**Memories of Migration**

**A Centropa School Project**

***Lesson Plan***

***Prepared by:***

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This project will be taught as an enrichment unit in English lessons (Leo Baeck) and in (Lessing), to 10th grade students. It can also be used in 11th or a strong 9th grade class.

**Personal information**

Andreas Breunig teaches classical languages at the Lessing Gymnasium in Mannheim, Baden-Württemberg. Yonathan Bar-On, a historian, teaches English at the Leo Baeck Education Center in Haifa, Israel. For years, he has been using in his classes two Centropa projects that he created, one on refugees (through the story of the Kindertransport), another on human rights (through the story of the Jews of Sarajevo). Andreas has worked for many years with both Centropa and the Leo Baeck Education Center. This is the second project that Andreas and Yonathan do together (after a short video project in Zoom in 2020-21), and their first cooperation within the framework of Centropa.

**Summary of the project**

This project was created during and after the Centropa seminar that was held in Berlin and Hamburg in September 2021, under the title “Building Bridges between Germany and Israel”. The main working assumption which guided us while developing the project was that each of us has a personal story and a family (hi)story, and each of us comes from a certain place, often even from several different places. In the words of the British poet Benjamin Zephaniah, in his poem ‘We Refugees’: “We all came here from somewhere”.

Using and referring to the stories of Herbert Lewin, Erna Goldmann and the brothers Fred & Menachem Mayer, students discuss questions related to their families, background and identities, and to the communities that they live in. In pairs (one Israeli and one German student), they will research each other’s family history, and present the stories, either as short videos or in a Powerpoint (or any other type of) presentation. Finally, as a personal reflection, students will have the opportunity to express whatever they learnt/felt during their work on this project, in any way they feel comfortable with (drawing, animation, poetry, prose, music, etc.)

***Key words*** *that may come up in the discussions (in random order): memory, remembrance, migration, trauma, flight, refugee, work, family, identity, language, (social) diversity, empathy, differences, meeting/encountering ‘the other’ and* ***each*** *other, displacement, escape, home, migration/migrants, religion, making choices, facing dilemmas, being (made) different*

**Background information about the project**

1. **Context:** These lessons fit within a set of enrichment projects that we both use in 9th-12th grade classes. Those projects – some of them also based on Centropa material – deal with social issues (human rights, minorities, refugees, resistance) and the students’ own identity and point of view on those issues.
2. **Enduring Understanding (EU):** Each of us has an identity that was built over the years, and often over various generations and in different places. Most of us have some sort of migration in our family history, and somehow we, our parents or forefathers either chose or were forced to move from one place/country to another.
3. **Objectives:**
* Make students from very different backgrounds (German-Israeli, but also within each classroom) more aware of and sensitive to the things they have in common
* Help students improve their communication skills (in English and in general)
* Help students improve their presentation and summarization skills
* Have students enjoy working together and learn about/from each other
1. **Centropa sources used**:
* Video: [Stories of My Life](https://www.centropa.org/centropa-cinema/herbert-lewin-stories-my-life) (Herbert Lewin) (11 minutes)
* Video: [Zahor – Remember](https://www.centropa.org/centropa-cinema/zahor-erinnere-dich?language=en) (Fred and Menachem Mayer) (+ parts of [Lesson Plan](https://www.centropa.org/sites/default/files/zahor-mats/While-viewing_tasks_Zachor_19_06_2018.pdf)) (19 minutes)
* Video: [Erna Goldmann: From Frankfurt to Tel Aviv](https://www.centropa.org/centropa-cinema/erna-goldmann-frankfurt-tel-aviv) (16 minutes)

A secure website or blog will be created for the project, using Wix.com or Blogger.com. On the site, the videos and other relevant material will be uploaded. The final videos created by the students will also appear there.

**The Lessons**

**I (45 minutes)**

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| **1** | Introductory activity | Students present an object that has a special meaning to them or to their family.(They were asked to bring such an object to class) | 10 minutesIn groups of 5-10 students. Always make sure groups are made up evenly, more or less, of German and Israeli students |
| **2** | Watching Stories of My Life | Herbert Lewin | 11 minutesFrontal |
| **3** | Discussing Stories of My Life | Points/perspectives for discussion: identity, friendship, choices, memories, hobbies/free time, taking risks/playing it safe, fleeing, being homesick, music, hometown/fatherland | 10 minutesEach group should discuss the video based on 2-3 points/perspectives. |
| **4** | Reflection | How can certain objects say something about who we are?How is our identity connected to where we live/come from? | 10 minutes |
| **5** | Preparation for next meeting | Students are asked to choose one dish or food item that means something to them or to their family, and – if possible – to write the recipe in English  | 5 minutes |

**II (75-80 minutes)**

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| **1** | Introductory activity | Each student presents the dish/food item that they chose. | 10 minutesSmall groups (max. 5-6 students)Info about the dish/food item: why it was chosen/what it means for the student or for his family.Recipes can be shared on the website. |
| **2** | Introducing Zahor | The teachers introduce some background information about the Mayer brothers’ story | 10 minutesKraichgau (rural area), Jewish cattle dealers, deportations to Gurs (Wagner-Bürckel Aktion), orthodox Judaism, kibbutz |
| **3** | Watching Zahor - Remember |  | 19 minutes |
| **4** | Discussing Zahor-Remember | Points/perspectives for discussion: identity, friendship, choices, memories, hobbies/free time, taking risks/playing it safe, fleeing, being homesick, music, hometown/fatherland, differences & similarities between stories of the Lewin/Mayer stories | 15 minutesEach group should discuss the video based on 2-3 points/perspectives. |
| **5** | Dividing the classes into pairs/groups | As much as possible, each Israeli student is paired with a German one. Groups of three can be formed where/when necessary | 5 minutes |
| **6** | Preparation for next meeting | Students are asked to find out information about their names: what does their name mean, what language does it come from, who chose it and why | Students will be asked to meet each other before the next online meeting, so that each student can present the name of their partners. |

**III (75-80 minutes)**

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| **1** | Introductory activity | Students give their name and explain where it comes from, what it means (if anything), and who chose it and why. | 10 minutes |
| **2** | Watching From Frankfurt to Tel Aviv |  | 16 minutes |
| **3** | Discussing Erna Goldmann’s story | Points/perspectives for discussion: identity, friendship, choices, memories, hobbies/free time, taking risks/playing it safe, fleeing, being homesick, music, hometown/fatherland, differences & similarities between stories of the Lewin/Mayer/Goldmann stories | 15 minutesEach group should discuss the video based on 2-3 points/perspectives. |
| **4**  | Preparation for final assignment | Students are given instructions for the final assignment | 10 minutesFinal assignment: in a short (max. 5-6 minutes) video, animated or regular presentation (Powerpoint, etc.), podcast, or any other form, students will present the (hi)story of their families. Each presentation should contain the stories of 2-3 families, at least one Israeli and at least one German. |
| **5** | Working on the final assignment | Students have half an hour to start working on their presentations | The rest of the work on the presentations will be done by the students in their own time.The teachers will be available for help and advice, of course. The teachers will also give feedback to each of the videos before they are shared with the rest of the students. |

**IV (45 minutes) – Sharing the videos with each other**

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| **1** | Students will watch each other’s videos and give feedback | Groups of 6-8 students will watch each other’s videos and give feedback: what did they like, possible ways for improvement | 30 minutes for watching the videos, 15 minutes for giving feedbackAfter this feedback session, the students will prepare the final version of their presentation |

**V (60 minutes) – Festive meeting – Showing the videos**

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| **1** | Welcome | The teachers and students will welcome each other and the guests | 10 minutesGuests that can be invited: representatives of Centropa, Haifa and Mannheim municipality, family members of the students, management and other teachers of the two schools, members of the local press |
| **2** | Students tell about their work on the project | 2-4 representatives tell about the work process: the online meetings, watching the videos, working on their presentations | 10 minutes |
| **3** | Showing the final assignments | Two presentations are shown | 10 minutes |
| **4** | Q&A | Guests and teachers can ask the students questions about their work on the project: what they learnt, what they liked and disliked, will they stay in touch, etc. | 10 min. |
| **5** | Conclusion | One of the teachers concludes the meeting |  |

**Reflection**

Will be written after we have done the project with our students. Students will also be asked to fill in a short survey in Google Forms (with questions about what they learnt about themselves and each other, the use of the Centropa material etc.)