the Berlin Wall, and here is a plaque for Albert Einstein. The photograph on the right, taken by Ouriel Morgensztern, says so much about Berlin. In the background, that is indeed Hermann Goering's Luftwaffe ministry, where plans for the Battle of

Britain were carried out, meaning to pulverize the British and bring them to their knees in the summer of 1940. In the foreground stands the Berlin Wall, which was built in August 1961. In January 1989, Communist party chief Erich Honecker boasted that the Wall would last "fifty or one hundred years." Honecker had no inkling that he himself would be fired from his job forty-six weeks later, which is what that giant chunk of missing wall is about. His Berlin Wall outlasted him by another three weeks.

What social studies, history, or literature teacher would not cherish a trip to Berlin? We know eighty-two who did, because we brought them to engage with historians, meet civil society activists, stand in the very places where history happened.

Visiting the Soviet War Memorial, and later seeing more memorials around the city helped me understand better the powerful subject of memory building, of victory and sacrifice - the scope of the war in the eyes of the Soviets. How one man's life is meaningless in the eyes of the many. And at the Berlin Wall Memorial - quite the opposite, focusing on the ecosystem surrounding the wall, where these buildings once stood, and the wall literally tore them apart. Understanding that where walls are built, the human spirit will always look for a way to bring them down, or at least dig under them.

AMOS RABAN, TEL AVIV, ISRAEL



“My take-away from our walking tours? That history and historiography are messy and that I must strive even more to find creative ways to engage my students’ interest in the past, present, and future. Berlin gives me a platform to do this and you presented Berlin to me. In this respect, I am indebted to and inspired by the work of Centropa.” **PUBLIC SCHOOL TEACHER, NEW HAMPSHIRE, USA, NAME WITHHELD BY REQUEST**

Jewish Berlin

Berlin Mitte and the Scheunenviertel, Berlin’s old Jewish quarter, is filled today with hipster cafes, pricey shoe shops, tattoo parlors, Asian restaurants, and artisanal bakeries. Tourists adore this Bohemian quarter and so do college-age students from western Germany, who flock to Berlin in summer to rub shoulders with local hipsters. One thing isn’t here: a neighborhood teeming with Jewish life.

Not long ago, fifty thousand Jews lived here. Most of them were poor and Orthodox, but not all, and the largest synagogue in the city towered over the area, and just around the corner stood Germany’s most prestigious learning center for Jewish studies. Nearby, a modernist 1920s building held a vocational school so Jewish girls could learn practical trades. It stood next to a Jewish orphanage. Two Jewish schools were up the street on August Strasse: one for Orthodox children, the other more modern. And the city’s first Jewish cemetery was here, although it had filled completely by 1827 and was now simply a lovely place to visit. Not all Jews lived in Mitte and a great many middle class Jews had set up homes in the leafy, quiet streets of Schöneberg, a few kilometres away. The truly wealthy were now ensconced in mansions in the Grunewald.

The grand synagogue still dominates Mitte today, or at least part of it does. Closed during the war, bombed by the Allies, the East Berlin government left the front of the

building standing and razed the giant sanctuary. It has now been rebuilt as a museum (see photo to the right). The orphanage and girls’ school are in Mitte—but only with plaques noting their former use—and the cemetery has been plowed under. In fact, as the Soviets advanced into Mitte in 1945, German soldiers, SS men, and neighbors were gunned down by the dozen and were buried here, too.

Over in Schöneberg, two artists created a memorial integrated into the streets of a tree-lined residential neighborhood: on white signs you see a set of illustrations of everyday items such as a loaf of bread, a bottle of milk, a small house pet, or a radio. Each sign is attached to a street lamp, and on the other side of each illustration viewers can read the Nazi law related to the image, such as the laws restricting Jews from buying bread before evening, not being allowed to buy fresh milk, to own pets, own a radio, or even use the beach.

These are the places we visited with expert guides—to learn, to mourn, to ponder how to use these sites with our students.





The former Jewish orphanage on August Strasse, currently a ruin with only a plaque to tell its story. Our guide, Johannes from Milk and Honey Tours, explaining where Jews lived, worked, and shopped in Mitte. Now a trendy set of courtyards in the heart of the Jewish quarter, the Hackescher Hof was once home to workshops and small factories.

"I still marvel about the Memorial to the Murdered Jews of Europe and the Information Center in the basement, for how such a simple and subdued monument is causing you so much tension, but also for the modern and dynamic setting of the exhibition. The Memorial gives many ideas for lesson plans, especially if you want to motivate students to learn about the Holocaust and how modern societies deal with their pasts. As a teacher of history, all those museums and exhibitions are useful for my lessons – that's why I took pictures and have material from them."

MAGDA DIMAKI, THESSALONIKI, GREECE

“The visit to the German-Russian Museum Karlshorst meant the most to me as a teacher. The exhibit shows both perspectives on the Second World War – Russian and German – with no forcing any ideology as the right one. It was where the visitor could observe so many facts and events and try to understand how it was possible. As a teacher, I try to present as many perspectives as possible to my students when we analyze characters, events, history,...in the literature. It is, after all, what critical thinking is all about.” JELENA KRUCICANIN, BELGRADE, SERBIA

Third Reich Berlin

What Germany’s Jews had built over the centuries took the Nazis eight years to destroy. First, they had to pass and implement laws that would prevent Jews from driving cars, being hired as civil servants, and marrying non-Jews. Then they required them by law to give up their radios, expelled them from every university and school in the country—both as teachers and as students—and ultimately required them to give up their homes, surrender their bank accounts, and stand waiting to be picked up, by appointment, and brought to the nearest train station, where they would be shipped away to be murdered. And it was all done legally.

In several major cities (as well as in small towns), the Nazi party did not win the elections of late 1932, but the minute the directives from the new government in Berlin came down to police forces and bureaucrats throughout the country, civil servants simply carried out their orders. If there were resignations by those who refused to carry them out, we don’t know of any.

The degradation and humiliation of Jews began as soon as the Nazi party took control in 1933. Five years later, when synagogues were burned and Jewish men sent off to detention, all those Jews who had hesitated previously now tried desperately to get out—or at least get their children out. Then came the first deportation of Berlin Jews in October 1941, and that lasted until late summer 1943.

Berlin offers far more sites to explore the Third Reich than our schedule or budget could possibly allow, but we began by standing in front of the Anhalter train station, where Jewish parents waved goodbye to their children departing on Kindertransports to England. We visited the ruins of Gestapo headquarters, which now houses the Topography of Terror exhibition, and we spent hours in the Memorial to Europe’s Murdered Jews with its deeply compelling exhibition below ground. We also drove over to the enormous memorial to the tens of thousands of Soviet soldiers who died in the Battle of Berlin, and ended in the German-Russian Museum, where, with the Soviet Army occupying the city and Hitler having committed suicide, the final chapter of the Second World War in Europe was written, signed and dated.





"I will not forget the powerful walking tour through the streets of Schöneberg. I was so impressed by the effectiveness of the street signs memorial - it takes you back in time as if you are an ordinary citizen of Berlin in the 1930s and you can actually feel the "unbearable lightness" of the way Nazi authorities gradually imposed antisemitic laws in the society. You have this feeling that something is really very, very wrong, and at the same time you are shocked that nobody seems to care about it." **DANIELA STERJOVA, SKOPJE, MACEDONIA**

"After visiting the Jewish cemetery in Brody, Ukraine, during the Centropa seminar in Lviv in April 2018, the Memorial to the Murdered Jews of Europe had great emotional impact on me. This is the most powerful memorial dedicated to the fate of European Jews in the 20th century I have visited. It drew my attention to the victims in different countries. I will use pictures and information about the Memorial in my class, and also share my personal experience with my students." **ANNA OLENENKO, ZAPORIZHZHIA, UKRAINE**

“I will use my experience at the Soviet War Memorial and the Berlin Wall Memorial in class to discuss the different effects and aims that memorials can have. For example: to inform, to document, to evoke feelings, to glorify. These memorials raise the questions of who/which “side” remembers the past, and how those who created the memorials think about the past. Pupils could formulate questions about the memorials, and modify them via Photoshop to create/describe their own ideas for a memorial.” **HANNAH STRUTZENBERGER, TRAUN, AUSTRIA**

“The Palace of Tears will connect with the Berlin Wall Memorial in my discussions of the Cold War, showing the students how they had to create a suitcase of belongings that were important to them but must not be culturally important to the East German government – and that would have proven difficult in most cases.”
JASON KRAMER, CHARLESTON, SC, USA

Cold War Berlin

Europe’s cold war began well before the hot war had ended because wherever Stalin’s armies went to liberate in 1944, they stayed to occupy. By the late 1940s, Poles, Czechs, Slovaks, Hungarians, Bulgarians, Romanians, Yugoslavs, and citizens of the Baltic states who were calling for a free press, privatized industry, a market economy and opposition political parties found themselves on the wrong side of an argument they couldn’t possibly win.

Every city in Moscow-ruled Central Europe reflects the four decades of state socialism that followed the Second World War, but no city offers the drama of Berlin. While the French, British, and American occupation zones of western Germany became the Federal Republic of Germany in 1949, the Soviet zone became the German Democratic Republic. As a prize—or a festering sore, depending on your political point of view—the former wrecked, bombed, and ruined capital of Berlin sat in the center of the Soviet zone and was also divided between the American, British, and French sectors, which were combined into West Berlin, and “Berlin, Capital of the German Democratic Republic.” In 1961, all of West Berlin was surrounded by ninety-six miles of walls and fences, which remained in place until 1989, and scores of people were shot while trying to cross it.

During our Summer Academy, aside from the Berlin Wall memorial, we visited the Tränenpalast, the Palace of Tears, so named because it was from this building, just

next to the Friedrich Strasse train station to West Berlin, that family members said goodbye to each other during the Cold War. Now a highly effective and interactive museum, our teachers walked through it together, often with our Polish, Hungarian, and German teachers sharing stories of growing up under Communist rule with their wide-eyed American and Israeli counterparts.





Working together, Part I

When teachers learn *with* each other



Centropa is unique in the way our Summer Academies level the playing field for teachers, because we bring together educators working in rural schools in the Carolinas and in giant industrial cities of Ukraine. We add to the mix teachers working in development towns in Israel as well as those from a half dozen cities in Greece. There is no other professional development program—anywhere—that has teachers from so many countries and backgrounds walking through a Central European city together, and then giving them time and space to compare notes and write up lesson plans together.

Year after year, participants tell us that working alongside teachers from other countries broadens their horizons in ways no other program ever did. That has a direct impact on the way they teach subjects like Holocaust, Cold War, and the fall of Communism. That's because, for these teachers, now it's personal. They stood at the Anhalter train station and read out loud stories of children who were sent to England on Kindertransports. They stood in the Soviet War Memorial and read excerpts from Centropa's interviews with Russian Jewish soldiers who fought their way into Berlin. And they have done all this with teachers from more than a dozen countries, with whom they will forge links, create partnerships, and connect their students.

"It may be a cliché to say this, but it's true: this was a once-in-a-lifetime opportunity! I got to meet teachers from three different continents all working on the same subjects and it seems our object was to inspire each other to create great things for our students. Even though you return absolutely exhausted, your batteries are charged for the next school year. Stimulating talks and discussions, a week spent with inspiring people. Knowledge, knowledge, knowledge."

KAROLINA MORTON, WROCLAW, POLAND

"I worked with some fantastic educators and we shared mutually beneficial ideas. I think I would have gone home with a ready-made lesson plan that wouldn't require any changes had I worked on it alone, but the lesson we developed as a team, with teachers from six different countries, is flexible, knowledgeable, and I can easily adapt it to suit my students' needs. And by working together on a single lesson plan, that makes it easier for us to connect our students."

KELLY STOLLINGS, BOONE, NC, USA



“During our discussion in the Holocaust Memorial, one teacher stood up and said he didn’t like that the museum was in the basement and [he] felt it “cheapened” the memorial. Another teacher stood up and explained her beautiful interpretation: as the blocks above ground were headstones, we had to go under the headstones to be with the dead. This conversation between two teachers who respectfully stated their interpretations was a beautiful conversation piece. I want to teach my students how to eloquently have a discussion like that.” **AMANDA LEPORE, LOS ANGELES, CA, USA**

Working together, Part II

When teachers learn *from* each other

The marketplace of ideas



Working together to digest and incubate ideas is one way teachers love learning. Another way is talking shop – learning about successful lessons from one another, or how other teachers have addressed a particularly sticky teaching challenge. That is why we created our Marketplace of Ideas, an afternoon in which a half dozen of our veteran teachers from three continents present their best classroom-tested lesson plans at the same time in different places around the building in which we are working that day. In fifteen minute intervals, the rest of the CSA participants move from one presentation to another, making their rounds to listen, take notes, and ask questions so they can adapt these new ideas into their own teaching.

“Lowell Blackman’s ‘Roots History Project’ could be easily put in the study program for Serbian language and literature class, and I am going to use it next school year with pupils from the third grade (17-18 years old).” **JELENA KRUCICANIN, BELGRADE, SERBIA**

“One of the best things during your Summer Academies is when teachers are given the opportunity to show how they use Centropa in their classrooms. I really enjoy seeing what other people do, thinking that it could be worth a try or even that I might be able to tweak what someone else has done and adapt it to my classes. I know I’ve said it before, but when teachers see what other teachers can do, they feel confident enough to try it themselves, and the success of colleagues encourages other teachers to venture forth into new territory.” **LOWELL BLACKMAN, LOD, ISRAEL**

Working together, Part III

Marrying social studies together with Instagram



No one is very likely to say that we are living in more tolerant times than we were a few years ago. That is why the one project of ours is being used by more schools than any other is *Survival in Sarajevo*, the story of how, during the Bosnian war in the 1990s, a group of Holocaust survivors turned Sarajevo's last standing synagogue into a non-sectarian humanitarian aid agency, La Benevolencija. Here, Jews and Bosniak Muslims worked side by side, along with Serbian Orthodox and Croatian Catholics. Outside the city, Croats, Serbs, and Bosniaks were murdering each other. Inside a faded old synagogue in the middle of a war zone, people of every ethnicity were doling out food, medicine, and hope in equal measure to everyone.

In more than thirty schools in Poland, twenty in Hungary, twelve in Romania, as well as in our schools all over Germany, Austria, Israel, and the US, teachers use this story to open their students' eyes and broaden their minds about civil society, and as a remarkable but compelling footnote to a lesson on the Holocaust.

Jerome Price, an award-winning social studies teacher in Rockville, Maryland, used the Sarajevo story as a way for his 8th grade students to explore the essential question, "At

what point should people fight to defend deeply held beliefs?" As the final assignment, he asked students to create an original Instagram post highlighting the role of people in La Benevolencija, and drawing on two quotes: one from Martin Luther King, Jr. ("In the end, we will remember not the words of our enemies, but the silence of our friends."), and the Bosnian proverb cited the film ("When the Jews are leaving, it is a bad sign for the city."). Jerome presented his lesson to our participants in Berlin.

"I would love to use Jerome's Sarajevo lesson plan in my class, as soon as it is put on Centropa's page! It was the most universal and adaptable project I saw, and the easiest one to be used with students from different countries." **KAROLINA MORTON, WROCLAW, POLAND**

"The presentation of Jerome Price - I couldn't stop smiling throughout. It was great knowing that someone else, on the other side of the globe, has such a great project, sharing a similar reading of the *Survival in Sarajevo* film. I approached Jerome, and I would like to translate and adapt his lesson plan to the Israeli classroom - incorporating his lesson plan in my Joint Citizenship project."

AMOS RABAN, TEL AVIV, ISRAEL

Working together, Part IV

When one generation tells the story of another

Wolfgang Els' Centropa films—which have now been shown as official selections in more than a dozen film festivals—combine old photos, motion-graphics, and video footage. When one of our most active teachers in Germany, Michael Heitz, came to us with an idea about making a film about Menachem Mayer, an eighty-six year old educator who hailed from the town of Hoffenheim and now lives in Jerusalem, we had an idea.

Hoffenheim is the home of one of the best football (soccer) teams in Germany, and the team even has a football academy for promising young players from all over the world. Michael teaches several of those players and one of the best is an Israeli, Ilay Elmkies.

Our idea: to have Ilay narrate Menachem Mayer's story, which Ilay did in three languages: German, English, and Hebrew.

We screened the film during our Summer Academy, and both Michael Heitz and Alan Goetz, who teaches nearby, spoke of how they use the film in their classes, while Amos Raban of Tel Aviv spoke of how he will use the film at the Ministry of Education. And, as you can see, Ilay Skyped in to our Summer Academy from class to speak of what this film meant to him.

"The presentation by Michael and Alan on the film *Zahor - Remember* can be used in several classes. I would use it for telling the story of the Holocaust because it is so deeply personal. That a teenage Israeli football star tells the story makes it even more relevant. This film is a very good trigger to evoke a discussion about Israelis and their roots and ties to the countries we came from." **SOPHIE BRANTMAN, HADASSA-NEURIM, ISRAEL**



Teaching the Cold War and Centropa's annual Cold War Quiz

As we have made clear in this report, most of our participants teach social studies, history, or literature, and although we see twentieth century European history through a Jewish lens, we know that the wider the lens the more our teachers will fit us into the viewfinder of their annual syllabus. After all, most of our teachers delve into their Holocaust lessons during discussions of the Second World War, and when a teacher brings up fascism from the 1930s and 1940s, we know that a lesson on Communism is just around the corner.

Each year we ask our teachers to make presentations on a variety of topics that everyone can relate to, and in 2018 our most popular afternoon was spent discussing how teachers from diverse countries – the US, Israel, and Germany – teach the Cold War, followed by a Cold War Quiz, an internet-based quiz where the teachers, in international teams, responded to the quiz questions with their cell phones, their answers immediately visible on a projected screen. Below are teachers' responses to the panel and quiz, followed by a few of the quiz questions.

"The quiz was a highly effective team-building activity. Who knew how competitive we so obviously are these days! Regarding its wide-range teaching potential, I am sure that some of the participants had already used it in their classrooms (or is that my competitiveness speaking?). For others who had not, it must have been an extremely revealing experience and the idea of having Serbs, Israelis, Americans, and Germans all guessing the name of the first Russian dog in space isn't something we get to do very often." **JASON KRAMER, CHARLESTON, SC, USA**



Amos Raban of Tel Aviv speaking about how the Cold War is generally taught in Israeli schools (weakly), and Charles Vaughan of Columbia, South Carolina, speaking of the way the Cold War is often presented in South Carolina schools (with Ronald Reagan as victor).

Go to www.menti.com and use the code 28 75 4

Which leader was the founder of the policies of Glasnost and Perestroika?

The screenshot shows a Menti quiz interface with a question and a list of groups. The question is "Which leader was the founder of the policies of Glasnost and Perestroika?". The groups listed are Group B, Group A, WinTeam, Team B, Group B, Group C, Group D, High Flyers, and Group C. The interface also shows a progress bar and a "Start Quiz" button.

Group	Count
Group B	26760 p.
Group A	22592 p.
WinTeam	21724 p.
Team B	21330 p.
Group B	20418 p.
Group C	19430 p.
Group D	18457 p.
High Flyers	17041 p.
Group C	16649 p.
Group C	14678 p.



A sampling of our Cold War Quiz questions

“If Stalin was alive there wouldn’t be anything left of us but a wet spot.”

Who reportedly said that and at what occasion?

- a) Nikita Khrushchev when he was deposed in 1964
- b) Leonid Brezhnev when he sent Warsaw Pact troops into Czechoslovakia in 1968
- c) Yuri Gagarin when he didn’t salute Khrushchev
- d) Andrei Gromyko when he returned from Budapest in 1956, after the Soviets had been chased out

Dean Reed, an American, was a household name in East Germany.

Who was he?

- a) The fifth Beatle
- b) The sixth Beach Boy
- c) A “rock” singer no one in America had heard of
- d) A famous American actor

“Political reform will come to our country when pears grow on apple trees.”

Who said that, and what happened to him?

- a) Janos Kadar, who was pushed out of the Central Committee of Hungary in 1988
- b) Tudor Zhivkov, pushed out of his job in Bulgaria in 1989
- c) Erich Honecker, pushed out of his job in the DDR in 1989
- d) Nicolae Ceausescu, who was pushed against a wall in Romania and shot in December 1989



Guest speakers and panels

Centropa has two goals for every Summer Academy: to add to our teachers' knowledge base, and to give them time to develop their own classroom skill sets through collaborative work and teacher presentations.

The city comes alive for our teachers through walking tours of Jewish Berlin, Third Reich Berlin, and Cold War Berlin led by expert guides. But each summer we also ask our favorite historians to give a keynote address, and this year we were lucky enough to have German-born Joachim Schloer, a professor at the University of Southampton, speak on the Jewish history of Berlin. Joachim is the author of a landmark study of Tel Aviv, as well as *Nights in the Big City*, which explores how electricity changed the way Berlin, London, and Paris developed after dark.

Joachim has also delved deeply into Berlin's Jewish history, and much of his writing is based on personal documents such as letters, journals, and photo albums. His keynote address to Centropa described the way Berlin's Jews sought to make their



way out of the ghetto in the late nineteenth and early twentieth centuries—some through assimilation, others through Zionism—and Joachim also described how Germans memorialize the deeds of the past through monuments today.

But what about the events shaping Germany now and in the future? Pictured here are three top-ranked journalists who engaged with our teachers on issues facing Germany, Europe's most powerful country: immigration, a political swing to the right, Angela Merkel, and her coalition. Luisa Beck of *The Washington Post*, Anna Sauerbrey of *Berlin Tagesspiegel* and *The New York Times*, along with Guy Chazan of *The Financial Times*, spoke about what they see from the front lines as they cover these stories.



Anna Sauerbrey, *Tagesspiegel*, Luisa Beck, *The Washington Post*, Guy Chazan, *Financial Times*.



Patricia Williams Lessane, Executive Director, the Avery Research Center for African American History and Culture, College of Charleston; Marzanna Pogorzelska, Opole University, Poland; and Cilly Kugelmann, former Chief Curator, Berlin Jewish Museum.

In the last years of the Soviet Union in the 1980s a joke was going around of someone phoning into the mythical Radio Yerevan and asking, “Comrade, so much is going on these days, can you tell me what the future will bring?” The answer, “Who knows about the future; it’s the past that keeps changing.” In the 21st century this is no longer a joke, as we hear how political leaders in Poland and Hungary are rewriting the histories of the Second World War, while in Republika Srpska the government forbids the teaching of the massacre of Srebrenica.

That is why we asked three cultural observers to speak at the Friedrich Ebert Foundation on the subject of how their countries face their own past.

Cilly Kugelmann, recently stepped down as Chief Curator of the Berlin Jewish Museum, told of how the current government is whittling away at what museums are allowed to present. Marzanna Pogorzelska from Opole University presented a psychological analysis of how Poles have dealt with their role in the Holocaust. And Patricia Williams Lessane, Executive Director of the Avery Institute for African American History and Culture at the College of Charleston, showed us what happens when countries do not deal with their pasts.

“I was riveted by the panel discussion, “how countries cope with their past.” Listening to Marzanna Pogorzelska’s presentation was a great surprise because the same issues are being played out in my country. The most relevant and timely points were made by Cilly Kugelmann. She was unsparing in her assessments. She has clearly been working in the cultural sphere for many years.”

MAGDA DIMAKI, THESSALONIKI, GREECE

“Marzanna Pogorzelska’s presentation was very inspiring because of the situation in Poland, and how the Poles accept or do not accept their participation in the Second World War is a situation many other nations can recognize, including my own.”

SERBIAN TEACHER. NAME WITHHELD BY REQUEST

“Both panel discussions on the last day were wonderful and insightful. I often asked my counterparts how the Holocaust is taught in each of their respective countries; however, the discussion concerning how countries cope with their own past—regardless of what the individual situation was—was...Wow!” **BETTINA POPE, RALEIGH, NC, USA**

Teacher spotlight: Andrae Walker, Fairfax, SC, USA



Andrae Walker teaches middle school in Fairfax, South Carolina (population 2,000). We invited Andrae to join us this summer, and we noticed from the beginning how creatively he was capturing Berlin. We asked if we could use his photographs, as well as some of his thoughtful responses to our online survey.

"The walking tours meant the most to me because they allowed me to live the history...to interact with sites that have historical and modern day relevance. I will use the photos and footage I took to link to my content, our state standards, and I will use them as visual aids for lessons."

"I intend to create short films from the material I gathered to provide lessons and model how learning can be applied creatively. I will connect the sites visited and learned from with the films and stories on Centropa's own website; then provide lessons that will have my students exploring the website for individual and collective learning."

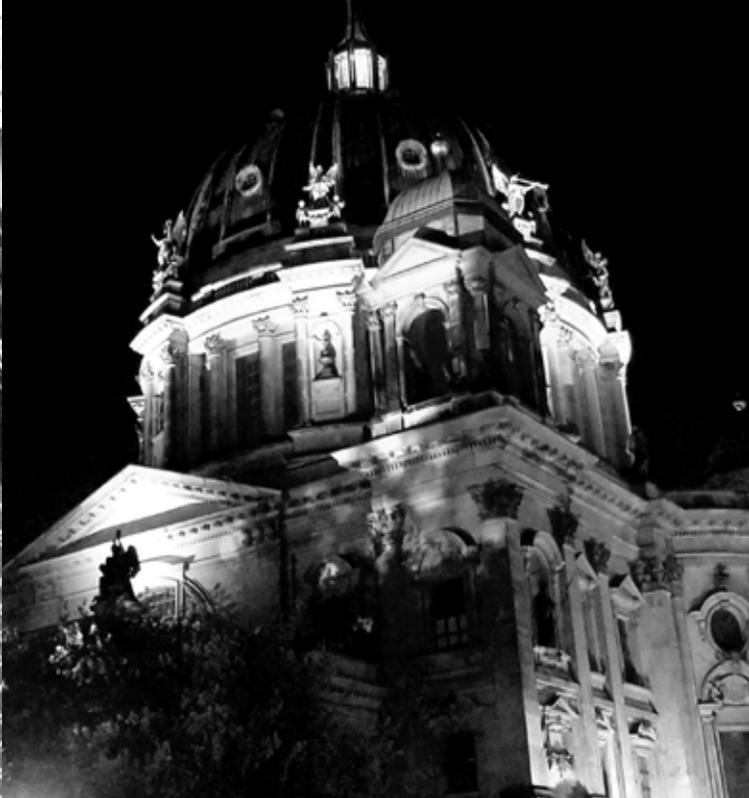
"The Anhalter Bahnhof [where parents brought their children to be sent away on Kinder-transports] story allows students to approach the Holocaust from a youth's perspective. I want to use the story of that transport site to have students tap into their emotional depth while linking that experience to modern day issues like immigration in the U.S. and abroad. Just now I'm thinking maybe something could be arranged so that my students could visit a place where refugees are living, talk to young kids their age through technology (if we can't meet face to face), or have a youth visit (if possible) our school and share their experiences about being separated from their families. Of course, creating short films that touch on the past and present is something I would like to explore."

"The panel discussion on how different countries cope with their pasts was interesting. The takeaway for my students: 1) accept responsibility for your actions, 2) challenge the actions of others but realize that reliance on external forces completely for progression is

a weakness (do for self to the best of one's ability), 3) stop guilt-tripping people...it makes them uncomfortable, 4) don't be a perpetual victim...take command, 5) all groups throughout history have suffered to some extent or another so find your allies, and 6) countries will probably never be able to completely cope with their pasts...learn to live and deal with it in a way that empowers you."

"The *Survival in Sarajevo* film, about Jews and Muslims running a humanitarian aid agency in the Bosnian war, showed how collaboration and collective help can make a difference in situations that seem utterly lost. It's one of the most useful films I've ever seen that could inspire students to work together on issues that affect their immediate lives and pull together to figure out how to begin to address issues that affect them all."





United States



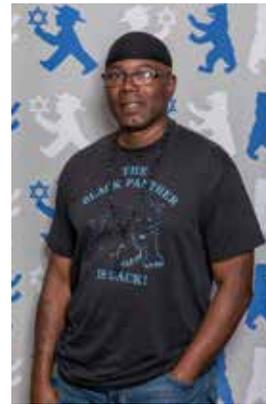
JEROME PRICE
Rockville, MD



JOHN NEUBAUER
Baltimore, MD



DANIELLE BAGONIS
Baltimore, MD



**BASHIR MUHAMMAD
AKINYELE**
Newark, NJ



ELIZABETH CRESPO
Newark, NJ



KEVIN WILLIAMS
Newark, NJ



CRISTIANO ALVES
Newark, NJ



CARINA LAFLEUR
Greenville, SC



CHARLES VAUGHAN
Columbia, SC



JASON KRAMER
Charleston, SC



PATRICIA WILLIAMS LESSANE
Charleston, SC



DARON CALHOUN, II
Charleston, SC



LOIS CARLISLE
Columbia, SC



ANDRAE WALKER
Fairfax, SC



EMILY TAYLOR
Swansea, SC



MATTHEW WYNNE
Fayetteville, NC



JUSTIN POHLMANN
Houston, TX



THOMAS COCHRAN
Hanover, NH



ALEX TREYGER
Chicago, IL



BETTINA POPE
Wake Forest, NC



GINA HIGGINS
Charlotte, NC



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Haifa



YIFAT LEVY DOTAN
Modiin



YVONNE BROMBERG
Kfar Saba



SOPHIE BRANTMAN
Hadassa-Neurim



DAN CRISTAL
Ramat-Yishay



AMOS RABAN
Tel Aviv



TLALIT KITZONI
Tel Aviv



YAIR YOTVAT
Ramat Gan



AYELET DRORI
Tel Aviv



LOWELL BLACKMAN
Lod

European Jewish School Network



RINA LUND
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Istanbul



ROY NISSIM
Bucharest



GEORGIA ASVESTA
Thessaloniki



ADRIENN NAGY
Budapest



ÁGNES LÁSZLÓ
Budapest



Yael YISHAY
Barcelona



IRIT AVIAD
Berlin

Austria, Bosnia-Herzegovina, Croatia



HANNAH STRUTZENBERGER
Linz



FRANZ-GÜNTER FRONEBERG
Vienna



KATRIN LANG
Vienna



NIKOLINA MARJANOVIC
Kreševo



MILJENKO HAJDAROVIC
Čakovec

Germany, Greece



JUDITH NOCKEMANN
Hattingen



PHILLIP GOEBBELS
Bonn



EVGENIA DOULAMI
Alexandroupolis



MARIA MAVROKOSTIDOU
Thessaloniki



MAGDA DIMAKI
Thessaloniki



KATERINA AGGITALI
Thessaloniki



NIKI CHRYSOU
Tinos

Not pictured: **ALAN GÖTZ AND MICHAEL HEITZ**, Germany

Hungary, Macedonia, Moldova, Montenegro



LÁSZLÓ TÓTH
Budapest



RENÁTA DEZSŐ
Pécs



DANIELA STERJOVA
Skopje



ILJO TRAJKOVSKI
Bitola



ROBERT KONESKI
Prilep



MARINA ANGHEL
Ungheni



IGOR RADULOVIC
Podgorica

Poland, Romania



KAROLINA MORTON
Wroclaw



MAREK KRASZEWSKI
Warsaw



DOMINIKA PIETRZYKOWSKA
Krakow

NO INDIVIDUAL PHOTO FOR:
AGNIESZKA FUCZIK

Bielsko-Biala



MIHAELA ARHIP
Tecuci

Serbia



NIKOLA MITIC
Belgrade



DRAGICA KRAJCIR
Novi Sad



VESNA KOSTIC
Belgrade



MARIJAN MIŠIĆ
Niš



KATARINA TESIC
Belgrade



JELENA KRUCICANIN
Belgrade

Slovenia, Ukraine



DAMJAN SNOJ
Preserje



IRENA PARADŽIK KOVAČIČ
Ljubljana



ANNA OLENENKO
Zaporizhzhia



OLEKSANDRA GOLOVKO
Zaporizhzhia



ANDRII KOSHELNYK
Kyev

NO INDIVIDUAL PHOTO FOR: MICHAEL HEITZ, Sinsheim ALAN GÖTZ, Eppingen



An incomplete sampling from this year's Summer Academy. Top row left: Teachers from US public and US Jewish schools; European Jewish schools; Serbian schools; and Polish schools. Bottom row: Teachers from German, Austrian, and Greek schools; Israeli schools; Ukrainian schools; and German, Ukrainian, Romanian and Moldovan schools with two members of our German team, Fabian Rühle and Max von Schoeler.

What it cost Centropa Summer Academy 2018

HOTELS, TRANSPORTATION, MEALS		
Hotel	€ 31.313	\$36,182
Meals	€ 18.528	\$21,409
Plane tickets	€ 35.223	\$40,700
Public transport	€ 995	\$1,150
Bus rental	€ 3.298	\$3,811
Subtotal	€ 89.357	\$103,252
SPEAKERS, TECHNOLOGY, EDUCATIONAL MATERIALS		
Speakers	€ 1.200	\$1,387
Tour guides & museum entrance	€ 947	\$1,094
Photographer	€ 1.920	\$2,219
Printed material: handouts, final report, <i>The German Jewish Sourcebook</i>	€ 10.894	\$12,589
Film on Menachem Meyer, produced for this year's Summer Academy	€ 29.701	\$34,305
Website adaptation and blogspots for teachers to use	€ 1.488	\$1,719
Fees for tech and seminar room rental	€ 1.075	\$1,242
Subtotal	€ 47.225	\$54,555
CENTROPA STAFF/ADMINISTRATION COSTS		
Subtotal	€ 88.469	\$102,224
Total	€ 225.051	\$260,031

Total donations
Centropa Summer
Academy 2018

€223.000 | \$257,000



OUR US AND GERMAN TEAM from left to right

Dr. Lauren Granite, Director, US Education

Magdalena Farnesi, Coordinator, German Programs

Fabian Ruehle, Director, European and Director of Development, Germany

Maximilian von Schoeler, Education Coordinator, Germany

OUR HUNGARIAN TEAM from left to right

Dr. Szilvia Czingel, Coordinator, Café Centropa Hungary

Bence Lukács, Director of Technology

Marcell Kenesei, Deputy Director and Director of our Hungarian Office

Borbála Pál, Coordinator, CJN and Hungarian Program Projects