

A group of people, mostly women, are walking in a park-like setting in front of a large, ornate, classical building. Many of the people are wearing lanyards with badges, suggesting they are attendees of an event. The scene is bright and sunny, with shadows cast on the ground. The building in the background has many windows and classical architectural details.

CENTROPA SUMMER ACADEMY VIENNA 2020

NOT CANCELLED – WE'VE GONE **VIRTUAL**

 centropa

Since you're not coming to Vienna, we're bringing Vienna to you

Virtual or Face to Face, a professional development experience unlike any other

Centropa Summer Academies: where the city becomes a classroom, where teachers learn from each other

This is how we bring—virtually—Jewish history, Holocaust and civil society to 167 teachers in 25 countries in the time of Covid-19

1

Choose a city steeped in history



2

Offer speakers who bring that city and its history to life



3

Ask your most innovative teachers to share ideas on how they have been teaching during lockdown



4

Invite students to present their award-winning Centropa projects created during lockdown, to give teachers new ideas they can try in their own classrooms



“For me the most meaningful thing Centropa does is create the connection between like-minded educators from Europe, Israel, and the United States. We all have this desire to teach about the Holocaust so we can guide our students to be upstanders and eradicate injustice in our world today. The virtual breakout rooms that we got involved with after the webinar is where we learned about one another and why we care to teach such history to our students. It also gave us the chance to hear about projects other teachers have done, and the chance to watch the documentaries that bring history to life. This webinar and the follow-up program all came together to create truly impactful learning.”

GILI SHERMAN, CHICAGO, ILLINOIS

5

Create a program (we call ours **Border Jumping**) to connect teachers through international partnerships so their students can learn together during the year.



6

Provide teachers with great content they can access easily all year—online and in print



The **Virtual** Centropa Summer Academy 2020 was made possible by



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Ken and Debby Miller

13 Summer Academies for 700 teachers from 20 countries

In July 2007, we brought nine teachers working in American Jewish schools to Vienna and Budapest so we could ask for their help in developing content that would work in their classrooms. During those eight days together, we invited a few Austrian and Hungarian public school teachers to meet with us, which they gladly did. Then, something unusual happened: the Americans and Europeans stayed in touch throughout the school year to exchange ideas and brainstorm with one another.

We had never heard of anything like this—American and European teachers collaborating on lesson plans and sharing best practices. That’s why, a year later, we brought 16 Americans and Europeans to Berlin so we could visit public schools and Jewish schools, meet with German Foreign Office diplomats and engage with Holocaust historians at the Wannsee Conference Center. Once again, the teachers stayed in touch long after the program.

We then expanded our network to include an ever-growing number of public school teachers from Israel, Ukraine, and a dozen other countries. Over the past thirteen years we have taken bicycle rides along Germany’s Mosel River to visit villages where Jews once lived, walked through the hilltop Sephardic cemetery of Sarajevo, and, in Belgrade, visited a church with two Jewish women who had been hidden there during the war.

By now, well more than 700 teachers from 20 countries have taken part in our programs, and each Centropa Summer Academy has three goals. We want to:

- add to our teachers’ knowledge-base on 20th century European history by taking them on walking tours of the great cities of Central Europe, and giving them opportunities to learn from historians and meet civil society leaders and journalists;
- upgrade their tech skills, which they need to keep up with today’s Tik Tok generation;
- and help them form networks so their students won’t merely learn about a historical event, they’ll create projects with teenagers their age in another country who will give them a different perspective.

Obviously, Covid-19 dashed our hopes for 2020. We had planned to bring 65 teachers from 15 countries to Vienna, but by creating an online program we were able to bring Vienna to the 167 teachers from 25 countries who registered to join us (see the list on the following pages).

The goal was to present history in dynamic, compelling ways, and then provide time and space for our best teachers to show off projects they’d developed over the years. That’s

why we divided our Virtual Summer Academy into three distinct two-hour sessions, with a more intensive set of sessions tailor-made for teachers determined to forge ahead with overseas partnerships.

In the first session, we explored Vienna’s Golden Age and historian Paul Miller discussed how Jews such as Sigmund Freud, Gustav Mahler, and Lise Meitner contributed to Vienna over a century ago, and how their work continues to shape our world today.

We devoted the second webinar to learning about the Holocaust in Austria through Centropa’s Austrian stories and films and a presentation by Terezina Barac of the Mauthausen Memorial and a talk by Elizabeth Anthony from the US Holocaust Memorial Museum about Jews who returned to Vienna.

We turned our third webinar over to four of our most innovative teachers—and students in three countries—who shared their successful projects with us.

Because of Covid restrictions these days, a great many teachers are looking for out-of-the-box teaching ideas, and as part of our Virtual Summer Academy we offered a two-week program for teachers to form partnerships across oceans. We were hoping for 30 participants, but 67 teachers from 13 countries signed up to meet teachers from other countries and create cross-cultural projects their students will carry out this year.

That means 27 international groups of teachers designed projects that can be used either for distance or in-class learning. Just as important, we built our webinar around a custom-built web portal that teachers used before and during the webinar, and will continue to use throughout the school year. Thanks to the Claims Conference, we have even produced a 30-minute documentary in which our director, Ed Serotta, takes us on a tour of late 19th and 20th century Vienna, from its Golden Age through the Holocaust and all the way until today.

On the following pages, we’ll share with you what we accomplished during our Virtual Summer Academy and how, even in these difficult times, teachers love to re-charge their batteries by learning from experts and one another.

That’s the thing about teachers: they will spend their free time on inspiring programming so they can bring that inspiration into their classrooms—whether they are face to face or virtual.



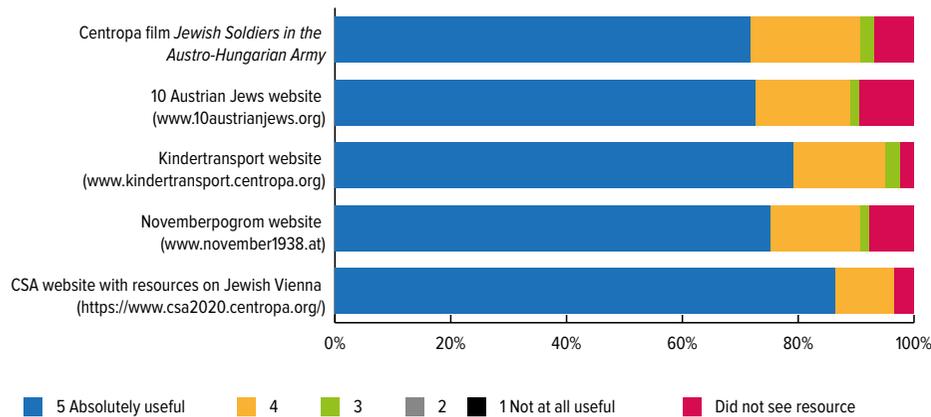
Teachers' feedback on Centropa's July 2020 Virtual Summer Academy

"I feel that the student projects were the most useful, [part of the Virtual Summer Academy], as I can incorporate these ideas into my classes, especially since my classes this fall will be virtual. The graphic novel project is perfect because you offer everything my students need on your website."
 SANFORD P LOPATER, LAKE WORTH, FLORIDA

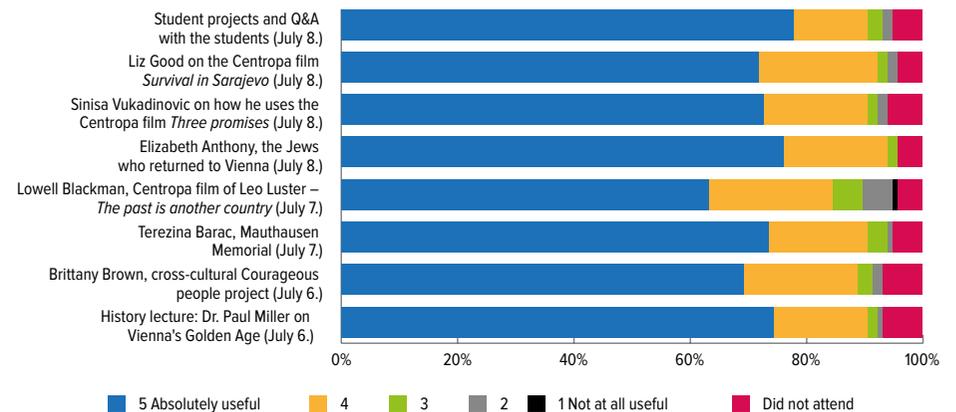
"For me, as a history teacher, learning about the history of Vienna during its 'Golden Age' was extremely valuable. Kraków was once part of the Austrian Empire, and any good information I can bring to my students about Viennese Jewish culture and history is something they soak up like a sponge. There's a positive feeling in this part of Poland toward Austria, so just studying Jewish life in Vienna before the Holocaust is something that holds my kids' attention. I was also really pleased to learn about the projects implemented by other teachers who used Centropa's materials. This is fresh and different: you let teachers teach other teachers!"
 ANDRZEJ GÓRNIAK, KRAKÓW, POLAND

"This virtual summer program was incredibly useful, and even better were the other teacher's presentations. I got to see what teachers are doing when working with their kids in lockdown, and it inspired me to be more creative in my own lessons and try something new. I also got to see the different ways of using Centropa resources. Because you have given us so much in our language to use, I am going to be able to implement a lot of the ideas I learned in my classes, too."
 OLHA TARATULA, SAMBIR, LVIV REGION, UKRAINE

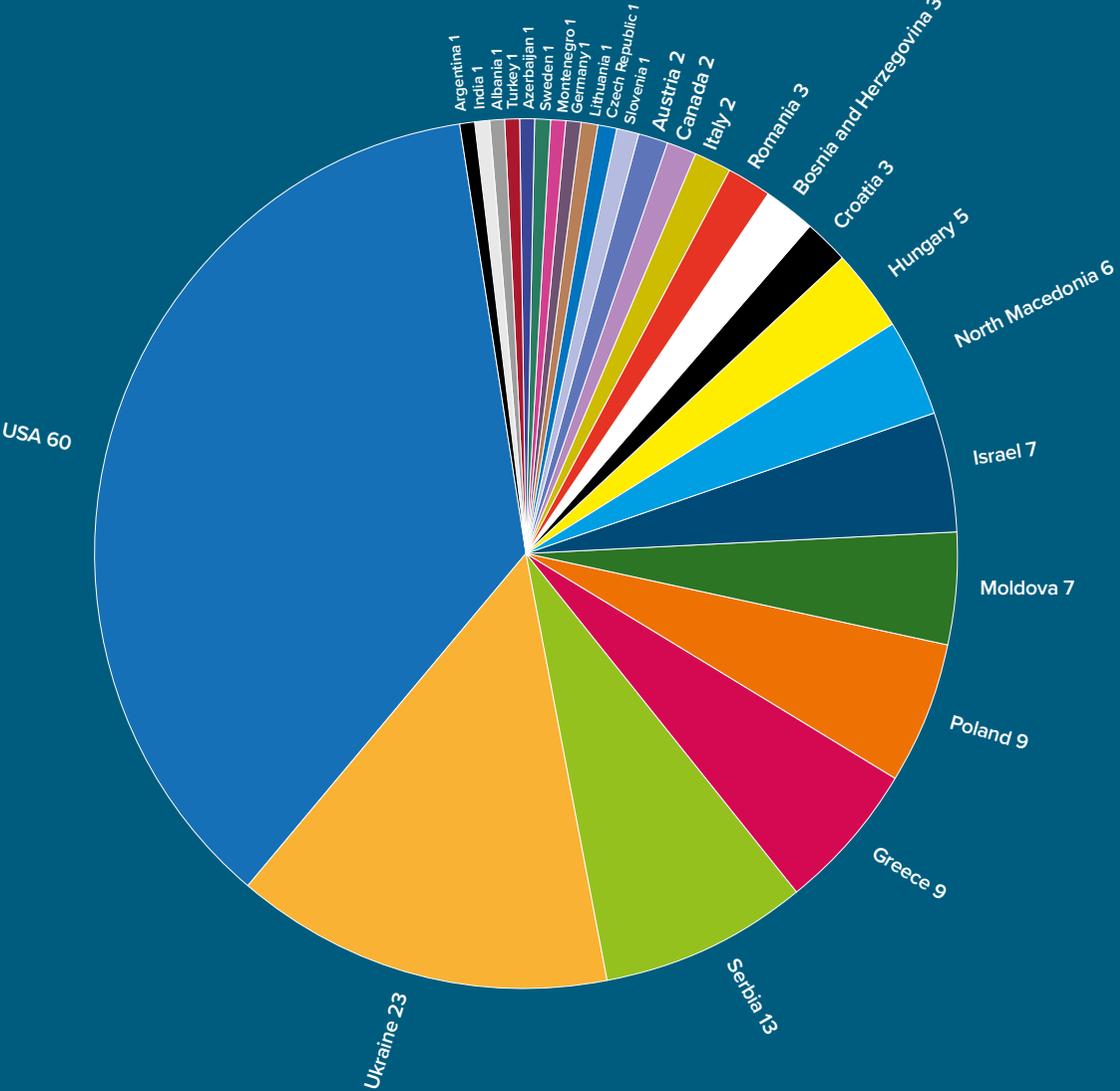
How useful did you find the content we presented



Please rate our presenters



Participants by country



USA	60
Ukraine	23
Serbia	13
Greece	9
Poland	9
Moldova	7
Israel	7
North Macedonia	6
Hungary	5
Croatia	3
Bosnia and Herzegovina	3
Romania	3
Italy	2
Canada	2
Austria	2
Slovenia	1
Czech Republic	1
Lithuania	1
Germany	1
Montenegro	1
Sweden	1
Azerbaijan	1
Turkey	1
Albania	1
India	1
Argentina	1

First webinar before the deluge—Vienna’s Golden Age

Part One: Vienna, Austria and History



Our best book on Vienna

The book we wanted everyone to read for our Summer Academy was *The Hare with Amber Eyes*, by Edmund de Waal, an English ceramic artist. Hard to believe that this is his first book, which has now been translated into 28 languages. A family memoir of what had once been one of the richest Jewish families in Europe, de Waal traces the rise and fall of the Ephrussi family, from Odessa to Paris to Vienna.

[Here's a link](#) to a 15 minute lecture by de Waal, and we highly recommend it.

[And here](#) is an insightful book review, written by Veronica Horwell for The Guardian



Vienna and its Golden Age

At the turn of the 20th century, it seemed that whatever important was happening in the world, it was happening in Vienna. Gustav Klimt was creating erotic, dreamy paintings. Sigmund Freud was interpreting our dreams. Gustav Mahler turned those dreams into symphonies. And in so many other fields—architecture, philosophy and literature—the world was looking to Vienna.

It all looked like a prelude. But it turned out to be an epilogue. Here are two BBC documentaries we highly recommend to our friends, to teachers and students alike

[Josef Leo Koerner City of Dreams](#)



Franz Ferdinand and Sarajevo

A Must See in Vienna: the Austrian Military Museum to see the most famous car in the world. Since our teachers won't see it this summer, let's take you to it.

[Here's a link](#) to the Austrian Military Museum's webpage on that famous car, the one Archduke Franz Ferdinand and his wife Sophie were riding in in Sarajevo on 28 June, 1914.

[Here is](#) the British historian Dan Snow's very short video on Franz Ferdinand's assassination.

To understand the enormity of the Holocaust in Austria, we needed our teachers to understand what Vienna's Jews brought to their city and, indeed, to the world we live in now.

First, we created a website full of user-friendly resources they could use to educate themselves or share with their students, from a documentary film on Vienna's Golden Age to online museum tours featuring Vienna's magnificent art collections. We also suggested—strongly—that they read Edmund de Waal's memoir, *The Hare with the Amber Eyes*, which details the spectacular rise and tragic fall of the Ephrussi family (who once rivaled the Rothschilds).

Second, we invited scholars to speak about this period. In his keynote address, historian Paul Miller spoke of the days when Sigmund Freud and Theodor Herzl frequented the same coffee house, when Gustav Mahler acted as a mentor to Arnold Schoenberg, and Jewish families commissioned Gustav Klimt and Egon Schiele to paint their portraits.

Third, we introduced them to Centropa's stories from that period, our photographs, interviews, and short multimedia films that illustrate everyday life in *fin-de-siecle* Vienna of those who were shopkeepers and clerks, doctors or tailors. We even offered to send them copies of our Vienna Jewish Sourcebook, while making a digital copy available online.

Teachers completed our first session having learned all that intellectual ferment came to an end that June day in 1914, when the heir to the empire's throne, Franz Ferdinand, was shot dead in Sarajevo along with his wife, Sofie. During Vienna's brief turn-of-the-century day in the sun, there were those who were sure this cultural flourishing was but a prologue. It wasn't. It was an epilogue. And so much worse was to follow, especially for its Jews.

Second webinar

the descent: the Holocaust in Austria

Part Two: the Holocaust in Austria

More than 175,000 Jews lived in Vienna in 1930. In March, 1938, German troops rolled into Vienna, Adolf Hitler spoke from the balcony of the Hofburg, and hell came to Austria's Jews.

Two personal stories from Vienna



Kurt Brodmann's family was lucky enough to flee from Vienna and we tell his story in one of our first, and most liked, multimedia films



Leo Luster's family did not escape Vienna. His story takes us through ghettos, concentration camps and death marches.

By the time the smoke cleared in November 1918, the Austro-Hungarian Empire was no more. In its place stood the shrunken Republic of Austria, a country no one particularly wanted, including many of those who lived there. Most of the country's Jews resided in Vienna, and they prayed this new, impoverished state would stabilize.

It did, for a while. But in 1938, German troops marched in and the Austrian army couldn't bring itself to fire even one shot in protest. On the very night the Germans arrived, Vienna's Jews were taken from their homes and beaten on the streets—by their neighbors. Worse was to follow.

First came *Reichspogromnacht* (Kristallnacht) when all but one of the city's synagogues were destroyed and Jewish men sent off to concentration camps. Panicked families immediately began sending their children on the *Kindertransport* to England. And by the time the doors slammed shut in 1940, some 120,000 Austrian Jews had managed to flee while the 65,000 who could not get out were shipped off to their deaths.

We told these stories during our second webinar, and teachers watched our short films on the *Kindertransport*, as well as family stories far bleaker.

As a way to bring the place-based learning experience to our participants, albeit virtually, Terezina Barac, an educator at the Mauthausen concentration camp, gave us a virtual tour and spoke about its history and related network of work camps spread throughout Upper Austria. Elizabeth Anthony, Director of Visiting Scholar Programs at the US Holocaust Memorial Museum spoke about Austrian Holocaust survivors who chose to return to Vienna postwar.

The speakers during our first two webinars

Vienna's Golden Age and the Holocaust in Austria



Paul Miller

Associate Professor of History,
McDaniel College



Elizabeth Anthony

Jack, Joseph and Morton Mandel Center
for Advanced Holocaust Studies
United States Holocaust Memorial Museum



Terezina Barac

Guide, Mauthausen Memorial
Education Team



Edward Serotta

Founder and Director,
Centropa

Holding a webinar is one thing. Creating an engaging program that teachers enjoy and learn from is something else. Judging by the responses we received, we accomplished our goal, thanks to our speakers.

Paul Miller received his doctorate for his study of the French left in the years before the First World War, edited an academic journal for the US Holocaust Memorial Museum, and in more recent years has focused on the Yugoslav wars of the 1990s. Paul is about to publish a new book on the assassination of the Austrian Archduke Franz Ferdinand, and brought that story to life for our participants.

Terezina Barac is on the education team at the Mauthausen Memorial and has spent the past few years working alongside teachers and students who visit this infamous concentration camp. During her presentation, Terezina told us about those school classes that visit the memorial site and how she and her colleagues create programming and educational tools for teachers in a half dozen surrounding countries.

Elizabeth Anthony, Director, Visiting Scholar Programs at the US Holocaust Memorial Museum in Washington, received her PhD from Clark University and her area of expertise is Viennese Jews who chose to return to the city of their birth after the Holocaust. Participants were fascinated with Betsy's research, much of which she did in Vienna, speaking at length with Centropa's Viennese interviewees.

Edward Serotta is Centropa's director. Ed has lived in Vienna since 1997 and founded Centropa in order to preserve the life stories of those elderly Jews he was meeting here. He has written much on Vienna, its Golden Age, and its Jews. Working with Roman Domnich, Ed has recently produced a 45-minute documentary film on Jews in Vienna for our Virtual Summer Academy.

Third webinar

Presentations by teachers and students

We have long held the belief that no one teaches a teacher better than another teacher, simply because classroom teachers know better than anyone else what gets through to teenagers and how to present it to them. That's why our teachers' seminars during the school year are tailor-made for brainstorming sessions, where teachers from different backgrounds, who specialize in different subjects, share classroom-tested lesson plans.

During our Virtual Summer Academy, we had four of our top classroom teachers: two Americans, an Israeli, and a Serb all share projects that worked best for their students. All four have attended our seminars, workshops, and summer programs.



Brittany Brown teaches 8th grade English Language Arts in Jamestown, NC. She presented The Courageous People Project: students in different countries explore values exhibited by Righteous Gentiles in Centropa's films, do a project on people they admire, and send their projects to one another.



Liz Good, teaches 8th grade at Buist Academy in Charleston, SC. She presented a distance-learning lesson created during the pandemic that uses Centropa's film, *Survival in Sarajevo* that explores the statement, "In times of social crisis, people seek meaning and value in life through expression."



Lowell Blackman teaches English literature and language arts to English Speakers at Atid HS of Sciences in Israel. At the Virtual Summer Academy, he showed teachers multiple ways to use Centropa's interviews, photographs, and short multimedia films, from one-day lessons to multilayered projects.



Siniša Vukadinović teaches Geography at the First and Tenth Belgrade High Schools. At the Virtual Summer Academy, Siniša presented his migrations project, a cross-cultural learning experience in which Serbian and US students explore prejudice about immigrants and research their own family stories of migration.

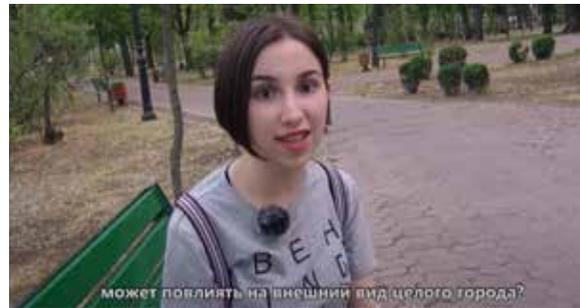
Students' presentations

From Poland



Thirteen-year-old Jan, who lives in Lublin, used our Polish database—in English!—and found a biography of a woman who lived in his city. Jan created a graphic novel and showed his classmates how to create their own.

From Moldova



About this project
 Project by: Valeria Rosior, Alisa Sadovnicov
 Produced by: Ilia Vivici
 Teacher: Svetlana Kostetskaia
 School: Liceul Teatral Chisinau, Moldova
 Music by: blancfor.ms
 This project was part of the “5. International Trans.History Youth Competition”



Three students from a high school in Chisinau (Kishinev) made their own video tour—entirely in English!—of buildings in their city built by Jewish architects.

From the US



Caleb Davenport, an eighth grader from Charleston, SC, presented his winning Milton Wolf Prize project, “Resources for Charleston Area Foster Care Families.”

The Milton Wolf Prize civics competition asks students to identify a community problem, research how local organizations are addressing it, create a visual presentation, and educate others about the problem—empowering students to make a difference in their communities.

Pre- and post seminar sessions

For those teachers who want to bring the world to their students—too many of whom will be learning virtually for a while—we created a platform for them to brainstorm with each other and form partnerships.

Sixty-seven teachers from thirteen countries participated in our two-week Border Jumping Program, mentored by eight veteran Centropa teachers from six countries who have already carried out cross-cultural projects. These sixty-seven educators spent two weeks designing cross-cultural projects in international groups of two or three, and in the concluding session they shared their ideas in small Zoom breakout rooms. By the time you read this, their students will already be cooperating and creating projects together.

“The opportunity to build a friendship with a teacher from another country was truly the best part. We have enjoyed sharing our cultures with each other. I believe we will continue to have a friendship and will continue to collaborate with each other.”

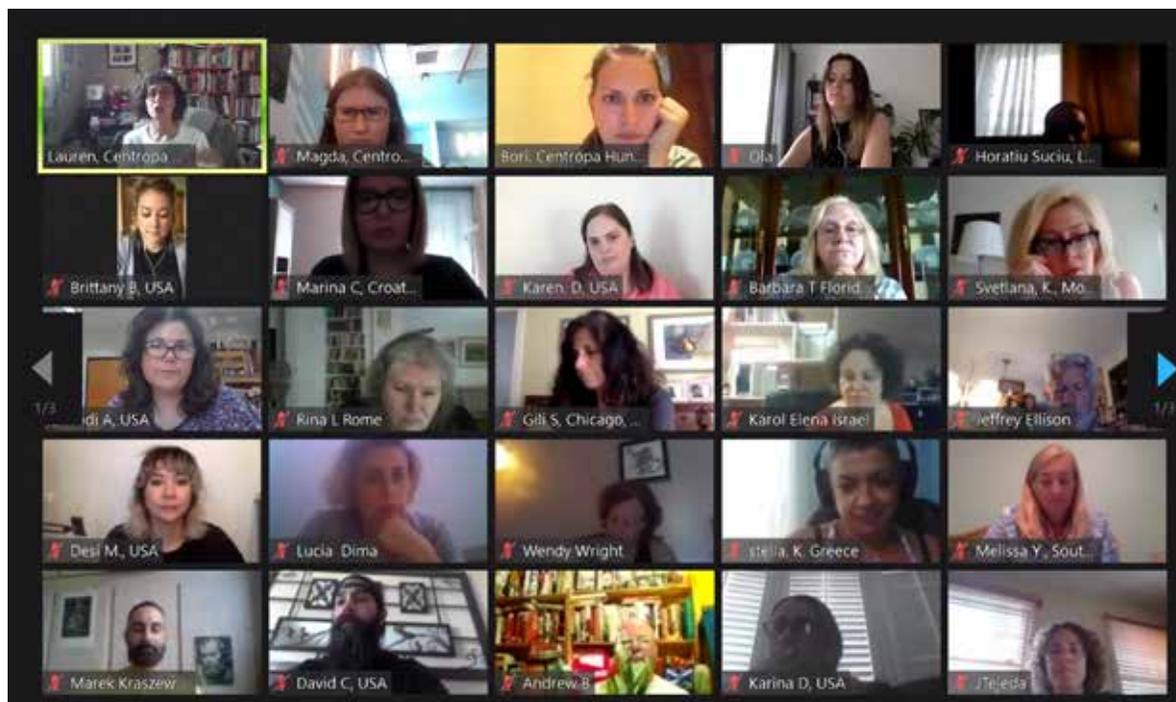
JODI AKER, RALEIGH, NC, USA

“The most meaningful part of the BJP for me was learning how to use resources effectively, the spectrum of different activities based on Centropa resources, especially films. We learned how to collaborate and work as a team with colleagues from different corners of the globe. This was an amazing experience, and working in breakout rooms was quite a challenge!”

NATALIIA KRAT, HADIACH, UKRAINE

“For me, the most important part of the Border Jumping Program was hearing about the projects other teachers created and how they used the materials. It provided SO many great ideas.”

RACHAEL KELLY, BOCA RATON, FL



A global roadmap to broaden young minds

Centropa's Border Jumping Program

Here's how we brought 67 teachers together before, during, and after our Virtual Centropa Summer Academy

2 July 2020:

Teachers who signed up meet each other on Zoom and get to know our 8 mentors (veteran teachers who have been using Centropa for years in their classrooms)

6-8 July 2020:

Border Jumping Teachers take part in our Virtual Summer Academy webinars, with teachers from 25 countries

9-14 July 2020:

Working in their small groups, teachers design lessons and projects that will bring together their students from different countries

15 July 2020:

final presentations made on Zoom where each group presents the lesson plan they'll bring to their students in the fall

June 2021

Centropa publishes results of the Border Jumping programs on our website so teachers everywhere can use them in their classrooms

September 2020

through May 2021, Border Jumping Program participants will teach their lessons, documenting their progress through photographs, video, and student feedback, and share their results with the other teachers in the program

After our Summer Academy and into the school year
now that we've opened minds and touched hearts,
here's what teachers will bring to their students



A website and film on the Kindertransport

When it comes to presenting the Holocaust in class, teachers know which tools, which stories, work best with their students. And the story of the Kindertransport—when the British government allowed 10,000 Jewish children from Nazi Germany, German-occupied Bohemia, and German-occupied Austria to find refuge there (so long as they came unescorted)—is one of the most powerful in their arsenal. That is why, thanks to the Claims Conference, we were able to screen a film we made that asks a dozen 90-year-old Kindertransport refugees to share stories of what it was like to leave their parents.



Vienna's Jewish history, made available in a downloadable version for our teachers



All teachers who took part in our webinar are entitled to receive a hard copy of the newest edition of *The Vienna Jewish Sourcebook*, which is filled with personal stories, essays, and significant figures in Austrian history (Jewish and non-Jewish), timelines, even book recommendations.

Since many of our teachers want to use the contents of this book with their students, but don't want to order dozens of copies, we have made an online edition so they can share the entire book, digitally, chapter by chapter.



A documentary film on Vienna, its Jews, the Holocaust



Since the teachers who took part in our webinars couldn't come to Vienna this summer—nor could the hundreds of other teachers in our network—we produced a documentary film that will bring Vienna to them, and to you. Shot and edited by Roman Domnich, Centropa's director, Edward Serotta, accompanies our viewers through the once-imperial city, starting with the Military Museum where the car of the ill-fated Archduke Franz Ferdinand is on display, to the Belvedere Museum, where he once lived.

After the First World War, the Belvedere became a museum, and that is where Gustav Klimt's dazzling portrait of Adele Bloch-Bauer spent decades. Ed interviews E Randol Schoenberg, the lawyer who fought the Austrian government to return the painting to the Jewish family who once owned it. We also travel to the concentration camp of Mauthausen, and discuss Austria's restitution policy, and her own family's painful history, with Hannah Lessing of the Austrian National Fund.





Lesson Plans

Classroom tested lesson plans
for you to use

We know these lesson plans work because Centropa teachers—just like you—have used them.

As teachers, many of us abide by the rule, “any good idea that’s not nailed down is mine!” And with that in mind, we have some great projects to share with to you, all of which Centropa teachers have used in class, and found that they have turned the lights on in their kids’ eyes, gotten those hands raised, and sent them running to create their own projects.



The Together Project

In this multi-tiered, cross-cultural project, students explore similarities in each of their cultures, and differences about them, and in the process learn about the another, about themselves in their own cultures, and about themselves in other cultures. Discussions via Skype and LinkedIn allow them to share what they are learning and their insights.

<https://www.centropa.org/education/publications/together-project>

About the teachers:
Jeff Elbert teaches History in a private Jewish school in Chicago, Bronka Dimauskauskas teaches History and civics in a public school in Skopje, Mark Masekela

