

**Centropa Lesson**  
**Interwar Hungarian Photographers Project**  
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Type of school: Jewish Day School, K-12

Course: Judaism and Art

Lesson Category: Photography

Grade level: High school

Academic time needed: six to eight 50 minute classes, plus homework.

Summary

Interwar Hungary produced some of the best modernist photographers: Imre Kertesz, Robert Capa, and Laszlo Moholy Nagy. All were Jewish. Another great Jewish Hungarian photographer of the period was Imre Kinszki, whose life and career was cut short when he vanished in the last months of WW2 during a death march. His reputation faded. In this project, students learn about the modernist artistic styles of these important photographers, and research their life stories. They take photographs in the styles of the photographers and, as a final project, produce a short video about their lives and artistic contributions through photography.

There are four main parts to this project:

- San Diego Jewish Academy students will create a short video on Kinszki and the other Hungarian Jewish photographers;
- a school in Budapest will take photos of those same places where Kinszki and possibly the others took their original photographs, and send them to us;
- a school--anywhere—will make a short video about the Kinszki family's prewar life;
- another Budapest school will make a video about where Judit Kinszki and her mom were in the Budapest ghetto.

Each film would be no longer than 7 minutes.

**Background Lesson Information**

Context for this lesson

This project was part of a Jewish high school course on Judaism and Art.

Enduring Understanding

Jewish artists and photographers made significant contributions to the development of the modernist movement.

Goals/Objectives:

1. To expose students to the life and culture of some of the photographers who lived in Hungary during the interwar period.
2. To explore and understand the contribution of these Hungarian photographers to the art of photography.
3. To form a bridge between students in different countries to gain a deeper understandings of our shared histories.

4. Skills students will develop include:
  - Telling stories about pre-war life in Hungary.
  - Identifying works by individual photographers.
  - Effectively telling a story through the use of photographs.
  - Prioritizing material in order to create their films.
  - Making choices about what to include in a film and how to include it (editing).

#### Centropa Resources

- Centropa film, “10 Years in 4 Minutes,” an introduction to Centropa, short film (4 mins):  
<http://centropastudent.org/?typ=sprache&fLang=ENG&movID=21&nID=78&q=m>
- Centropa film, “Love on a Paper Airplane,” (5:26 mins):  
<http://centropastudent.org/?typ=subtitel&fLang=ENG&movID=15&nID=78&q=m>
- Interview with and photographs from Judit Kinski:  
<http://www.centropa.org/index.php?nID=30&x=PXVuZGVmaW5lZDsgc2VhcmNoVHlwZT1CaW9EZXRhaWw7IHNIYXJjaFZhbHVlPTE2OTsgc2VhcmNoU2tpcD0w>
- Centropa tutorials on how to make a video: **Video tutorial on "How to make a movie"** (Part 1: [Saving images](#), Part 2: [Creating an audio narration](#), Part 3: [Windows Movie maker main tutorial](#) -- by [Nick Holton](#), Milken School, Los Angeles)

#### Supplies required

- Ideally, individual laptops to view photos and biography. Minimally, a computer and a screen to show photos and movies to the class as a whole.
- Printed eBook or biography to read (if the students don't have computers).
- Cameras to take photographs.
- Computers and movie-making software to make videos

### **Lesson Plan**

The lessons take place over two class periods. Additional class periods are used to teach about the other photographers (not on Centropa).

#### 1. Overview

Intro: Centropa

1. Give introduction about Interwar Hungary and the area.
2. Talk about the different Hungarian photographers of the time: Imre Kertesz, Robert Capa, and Laszlo Moholy Nagy.
3. Introduce Imre Kinszki
4. Show Centropa film about Judit Kinszki “*Love on a Paper Airplane*”
5. Read Judit Kinski’s biography (as homework)
6. View photographs and discuss.
7. How to make the film
8. Assigning groups for creating film

#### 2. Lesson Plan Details

**Lesson 1** - Intro: *10 years in 4 minutes!*

1. Allow students time to look through the Centropa site. (15 - 20 minutes)
  - a. Looked up family names and places of origin.
1. Give introduction about Interwar Hungary and the area. (10- 15 minutes)
2. Briefly talk about the different Hungarian photographers of the time: Kertesz, Capa, and Moholy Nagy. (15 minutes)
3. Introduce Imre Kinszki (15 minutes)
4. Show movie Judit Kinszki "Love on a Paper Airplane"
  - Movie: 5min 26 sec.
  - Discussion: 10 – 20 minutes

**Homework:** Assign excerpts from Judit Kinszki bio for students to read.

**Lesson 2 – Exploring Kinszki further**

1. Discuss Judit Kinszki biography, pointing out key elements
  - Discussion: 15 – 25 minutes
2. View Kinszki photographs on Centropa (and flickr) and discuss: 30 – 45 minutes
  - a. What speaks to us?
  - b. What feelings, thoughts, or ideas do the images invoke?
  - c. What type of lighting is used?
  - d. Explain how the photos represent daily life.
  - e. Examine the photographs representations of daily life, aspects of timelessness, spirituality or universalism.

**Homework:** Take photos in the style of Imre Kinszki.

- a. Think about what elements he used in his photos and try to incorporate those aspects into your photos.
- b. Find at least a couple of similar spots to photo.
  - Ex: Coronado Bridge from a similar angle as his bridge photo
  - Parent and child walking hand-in-hand
  - Street scene on a cloudy, misty day
3. Discuss how to make a film. (15 – 20 minutes)
  - Optional Homework: Watch Video tutorials (for those who really need the step-by-step)
    - Video tutorial on "How to make a movie"** (Part 1: [Saving images](#), Part 2: [Creating an audio narration](#), Part 3: [Windows Movie maker main tutorial](#) - by [Nick Holton](#), Milken School, Los Angeles)
4. Assign groups to work on making the film.
  - a. Selecting images
  - b. Writing script
  - c. Choosing music
  - d. Putting it all together

Worksheets and other materials

See below for assignment handout for students

Student comments about the project:

- "I liked learning the stories of the different people, from the photos on Centropa to the photographers themselves."

- “It helped me to understand the daily life of people in a different way than I had encountered in other classes.”
- “The focus was on the people and why ordinary life is important to remember.”
- “Creating a film was difficult, but fun. Choosing the photos to use and what information to include really made us think about each photographer.”
- “Taking our own pictures helped us understand the legacy that photographs share with the audience.”
- “Listening to other students’ reactions to our photos was rewarding, and surprising at times.”

## Interwar Hungarian Photographers Project

Yvonne Webber

### Film Assignment for Students

Group Responsibilities: Please assign one group member to be responsible for each aspect of the project. If you have fewer than 6 people in your group, please assign each aspect to a group member. (For example, in a group of 4, each member could have one aspect for which he or she is solely responsible and one aspect shared between 2 people.)

<i>Aspect of Project</i>	<i>Student Assigned</i>
1. Narration – Script	_____
2. Narration – Voice Over	_____
3. Music/sound effects and other inclusions	_____
4. Photos	_____
5. Essay	_____
6. Putting it all together	_____

#### Phase 1: Due April 20, 20 points

Choose 5-7 photos to represent each different photographer.

- Consider what they were known for.
- Show a variety of their photos

#### Phase 2: Due April 26, 25 points

Tell a story of Interwar Hungarian Photographers.

- Consider what approach you will take.
  - Chronological, historical
  - Contributions to the genre of photography
  - Style of photographs, etc

#### Phase 3: Due May 2, 20 points

- Decide which two other aspects you will use (maps, animations, film clips, etc), video clips (can be of scenery, events of time)
- Choose 1- 3 songs or music clips that fit your story mood and film style.

#### Phase 4: Due May 23

- Film – **50 points**
- Essay – **20 points**

The essay is an explanation of the various parts of your digital story (what do the pictures represent, why the song choice, how do you cover each photographer, why you used current student photos, etc.)

#### In-class time to work on films:

You will have at least half of each of these class periods to work on the assignment. I will make my best effort to tell you ahead of time when you will not have the full class time. Topics for each class are suggestions. You are free to work on whichever aspects you see fit during these class sessions. However, the due dates for each section will stand.

Choosing photos: April 16, 18

Writing Narration: April 20, 24

Choosing music and other aspects: April 26, 30

Essay and Putting it all together: May 2, 4, 7

Audio narration, adding photos, music, video clips, etc

**Required Daily Materials:**

1. Computer – Laptop if you have one to bring to use, bring it! – there are a limited number of computers available for student use in another classroom
2. Pens and Pencils
3. Small, personal journal (regardless of your choice of option) to make notes
4. Flash drive
5. A separate folder in your “My Documents” folder, and on your flash drive, entitled something like “Interwar Hungarian Photographers Materials” or “Judaism & Arts Materials”, etc

*Note on number of photos, music clips, etc*

These are approximate numbers.

You will need to adjust the number that you use in your final film based on timing, your narration, etc.