

# **Script for Centropa Presentation**

## **Slide 2: Disclaimer**

- I am going to tell you right now, to get a group of African American kids to care about ANYTHING that is halfway around the world is a HUGE challenge
- There are going to be some things in this presentation, that if looked at out of context, could be seen as offensive

Some things that we are going to discuss:

- 1.) We are going to talk about the WORD ghetto
- 2.) We are going to talk about the feeling of losing a loved one

## **IMPORTANT POINTS TO NOTE:**

- 1.) We were NOT trying to compare ghettos in Detroit to ghettos during the Holocaust
- 2.) We are NOT trying to compare the loss of a sibling of one of my students to senseless street violence in Detroit to the systematic extermination of millions of innocent people

## **Slide 3: Ghetto & Loss of a Loved One**

- I did make connections and I was able to get buy in with my students based on these things
- ***In Germany, you probably would not teach this stuff this way***
- ***Some probably goes for students in Belgrade and Vilnius***
- Michael Green Story
- Jabril Brantley Story

## **Slide 4: Detroit Students**

- Many of my students live in ghettos, but not the same kind of ghettos that were in existence during the Holocaust
- They know what ghettos are...

## **Slide 5: Lithuanian Students**

- Gintare's students know what ghettos...many of their grandparents lived in them

## **Slide 6: Serbian Students**

- On the screen, you see the students from Belgrade that participated in this project, they conducted an interview and created videos to teach my students about Belgrade, Brana, one of their teachers will tell you more about this in a minute
- Lets take a look at this from a new perspective....From a personal standpoint I would have to say that I have had a very busy summer...
- I got married a little over a month ago to my beautiful wife who is here with us and I also just accepted a new teaching position in a new school district, new city, new community, etc.

- This new school has quite a different demographic in that its largest minority population is Hispanic, many of the families originating in Mexico and Central America

### **Slide 7: Columbus vs. expulsion of Sephardic Jews**

- Centropa has a new film in the making called “The Other Side of 1492”
- We all know that Columbus’ voyage across the Atlantic which would eventually lead to the raping and pillaging of the Native Americans by Europeans for hundreds of years afterward
- Many of my new students’ ancestors were victims of this process that was started by Columbus’ journey
- The Centropa film is based on the story of another group that was treated horribly during this same year, and this was the expulsion of the Sephardic Jews from Spain with weeks of the beginning of Columbus’ voyage
- Many of these Jews ended up in the Balkans and many are the ancestors of the students in Serbia that you just met

### **Slide 8: Most significant event in 1492?**

- When considering these two groups of students, an interesting question comes to mind...
- Would we get the same answer if we asked both of these groups of students the question you see here?

### **Slide 9: What is a ghetto?**

- We are not all going to look at historical events and contexts in the same way
- Maybe my kids don’t have/use the politically correct term for a ghetto during the Holocaust....
- But maybe your students have NO IDEA what a ghetto is either...at least from the perspective of my kids

### **Slide 10: Social Media**

- **\*\*Story of the number of social media sites that were listed by my students**
- In this age of digital and social media and our, what would seem to be, unlimited ability to easily communicate with people all over the world
- We as educators have a responsibility to use and expand on resources, like those created and provided by Centropa
- We have to use these different perspectives that our students have to educate others and to learn from others in order to truly break down the arbitrary borders that separate us
- This is what this project aims to do...

### **Slide 11: What did we do? (Pictures of the Survivors & Jerzy)**

- **\*\*Introduce survivors and Jerzy**
- Detroit student watched the different Centropa videos
- Wrote letters to the survivors/family members
- We pulled questions out of the letters and posted them to a Wikispace account

- Students from Serbia and Lithuania took those questions, translated them, asked them of the survivors, translated the responses back and then posted the responses back on to the Wikispace site

**Slide 12: Picture of Website**

- Detroit students were then able to read the responses to their questions
- Students created various “branch-out” projects based on those responses
- Stop to make a point: THIS WAS ALL DONE BY STUDENTS!!!!

**Slide 13: The Interviews... (Vilnius)**

**\*\*GINTARE INTRODUCES AND TALKS ABOUT THE INTERVIEW**

**Slide 14: Malkhanova Interview pictures**

- This slide will have pictures from the interview in it

**Slide 15: Going Beyond the Interview (Belgrade)**

- **\*\*BRANISLAVA INTRODUCES AND TALKS ABOUT THE VIDEOS MADE ABOUT THE HISTORY OF SERBIA AS WELL AS THE INTERVIEW PROCESS IN BELGRADE.**

**Slide 16: History of Belgrade Video**

- This is the slide with the actual video on it

**Slide 17: A Cultural Exchange (Detroit)**

- **MIKE WILL INTRODUCE THE “MADE IN DETROIT” VIDEO AND TALK ABOUT THE DETROIT STUDENTS RESPONSE TO THE SERBIAN VIDEOS**

**Slide 18: Made in Detroit Video**

- This is the slide the video will be on

**Slide 19: A Tribute (Krakow)**

- This piece of the project was different as Mrs. Silberring passed away a few years ago
- So the Detroit students wrote letters to her son, Prof. Jerzy Silberring who lives in Krakow
- Prof. Silberring speaks English and was able to go onto the Wikispace site himself and respond to the students’ questions.
- After reading the professor’s responses, the students (with some guidance from myself and Lauren Granite from Centropa) decided to create a video that served two purposes:
  - 1.) To demonstrate the lessons that they took away from Mrs. Silberring’s story as well as from Prof. Silberring’s responses
  - 2.) To pay tribute to Mrs. Silberring for what she endured and the lessons she has passed on to us

**Slide 20: Centropa logo**

- Want to stop for just a second before we watch this last video and acknowledge all of the help and resources that have been given by Centropa to make this project happen
- There is an element of trust that the people of Centropa have for educators that can no be overstated in terms of its importance
- They provide resources
- They provide support
- But at the same time they allow for educators to make the resources fit their students and allow educators and students alike to expand on those resources and create projects that are genuine and authentic which is a model I think that cannot be spread fast enough
  
- ***\*\*This part will be about the next slide but before we move forward to view the video***
- I am going to close this presentation with a tribute video that some of you have already seen
- This is the tribute video created by students in Detroit for Mrs. Silberring
- This video does a pretty good job of speaking for itself and with that in mind we are going to allow the students to have the final word of this presentation.

**Slide 21: Silberring Tribute Video**

- This slide will have the actual video on it