



Berlin 2019
THE 13TH CENTROPA SUMMER ACADEMY

“Centropa is unique in that it creates a community that exists after the program. In addition, ALL of the Holocaust training seminars that I have attended only focused on teaching the Holocaust exclusively, where Centropa focuses with a wider lens on the human stories before, during, and after the Holocaust. I also felt that... the focus was on connecting students in a real way to the past, to history, and the world we live in today.”

Talli Dippold, Teacher Trainer, Charlotte, NC, USA

“Berlin – until I came on your summer program, this was one of the deadliest names of the 20th Century: the Nazis, the cradle of evil, the battle of Berlin, the great rise and tragic destruction of German Jewry. I don’t suppose any Israeli, or any Jew for that matter, doesn’t think of these things when even considering a trip to Berlin. But then, after seven days of learning, listening to other teachers’ points of view, engaging with historians and journalists for major newspapers, and standing in the very places where history happened, it turned into a breathtaking combination. And it’s not one you can let go of.”

Amos Raban, History, Tel Aviv, Israel



Introduction

All during the school year, in the United States, Europe, and Israel, Centropa’s educational teams work with our coordinators to conduct teachers’ seminars and workshops. While we bring in historians for a lecture or two, most of the time is spent digging into our database of family stories, watching our award-winning multimedia films set in a dozen different countries and planning how to use them in class, and discussing with one another how best to use the exhibitions now traveling through most of their countries.

By creating opportunities for teachers to write lesson plans together and stay in touch during the school year, we build sustainability in countries like Poland, North Macedonia, Ukraine, and Israel, as well as in the seven areas we concentrate on in the US.

We read the lesson plans they design and use in class, study the online forms their students fill out, and then we choose around seventy of the most innovative and creative teachers from three continents and invite them to our annual summer academies.

The very idea of bringing teachers from inner city Newark, Hispanic neighborhoods in Houston and Los Angeles, and farm towns in the Carolinas is one thing. But bringing them together with teachers from Israeli development towns, big cities in Hungary and Ukraine, farming towns in Serbia and North Macedonia, and former shtetls in Poland and Lithuania creates synergies and develops peer-to-peer networks that jump over borders and transcend boundaries of every type.

That is precisely what we have been doing since 2007. Well more than 850 teachers from 20 countries have taken part in our summer programs and, every year, Hungarian and Israeli students, North Carolina and Moldovan students, Florida and Serbian students, share videos and class projects with each other.

That is one of the goals we all want to see in education: walls coming down, bridges being extended, borders crossed, differences discussed and then appreciated. In this polarized world we live in today, such exchanges are more important than ever.

Try as you might, you can’t successfully connect teachers long distance, even with the remarkable tools of the Internet. For that initial visit, you need that face-to-face personal contact, to introduce one impassioned teacher to another and create opportunities for them to work side by side. And when you do that in the great and historic cities of Europe, teachers collaborate on lesson plans and cross-cultural projects that bring history to life and that they can draw on for years to come.

That is why we bring our teachers to cities such as Sarajevo, Belgrade, Budapest, Prague, Krakow, Warsaw, Vienna, and Berlin. That is what we did for seven days in Berlin in July 2019, and this report highlights what we experienced, and what our teachers said about it.

“The most significant thing I learned is that preserving the memory of the Holocaust and preserving the memory of Europe’s Jewish communities destroyed by the Nazi regime is very important to people living in those countries where Jews lived—and not only to Jewish people or Israelis who visit there. The thought that there are teachers in these countries who decide to study and teach the subject on their own, even if it is outside their curriculum, gives me hope that the world is going to be a much better place.”

Ayelet Drori, History, Tel Aviv, Israel



Panel with Alice Alexander, Eli Abt, Kurt Marx and Tania Barnett, moderated by Michael Newman, Association of Jewish Refugees

FRIEDRICH
EBERT
STIFTUNG

FRIEDRICH
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STIFTUNG



Part one: discovering history and writing lesson plans on the spot



The Berlin City Search



Jewish Berlin



Third Reich Berlin



Cold War Berlin

At Centropa, the city is our classroom, especially when that city is Berlin, where the 20th century played itself out as in no other city in the world. That is why during our seven days in Berlin we presented a layered approach to learning history, weaving together the story of the 20th century in ways teachers can relate to and use the very day they walk back into their classrooms.

We will show you in the next few pages how we traveled back to 20th century Jewish Berlin as we walked through the Jewish quarter while reading Centropa's interviews about life on those very streets. We studied the Third Reich and Second World War by visiting historical sites and engaging with historians. And Cold War history became real as we stood next to remnants of the Berlin Wall and Checkpoint Charlie while hearing stories of life in East Berlin from people who were there.

All during these visits, as our teachers snap their own pictures, write their lesson plans and then they have something unique they can share with their students. And when a teacher writes their own lesson plan, you can be sure they will use it year after year. Which is how we build sustainability in 15 countries.

The Berlin City Search: getting to know the city, getting to know how others teach history



Question: *What did the US Army write on its sign at Checkpoint Charlie?*

Answer: *You are entering the American sector. Carrying weapons is forbidden. Obey traffic rules.*



Question: *where is the statue of Karl Marx and Friedrich Engels?*

Answer: *next to the former East German parliament, which has since been torn down*



Question: *take a picture of the stairway in the U-bahn station of Hausvogteiplatz and tell us why this place is important.*

Answer: *used to be the former garment district of Berlin and the names of Jewish merchants are printed on the stairs*



Question: *What happened at Bebelplatz and when?*

Answer: *Joseph Goebbels called for books written by Jews and other enemies of the Third Reich to be burned, 10 May, 1933.*

Because Berlin is so large, and because each quarter tells a different chapter of its history, we divided our teachers into separate groups and gave them an assignment: go to some of Berlin's most famous sites and find a plaque, statue, or doorway, photograph it, and tell us and tell us the historical significance of this place. What did we accomplish? Our teachers actively learned about the city of Berlin through their discovery of its streets and sites, they got to know one another by having to navigate from Alexanderplatz to the Anhalter Bahnhof, and they returned home with a teaching idea they can replicate with their students in their towns.

"Exploring historical sites in Berlin's city search gave me the idea to organize something like this in working with my students (for example, finding places in our city related to the life of a Jewish family). There are many places in Novi Sad related to Jewish life and I will organize a walking tour through Jewish Novi Sad." *Dragana Benic, History, Novi Sad, Serbia*

"I absolutely loved the Berlin City Search!!!! It was great to interact with the other CSA teachers and find our way through Berlin. As I walked the city on my own, I found places that seemed to be important, but I didn't know the meaning. During the City Search, I learned about those places and their importance." *Maria Zelaya, Spanish, Gainesville, FL, USA*

Jewish Berlin: the history of a devastated Jewish community



In 1743, a 14-year-old Jewish lad from Dessau was given permission to enter Berlin. By the time he died in 1786, age 56, he was the most famous Jew in the world, a renowned philosopher, and his name was Moses Mendelssohn. It was Mendelssohn who told his co-religionists that they can maintain their Judaism at home and in the synagogue while joining in the greater world around them, and during the 1800s, and into the 1900s, German Jewry—and Berlin's Jewish community in particular—grew in numbers and prestige. By the turn of the 20th century, this was the largest and most important Jewish community in the world. A community that would not last another forty years.

During our walking tour of Berlin's Jewish quarter, where almost no Jews live today, we visited Mendelssohn's grave, the great synagogue on Oranienburgerstrasse, as well as the home of Regina Jonas, the first woman rabbi in the world, who was completely forgotten after her death during the Holocaust, until a researcher stumbled upon her file in an East German archive in 1991 and brought it to the world's attention.

Berlin's Jewish quarter, now awash in Asian restaurants, hipster cafés, and artisanal bakeries, has only muted Jewish sites to show, but our expert guides—who we have worked with for years—helped bring the story of German Jewry to life.

"I loved walking through the same locations [in the old Berlin Jewish quarter] of this couple [whose Centropa interview excerpts we read along the way], as it allowed me to imagine what their lives were like through what they may have seen and experienced. Weaving the readings of their interview excerpts as we walked was a beautiful idea." *Julie Drake, Filmmaking, Los Angeles, CA, USA*





Third Reich Berlin: the Holocaust and the Third Reich in six site visits

In Berlin, one can stand in the rooms where history happened, and in front of buildings where unspeakable horrors took place. And, for anyone teaching 20th century history, that is an incomparable experience. That is why we divide our tour of Third Reich Berlin into specific visits, each adding to the knowledge and weight of what we had seen before it.

Site nr. 1: The Topography of Terror: the horrors unleashed



Once the Nazi Party seized the reins of power in 1933, the Gestapo moved into its headquarters on Wilhelmstrasse and Heinrich Himmler, Reinhard Heydrich, and their subordinates moved in. Within weeks, SS uniformed soldiers began street patrols with regular Berlin policemen and then branched out from there. Over the next twelve years, the Gestapo conducted crimes that defy human imagination. Although their headquarters were bombed into ruin, The Topography of Terror was built on that site and its exhibition takes visitors through the Gestapo's crimes.



“When you teach the Holocaust, it is so important to know what happened in each place, because every site in Berlin signifies a different stage of this unspeakable crime. The Topography of Terror is almost overwhelming, but it tells the story of the SS in ways I could understand: how they took control of even the police in German cities, and the horrors they inflicted afterwards.” *Ettie Abraham, English, Kfar Saba, Israel.*

Site nr. 2: The Wannsee Villa: ground zero for the final solution



On 10 May 1940, German troops swept through and occupied the low countries and France. Denmark and Norway also fell. Then on 22 June 1941, German troops took the three Baltic states and were marching across the Soviet Union. SS and Wehrmacht troops had been taking Jews out into the forests and next to ravines in cities like Rivne, Kyiv, and Kharkiv and shooting hundreds upon hundreds of thousands—from babies to grandparents. On 20 January 1942, Reinhard Heydrich, Heinrich Himmler's deputy in the Gestapo, called a meeting in a stately villa at Am Wannsee 52, just outside Berlin, for 15 German government officials (eight of whom held PhDs), so they could review the plans to systematically murder every Jew in Europe.

The concentration camps on German soil would not be where these deeds would be carried out; that would happen in German-occupied Poland. The first of the death camps—Sobibor, Treblinka, Belzec, Majdanek and



Chelmno—would go into operation a few months later, and their gas chambers would destroy the lives of over three million Jews. All while the shootings went on in the Baltics, Belarus, Russia, and Ukraine.

Our participants spent a morning in the museum where the Wannsee Conference took place, engaging with their expert curators and discussing what was said at that infamous meeting, who said it, and what the results of their meeting were.

“To learn that Eichmann actually obfuscated what was said around the table that day in 1942 and used euphemisms like ‘final solution’ and ‘evacuation’ when he wrote up his protocol was beyond awful, and of course, fascinating. The professionals at Wannsee gave us much to think about and use with our students.”

Name withheld by teacher's request, Ukraine

Site nr. 3: The German-Russian Museum: Nazi Germany's unconditional surrender



Another villa, around 15 miles away from Wannsee in eastern Berlin, tells the bookended story. Just as Napoleon knew his Grande Armée could easily subdue Russia's military, so Adolf Hitler felt about the mighty Wehrmacht. But he was wrong. After General Paulus and his Sixth Army were surrounded and destroyed at Stalingrad in January 1943, Joseph Stalin's armies gained in strength and determination, beginning their inexorable westward march until Soviet troops took Berlin in May 1945.

The German-Russian Museum is housed in the building where German Field Marshal Wilhelm Keitel surrendered his troops to Soviet Commander Marshall Zhukov on 9 May 1945, and this museum tells the story of the Second World War through an exhibition curated by both German and Russian historians.

"I still cannot believe that I visited the building where the act of unconditional surrender by Nazi Germany was signed. This is a very important experience for me. My grandfather went to the front in the early days of the Nazi German attack on the Soviet Union and went missing near Poltava in August 1941. And for me, his granddaughter, it was very important to visit the place where the Second World War ended."

Marina Konstantinova, Jewish studies, Odessa, Ukraine

Site nr. 4: The Soviet War Memorial: commemorating Soviet war dead on a massive scale



Monumental. There is no other word to describe the memorial built under Stalin's orders to commemorate the battle for Berlin, where hundreds of thousands of Soviet soldiers fought street by street, house by house, room by room. Adolf Hitler's troops had murdered an untold number of Soviet citizens (including millions of Jews) between 1941 and 1943, then locked Soviet prisoners-of-war in camps where most of them starved to death. That meant that, by 1945, when the first Soviet soldier put his boot on German soil, they were ripe for revenge. Mischa Gabowitsch, a sociologist and historian at the Einstein Forum Potsdam, who specializes on the memory and commemoration of the Second World War, spoke about the history of Berlin's Soviet War Memorials in general, and the backstory behind this enormous memorial, in particular.

*"What I can't let go of from visiting the Soviet War Memorial is how my perspective shifted. With this one visit, I became aware of my own bias, and now I know how I will integrate this new information with my prior beliefs."
Andrew Schuh, English, Newark, NJ, USA*

Site nr. 5: The Memorial to the Murdered Jews of Europe and its Information Centre: one of the most effective Holocaust sites we know



This enormous memorial space stands in the very center of Berlin and consists of 2,711 “stelae” of varying heights planted on a rolling, cobblestone field that takes up two full city blocks. Just walking through this Peter Eisenman-designed space makes for a haunting, evocative experience, but it is below ground that is far more powerful: the Information Center of the Memorial.

Here our teachers found a timeline of the crimes of Nazi Germany in one room, letters and postcards written by those about to be murdered in a second, and then a room quite unlike any other we’ve seen. In a large darkened hall, each country is represented by a single family—at a picnic, at work, in school—and then we see in other pictures what fate befell each of them.

This is the Holocaust told in minimalist fashion and only through searing personal stories that no visitor will forget. Since Centropa’s interview archive is also based on individual stories, our teachers readily made the connection between the power of this Holocaust memorial and the impact of using Centropa’s personal stories in their classrooms.

“I learned more facts and information about the war and about specific Jewish communities. It was really hard to read letters from Jewish people in Auschwitz - to their families. The experience was emotionally very hard but also a very teaching one - as it provided us different ways to show information - pictures, letters, audio, movies etc. The reflection was very important as it provided us a way to absorb what we’ve seen and learned, and also to learn from other teachers’ experience.”

Michal Pozin-Gabai, Jewish Studies, Ness Ziona, Israel

Site nr. 6: The streets of Berlin, where the commemorations to the victims of the Third Reich are at your feet, on the walls, and above your head



No city in Europe has as many monuments, memorials, statues, and plaques dedicated to the Holocaust as Berlin. And considering this was, after all, *le ventre de la bete*—the womb of the beast—that is as it should be.

On Rosenstrasse, a haunting group of statues recall an incident in March 1943, at a city prison. Jewish men married to Christian women had been arrested and were about to be deported. But their wives gathered in front of the prison, protested, and the Nazis backed down. It was unprecedented, and it worked. The men were set free.

Across town in Schoeneberg, signs with Nazi laws are hung on lamp posts - laws that forbade Jews to own radios, use public libraries, use telephones, attend public school, own pets, or work as doctors for non-Jews. And on

the back of each sign is an image representing that law: a radio, a book, a telephone dial, a slate, a cat, a thermometer.

Throughout Berlin—and all over the rest of Germany, Hungary, Austria, and six other countries—one now finds ‘stumbling stones,’ Stolpersteine in German. These are brass plaques placed in front of the homes and apartment houses where Jews, who were taken away and murdered, once lived. Each plaque identifies the name of the resident, their birth date, the date of deportation, where they were deported to, where they perished, and, if known, the year they were killed.

Cold War Berlin: the 40 year aftermath and a divided Europe



Of the 850 teachers from 19 countries who have attended our summer programs, well more than 75% teach history or social studies. And while most of those turn to us for Holocaust educational programs, we know that they also teach the Cold War, which is why we visit the very sites where the Cold War came to its dramatic head: Checkpoint Charlie, as well as the bridge on Bornholmer Strasse where East Germans streamed across that night of 9 November 1989.

Fabian Ruehle, Centropa's Director for European Educational Programs (and our liaison to German government ministries and foundations), told us about his experiences when his family immigrated to West Berlin shortly before the Wall fell. When asked what it was like for him on November 9, he said, "Awful! My grandmother moved over from East Berlin and moved into my bedroom!"



"In Israel, there simply is no teaching about the fall of the wall, and very little about the Cold War (only as part of the UN vote in November), but after visiting the places I have no doubt that as a history teacher I will devote a few lessons to this subject."
Adi Vayngarten, History, Rishon Lezion, Israel

"This may sound odd to outsiders, but when my students and I are in Berlin we normally don't visit these places. But I changed my mind today! Absolutely worth going to these sites and I have already told my colleagues we're going to add these places to our Berlin visits."
Markus Freundorfer, History, Rosenheim, Germany



9. November 1989 // Foto Wolfgang Sunderhauf, Umbruch Bildarchiv



Part two: the children who escaped the fate the Nazis had planned for them – the Kindertransport

Berlin's Anhalter Bahnhof is now a ruin, but this was the station where, in 1938 and 1939, scores of Jewish parents brought their children, handed them over to chaperones, and watched them depart for the two-day train journey that would bring them to England and safety, on what became known as the Kindertransport. The children, of course, had no idea the danger their families were in. Generally, parents told their children they were going on a fun adventure and their parents would come and join them soon. In most cases, that never happened. Very few German, Austrian, or Czech Jewish parents would be allowed into England to join their children and America's doors were firmly locked. Of those Jews who remained behind in Europe, very few survived.

During our Summer Academy, we stood in front of the Anhalter Bahnhof and read from a half dozen Centropa interviews in which people like Lilli Tauber, Hannah Fischer, and Kitty Suschny recalled what it was like waving goodbye to their parents. It was only while watching newsreel footage in theatres in London in the 1940s that it occurred to them, as Lilli Tauber told us, "that I would never see my parents again. And in that cinema, in the dark, I began to cry for them for the first, but not the last, time."

After the readings in the Anhalter Bahnhof the Friedrich Ebert Foundation hosted what we prove to be the most moving part of our Summer Academy. That's where we met three Kindertransport refugees, all born in Germany, and all of whom left for England in 1939. The Association of Jewish Refugees in London asked the German Embassy there to underwrite the trip, which they did, and AJR's director, Michael Newman, accompanied our three "Kinder" guests. Eli Abt, at 90, is still a practicing architect. Alice Alexander, now 94, worked as a marketing executive well into her 70s. And Kurt Marx, 94, specialized in polishing diamonds. Together with the Kinder, we watched a short film Centropa made in London for the Claims Conference and AJR. In this short film, a dozen elderly Jews from Vienna,

Innsbruck, Prague, Nuremberg, Cologne and Breslau told of their journey and what it was like starting life over in a land where they knew not a single soul, where they couldn't even speak the language.

All of our teachers were greatly moved by this film, but it hit our Americans especially hard, because many of them teach in schools whose students can tell exactly that same story. In other words, the story of the Holocaust has become especially relevant to our Hispanic-American teenagers.

Meeting Eli, Alice, and Kurt turned out to be the single most powerful part of our summer program, as we learned through quotes like those below, on p.20.





Eli Abt

“My father had taken me to a park not long after we found each other in England. It was a miracle that he got out of Germany, and as he sat there with me, he began with, ‘Now Eli, I’m afraid we’re probably never going to see your mother and brother again.’ And before I even had time to react, my brother and mother were walking toward us. Somehow, they had gotten out. And if there’s one thing I can tell you, it’s this: hold your family close. They really are all you’ve got.”



Kurt Marx

“The very next day after Kristallnacht, the director of our Jewish school in Cologne decided he wanted to set up our school in England. And two weeks later, 20 of us boys left together. I thought my parents would join me. I thought our director and the other kids would follow behind us. But they didn’t. In 1942, the other boys, my parents, and the director of our school were all sent away to be murdered.”



Alice Alexander

“We were living in Mannheim, and the restrictions got worse and worse. I remember in March 1939, my teacher, Mr Kälbermann, hung himself at home and, after that, my parents rushed to find me a place on a Kindertransport. I left in May, actually carrying a laundry basket of my possessions. My sister and parents tried so hard to get out, but they just couldn’t. They were sent to a labor camp in France, then another one, and finally to Auschwitz. Before I left Mannheim, there were 2,200 Jews living there. I’m told that only 15 of us survived the war.”

“WOW. I don’t even know where to begin. This was so powerful, and I still feel so lucky I was able to meet the Kinder and hear directly from them. As a history teacher my main goal for my students is that knowledge of the past informs them to be compassionate and engaged civilians in the present and this experience and the stories of the Kindertransport will be the foundation of how I approach the current state of affairs in the US with my students.” *Taylor Stern, History, Los Angeles, CA, USA*

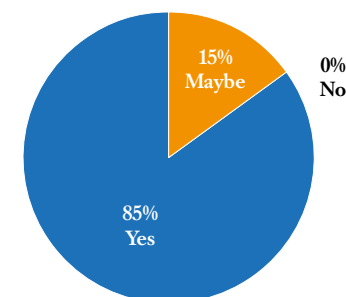
“Every teacher attending your summer program would agree that meeting the Kindertransport survivors was the most unforgettable experience that week. I really wish everyone had the opportunity to talk to Holocaust survivors, as the wisdom these people have is not something we can reproduce. I will be forever grateful to Centropa for providing us this

opportunity. But I have to say I was so very moved by the film you made in tribute to them. Please make sure we can use it, and I would be glad to create subtitles in Hungarian for it.” *Eszter Minich, English, Budapest, Hungary*

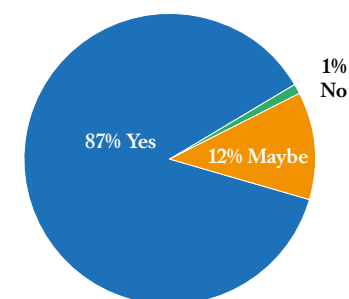
“Meeting Eli Abt, Alice Alexander, and Kurt Marx was the most important part of your entire program. No book, no text can make up for meeting people who can give their first-hand experience. But your film conveys this story beautifully because you tell it without narration and only through the personal stories of ten-year-old children who were put on trains and sent away by their parents. I am quite sure this is a film hundreds of teachers in Germany would gladly use.” *Name withheld by teacher’s request, Germany*

- The session was the highlight of the Summer Academy: **97%** of the teachers said the session was “absolutely useful” – the highest rating of all seminar programs and activities;
- Several teachers pointed out that they did not know about the Kindertransport at all before the Centropa Summer Academy, and this applies to Americans, Europeans, and Israelis;
- **96%** said they found the Kindertransport film described above as “absolutely useful” – no other film we showed in Berlin received such a rating;
- **85%** said they will use the new Centropa Kindertransport website (see chart) although most of them, in their comments, urged us to develop it in other languages;
- **87%** said they would show the Kindertransport film in their classes if it can be made available with subtitles in their language (see chart).

Will you be able to use the new Centropa Kindertransport website?



If we can bring you the Kindertransport film with subtitles in your language, would you use it in class?



Part three: learning from and engaging with journalists, historians, civil society NGOs, and diplomats

Teachers love learning as much as they love teaching, and that is why at every Centropa Summer Academy we bring in journalists and historians to speak on current issues. In Berlin this year, we asked four experts to speak about how Germany is handling immigration, where it is succeeding and where it isn't, and how the immigration issue has given rise to the extreme right in German politics.



Pictured are Thomas Greven, a political scientist at the Free University of Berlin; Kate Brady, a reporter for Deutsche Welle; Luisa Beck of The Washington Post; and Guy Chazan, Bureau Chief of The Financial Times.

“The journalists’ panel on immigration was excellent. The panelists were experts and insightful. This session was surprisingly one of my favorites because of how relevant immigration is today, as it was back then, and my lightbulb went off.” *Megan Kelly, Social Studies, Houston, TX, USA*



“The panel [about immigration in Germany] was effective in showing both sides of the German immigration debate. ...I’m not sure how I will integrate this into my curriculum, but I feel more informed for the impromptu discussions about immigration that inevitably happen in my classroom.” *Mark Hoffman, History, Mountain Lakes, NJ, USA*



Above left: Katja Plate of the Konrad Adenauer Foundation, who challenged our participants to reach outside their comfort zones as educators and learn more about the way teachers in other countries teach the same subjects. Sophia Schmitz, pictured top center, spoke about the Stolpersteine project in Berlin. Karina Häuslmeier, top right, works in the German Foreign Office in the department responsible for supporting Jewish and Holocaust-related issues and talked about Germany's commitment to this issue.

Below left: Michele Auga of the Friedrich Ebert Foundation, presented the challenges facing social democracies in Europe and the rest of the world. On the bottom right, Dr Carmen Smiatacz, who works for the Institute for German Jewry in Hamburg, spoke about programs she and her team bring to schools throughout the region to involve students in interactive learning. The photo in the center shows our teachers responding to Carmen's presentation.

Part four: providing teachers with the content they need, and the colleagues they want to work with

“Teaching isn’t an easy career. That’s why spending time with other teachers and an organization that is so supportive is inspiring and restorative. What I love is that I can build up a network of like-minded teachers and then find all the content we need to build a project on the Centropa website. Even though the content is often difficult and sometimes heartbreaking, Centropa reminds me about how important a teacher’s role is in civil society.” *Brittany Brown, English, Jamestown, NC, USA*



Centropa knows that to be effective with teachers we need to be two things at once: first, a content provider. We produce films, create exhibitions, publish books, and develop websites and apps, all based on the interviews we conducted. In the photo in the top row, left, our teachers are watching a film we made after interviewing Rosa Rosenstein, who was married in a synagogue only three blocks from where we were watching it. On the right, Summer Academy participants are exploring the 300-page Centropa German Jewish Source Book, a compendium of personal stories, essays, important dates and names that matter, and even walking tours of Berlin. Books like this—and we have published similar volumes for Hungary, the Czech Republic, the Balkans, Poland, and Lithuania—are treasure troves that teachers, and the general public, love to own.



The other thing that makes us so effective is we convene teachers. Here we see teachers from Austria, Israel, and the United States, reviewing the Rosa Rosenstein biography and deciding how best to use it in class.

Every Centropa Summer Academy offers teachers electives so that during our seven days, they can work in groups to bone up on subjects such as teaching the Holocaust in the 21st century, how to tell a story through digital storytelling, and the Cold War. Working with teachers from other countries means they share best practices and design lesson plans together, forming partnerships they use to develop cross-cultural projects for their students for the coming school year.

“We agreed to cooperate with colleagues from America. I expect that at the beginning of September we will connect through a closed Facebook group. I expect to do something with Drew from Newark. We also had a meeting of the teachers working the Balkans. As you know, we don’t often meet these days, and you linked us, that’s the most important thing. Now it’s up to us to do something.”

Marta Miskovic, Teacher Trainer, Krusevac, Serbia

“I talked with Magdalena Ploszaj from Poland who is working in Auschwitz, and we had an idea about a joint project, a workshop there and in North Macedonia. We first thought of it as a teacher training project, but we also want to continue with students.”

Hristina Miteva Tanaskoska, English, Kochani, North Macedonia

“The elective I chose was incredible! I walked away with an entirely new skill set—digital storytelling—and the ability to share my new skills with students and other individuals to create stories. I thought the session was perfect.”

Talli Drippold, Teacher Trainer, Charlotte, NC, USA

“I learned so many skills during my elective group sessions. I learned how to make a video, how to deal with challenges in that process, how to explore a story for my video, how to find appropriate photos and music. I learned from my elective teachers that every problem can be solved in that process and to have patience and not to panic at all.”

Jovana Pavlovic Azdejkovic, History, Krusevac, Serbia



Our veteran teachers' presentations



“I got the most out of the presentation given by Sinisa [from Serbia]. I really liked the idea of having students step into the mindset of a Kindertransport refugee and photograph their 15 most important possessions. This is an activity that I’m sure my students will enjoy since it’s very personal...it’s a great “hook” for a lesson involving the Kindertransport.”

David Castillo, English, Los Angeles, CA, USA

“Listening to Ettie’s presentation, I realized I can use Centropa films to teach poetry in my classroom as it offered me a different and more attractive perspective for my students. Through films you can help students awaken their historical conscience in a gentle way. At the same time, we use an emotional way to approach literature and linguistic teaching to make students active learners in the learning process rather than passively listening to an educator.”

Stefani Charikleia, History, Thessaloniki, Greece

“I like Khytt Lawrey’s idea: Creating a student film club. The biggest problem of modern schools is how to involve students in classroom activities. Everyone likes to make video! I have already modest experience with this, and it works. So, I plan to develop this type of activity and make with my students more videos about Jewish life in our town. I would like to do the project with Judith Nockemann (Germany). We will create short videos about the history and modern life of the Jewish community in both of our hometowns and present them to our students. The goal of the project is to motivate our students to be more active in Holocaust studies.”

Dmytro Bekas, History, Khmelnytsky, Ukraine

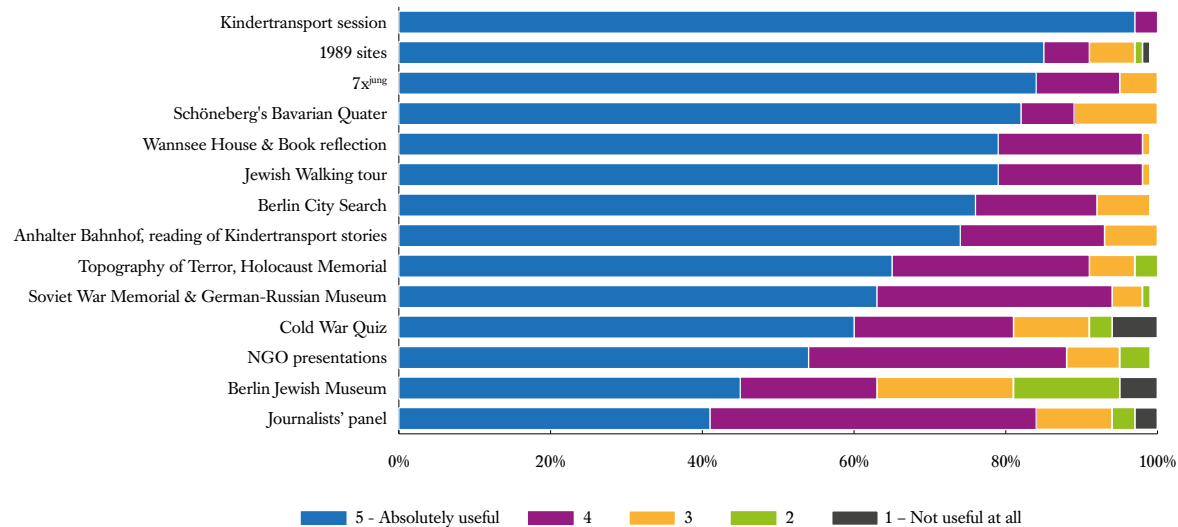


Part five: how our teachers rated their Summer Academy experiences

Participants evaluated the CSA activities very positively. In every case, at least two-thirds of the participants found each activity useful, and in most cases more than half of the teachers said they found each activity absolutely useful.

As mentioned earlier, the most successful event was the Kindertransport session, and it's notable that two of our optional Friday tours (Schöneberg's street signs and 7x^{jung} [a tolerance education workshop]) were in the top three.

Evaluation of sites and activities of the CSA



Jewish Walking Tour in the footsteps of Rosa Rosenstein and Hillel Kempler

- 79% absolutely useful, 19% found it useful (average: 4,7 on a 5-point scale)
- *“We got to places I would never have come myself.”*
- important that we bring in the pre-war perspective as teachers need this information
- the Regina Jonas story [the first woman rabbi in the world and who had been totally forgotten until 1991] and the Stolpersteine/Stumbling Stones were very popular
- visiting sites and reading stories connected to them brings history to life

Soviet War Memorial and German-Russian Museum

- 63% absolutely useful, 31% found it useful (average: 4,5 on a 5-point scale)
- teachers were amazed by the enormous size of the Soviet monument, as well as its symbolism
- allowed them the opportunity to reflect on and discuss propaganda
- positive feedback for our guide, Mischa Gabowitsch, a historian specializing in this theme

Anhalter Bahnhof, the train station from which children were sent on the Kindertransport, with the reading of Centropa stories

- 74% absolutely useful, 19% found it useful (average: 4,6 on a 5-point scale)
- personal stories give life to historic sites in ways no guide can do alone
- many teachers want to use their pictures of this site with their students in conjunction with the Centropa Kindertransport film and website
- teachers can imagine using the Kindertransport excerpts in class

Topography of Terror & Holocaust Memorial

- 65% absolutely useful, 26% found it useful (average: 4,5 on a 5-point scale)
- a lot of information could be learned from the Topography of Terror Museum, while the Memorial is more personal and touching

- teachers liked the fact that we organized a reflection session after these difficult visits
- the Topography of Terror was less popular: too overwhelming, too crowded, not interactive, a bit boring, really
- together, the two museums are too much to visit on the same day, too much to take in
- more time needed to visit each of these places but if it comes to one, the Information Center of the Holocaust Memorial and its exhibition was by far the most effective

House of the Wannsee Conference

- 79% absolutely useful, 19% found it useful (average: 4,8 on a 5-point scale)
- Wannsee:
 - *“It is amazing to see such a beautiful place was used to make such a horrendous decision.”* – most teachers pointed this out
 - impressive tour guides
 - a great deal of information learned

1989 sites: Place of 9 November 1989 / Bornholmer Strasse, Bernauer Strasse, and the “Palace of Tears”

- 85% absolutely useful, 6% found it useful (average: 4,7 on a 5-point scale)
- first-hand experience: *“this is where history took place”* – especially with additional personal information from Ed and Fabian
- teachers plan to use photos, personal stories and timeline with their students
- some teachers mentioned that they don’t teach the Cold War / 1989, but those who do found the visit very useful

Our major supporters this year



Lotto Foundation Berlin

Founded in 1974, the Lotto Foundation in Berlin promotes civic, medical, cultural, and social integration programs. From supporting museums and exhibitions, to environmental protection programs and handicapped access projects, the Lotto Foundation Berlin has injected over 2.5 billion euros into projects and programs that benefit Berlin and its visitors. In 2017, Lotto Foundation awarded over 55 million euros in grants, and it was through our Hamburg office, headed by Fabian Ruehle, that we explained how unique Centropa's teacher training program is, and how important it was that we hold it in Berlin. Lotto Stiftung Berlin's board of directors responded by awarding us our largest grant this summer.

The Konrad Adenauer Foundation



Konrad Adenauer (1876–1967) served as mayor of Cologne before the Nazis came to power, then became West Germany's first postwar Chancellor. He served from 1949 until 1963.

Adenauer stressed the importance of NATO and improved relations with France, all while West Germany developed into a prosperous and stable democracy. Adenauer was determined to make reparation payments to Israel, and well before Israel and West Germany had diplomatic relations (which began in 1965) he sent a delegation in 1951 to negotiate with representatives of Israel and Jewish organizations.

The Foundation that bears his name is a political think tank and an international institution that promotes democracy throughout the world and has 78 offices in 100 countries. KAS is a long-time supporter of Centropa, hosting us in Berlin and helping make our seminars possible in Hungary, the Balkans, Czech Republic, Greece, and other countries.



The Friedrich Ebert Foundation

Named for Weimar Germany's first democratically elected president, Friedrich Ebert (1871–1925) served from 1919 until his death in office in 1925.

It fell to Ebert and his government to accept the ruinous conditions of the Treaty of Versailles and Ebert served during Germany's most tumultuous years, surviving the Kapp putsch, workers' uprisings, and Adolf Hitler's aborted putsch in 1923.

The foundation bearing his name was established in 1925, making it the oldest of the German party-affiliated foundations. With headquarters in Bonn and Berlin, FES has offices and projects in over a hundred countries. The Ebert Foundation has been supporting and working closely with Centropa since our founding, in Germany, Poland, Hungary, Greece, the Balkans, the United States, and Romania.



The Conference on Jewish Material Claims Against Germany

Founded in 1951 as the official negotiating partner with Konrad Adenauer's government in West Germany in regards to reparation payments, the Claims Conference has continued to negotiate with all successive German governments, securing billions of dollars to date for Holocaust survivors and organizations that care for them.

The Claims Conference supports research, documentation, and education on the Holocaust and is Centropa's largest donor, first playing a critical role when we were interviewing elderly Jews in Central and Eastern Europe, and, since 2007, as a supporter of our Holocaust educational programs in the Balkans and throughout Central and Eastern Europe.



Auswärtiges Amt

The German Foreign Office

Established as the Auswärtiges Amt in Berlin in 1871 after Germany unified, the Foreign Office served the Empire and the Weimar Republic before being taken over by Nazi loyalists in 1933. While some German diplomats joined the resistance and paid with their lives, others went along with the mass murder of Europe's Jews. Re-established in Bonn in 1951, the Foreign Office became an integral part of European foreign and public policy and has become an even stronger voice since the Auswärtiges Amt returned to Berlin in 1999. Centropa has received support for programs in Poland, Hungary, Austria, Israel, in the Balkans, and in the US. Our largest Foreign Office grants are for projects in Ukraine and Moldova. In 2019, the German Foreign office agreed to help sponsor Centropa's new permanent exhibition in the Galicia Jewish Museum in Krakow, which will open in 2020.



THE ROSALINDE AND ARTHUR GILBERT
FOUNDATION

The Rosalinde and Arthur Gilbert Foundation

Arthur Gilbert was supporting Centropa years before there even was a Centropa. Having watched one of Ed Serotta's documentaries for ABC News Nightline in 1996, Arthur contacted Ed, invited him to his Los Angeles home, and then began supporting Ed's documentation of Jewish life in Central and Eastern Europe. When Ed told Arthur about how Centropa planned on preserving the photographs and stories of Jews still living in Europe, Arthur became Centropa's first supporter. Arthur passed away in 2001 and since then, the foundation that bears his name and that of his late wife, Rosalinde, has been backing us ever since. Indeed, it was both Richard Ziman and Marty Blank of the Gilbert board that encouraged us to first begin working in education, and then continued to insist we work in American public schools. The entire Gilbert Foundation board has been one of the most involved, supportive, and consistent supporters in our entire list of donors.



The Jack Buncher Foundation

The Buncher Family Foundation of Pittsburgh has been supporting Centropa's programs since 2003 and was instrumental in helping us secure hundreds of interviews in the former Soviet Union. In recent years, their foundation helped us launch, then strengthen CJN— the Centropa Jewish Network of European Schools. The Buncher Family Foundation is currently playing a pivotal role as Centropa prepares to relocate our interview archive to the University of Pittsburgh and develop programs with Carnegie Mellon University.

Paula and Jerry Gottesman Family Supporting Foundation
of the Jewish Federation of Greater MetroWest NJ
J. Ira and Nicki Harris Foundation, Palm Beach
James D. and Janet Golden, Houston
The Field Family Fund, Los Angeles
The Phillip Leonian and Edith Rosenbaum Leonian Charitable Trust
Jacques Preis and Evelyne Salama, Chicago
South Carolina Council on Holocaust
Betsy and Richard Sheerr, West Palm Beach
Harry and Carol Saal, Palo Alto
Amy Friedkin, San Francisco
Richard Friedman and Sandra Brett, Charleston
Dennis Albers, Piedmont
Ronne and Donald Hess, Birmingham
Bernhard Zell Anshe Emet Day School
Emery Weiner Center for Jewish Education
Wildwood School
Polish Institute Berlin
The Central Council of Jews in Germany
Holocaust Fund of the Jews from Macedonia
U.S. Embassy Skopje
U.S. Embassy Belgrade
Austrian Federal Ministry of Education, Science and Research
The Stan Greenspon Center for Peace and Social Justice at Queens
University of Charlotte, Charlotte

Centropa Summer Academy 2019. Total expenses

HOTELS, TRANSPORTATION, MEALS		
HOTEL	€25.597	\$27,995
MEALS	€22.001	\$24,062
PLANE TICKETS	€27.765	\$30,366
PUBLIC TRANSPORT	€1.903	\$2,081
BUS RENTAL	€€3.458	\$3,782
SUBTOTAL	€€80.724	\$88,286
SPEAKERS, TECHNOLOGY, EDUCATIONAL MATERIALS		
SPEAKERS	€€400	\$437
TOUR GUIDES & MUSEUM ENTRANCE	€€1.406	\$1,539
PHOTOGRAPHER	€€1.400	\$1,531
PRINTED MATERIAL: HANDOUTS, FINAL REPORT	€€6.278	\$6,866
EDUCATIONAL MATERIALS	€€18.123	\$19,821
WEBSITE FOR TEACHERS TO USE	€€1.044	\$1,142
FEES FOR TECH AND SEMINAR ROOM RENTAL	€€1.606	\$1,757
SUBTOTAL	€€30.257	\$33,093
CENTROPA STAFF/ADMINISTRATION COSTS		
SUBTOTAL	€€90.881	\$99,395
TOTAL	€€201.862	\$220,774

Total donations
Centropa Summer
Academy 2019

€201.212 | \$220,061

Our participants: United States



Talli Dipold
Charlotte, NC



Brittany Brown
Jamestown, NC



Beverly Alana Marshall
Rosman, NC



Laura Allen
Sylva, NC



Taci Allen
Prosperity, SC



Melissa Yarborough
Charleston, SC



Angelica McDonald
Columbia, SC



Daniel Boyce
Lugoff, SC



Julie Drake
Los Angeles, CA



Julie Kennedy
Los Angeles, CA



Laura Smith
Los Angeles, CA



Felicia Godinez
Los Angeles, CA

United States



David Castillo
Los Angeles, CA



Amy Leserman
Los Angeles, CA



Taylor Stern
Los Angeles, CA



Khytt Lawrey
Houston, TX



LaPrecious Polk
Houston, TX



Megan Kelly
Houston, TX



Rachel Silton
Houston, TX



Caryn Weingast
Newark, NJ



Andy Schuh
Newark, NJ



Mark Hoffman
Mountain Lakes, NJ



Jamie Carus
Whippany, NJ



Ellen Davis
Broward County, FL

United States

Israel



Jorge Gomez
Lake Worth, FL



María Eugenia Zelaya
Gainesville, FL



Michal Pozin-Gabai
Nes Ziona



Ettie Abraham
Kfar Saba



Amikam Peled
Tsur Hadasa



Anastasiia Shevtcova
Kfar Saba



Gili Sherman
Chicago, IL



Leandro Kierszenbaum
Rehovot



Tamar Gur
Petah Tikva



Adi Vayngarten
Rishon Lezion



Nirit Neeman
Hod Hasharon

Israel

European Jewish School Network



Roni Baron
Tel Aviv



Lilly Rozen
Barranquilla



Fredri Ahlgren
Helsinki



Ferenc Szekeres
Budapest



Anna Janssen Cases
Barcelona



Ron Weitman
Kiryat Motzkin



Dayla Rogers
Istanbul



Gülben Güngör
Istanbul



Marina Konstantinova
Odessa

Austria



Christian Malik
Vienna



Maria Finz-Lucchi
Vienna

Croatia



Maja Lukic
Karlovac



Andrea Sertic
Slavonski Brod



Danijela Zekušić
Slavonski Brod

Germany



Markus Freundorfer
Rosenheim



Alexander Walter King
Hamburg



Lena Soltendieck
Hannover

Greece



Evangelia Mitsopoulou
Thessaloniki



Olga Gkouma
Kavala



Charikleia Stefani
Thessaloniki



Efsevia Chalvatzi
Thessaloniki

Hungary



Imre Salga
Budapest



Eszter Minich
Budapest

North Macedonia



Magdalena Sajkova
Bitola



Maja Stojanovska
Skopje



Hristina Miteva Tanaskoska
Kochani

Poland

Serbia

Ukraine



Magdalena Płoszaj
Rybnik



Jelena Krucicanin
Belgrade



Dragana Benic
Novi Sad



Siniša Vukadinovic
Belgrade



Dmytro Bekas
Khmelnitsky



Anastasiia Belyaeva
Zaporizhzhya



Monika Anuszkiewicz
Leszno



Jovana Pavlovic Azdejkovic
Krusevac



Marta Miskovic
Krusevac



Inna Kurochka
Chernihiv

Group photos



Israel



Germany + Austria



Ukraine



Hungary



Greece



Poland



All US Teachers



Western Balkans (Croatia + Serbia + North Macedonia)



Centropa Jewish Network in Europe and US Jewish schools



The Centropa Team