



Lesson Title: Why Study History?

Teacher: Anthony Ludwig

School: West Ashley High School, Charleston, SC

Grade level: high school (could be used with Middle School)

One class lesson

About the teacher: Anthony Ludwig teaches US History at West Ashley High School in Charleston, SC. Born in Philadelphia, Anthony moved to South Carolina to finish his education, and stayed for a career. Prior to working at West Ashley, Anthony worked at North Charleston High School and was their Teacher of the Year for 2013-2014. Anthony participated in the 2013 Centropa Summer Academy in Berlin, the Winter Seminar in Greer, South Carolina, and the 2014 Summer Academy in Vienna and Sarajevo.

Lesson Summary: This lesson is intended to allow students to make connections to culture, nationalities, ideologies and just plain people that they would have ZERO contact with outside of the classroom. Designed with my own students in mind, in no way was any event or memory or instance meant to be reduced to an 'assessment question.' Using a Centropa film—*A Bookstore in Six Chapters* (though other Centropa films would work, as well)—this lesson connects students to the ideas, emotions, and stories of history, showing them that history is more than dates, timelines, and maps.

The Lesson

Sources used:

- Centropa film, *A Bookstore in Six Chapters*

Materials needed:

A laptop connected to a projector
Internet connection
Dry Erase Markers and Whiteboard
Printer, color preferred
Tape

Printer, color preferred

Tape

Opening: Brainstorm with students by asking them what they thought when they first saw their class schedules and saw they had History this year/semester. After a few moments, ask student to brainstorm responses to the question ‘Why Do We Study History?’

If students seem stuck, compare it to other disciplines in school – Mathematics has real world applications (taxes, engineering, architecture) Science has led to advancements (cars, vaccines, sunscreen lotion, if they just returned from summer break!) but History may seem a little cloudy to students. Write their responses on the board. Discard any that have to do with grades or assessment—no one cares what Herodotus received on his report card. Try and ‘bucket’ student responses into the following categories.

Remember the Past

Understand People & The World

Learn from the Past

Apply the Lessons of History to Our Lives

You MAY have to lead students to these, but it should not be difficult. (Many students have parents/uncles/relatives who are veterans. Discussing why we should talk to veterans or build memorials or markers can spark student’s minds very quickly)

Next: Introduce the film to students, explaining Centropa’s mission and goals, and you may even want to point out the areas being discussed on a map if students are unfamiliar with geography. (I would recommend tailoring to your audience: if needed, find a film that is in English, as students may struggle with subtitles.)

Distribute the video outline to students and have them follow along with the prompts as they view the film. You MAY want to pause between certain chapters and make sure what is being seen/recorded by the students is being understood. If you are using a film that features a language your students are unfamiliar with, perhaps pausing at each ‘chapters’ end and discussing the questions will be best; as students may miss chunks of the story while writing answers.

After the film is over, briefly discuss with students how the film ended for the Molho family. PLEASE AVOID DISCUSSIONS LIKE DID THEY END UP HAPPY OR SAD. The function of this lesson is to serve as a gateway to History: storytelling, characters, emotions, so perhaps talk about the bookstore, the rebuilding of Thessaloniki, or even all the times someone in the family moved.

After a brief discussion, allow students to complete the 'Understand People & the World' portion of the response sheet (see below). When students have completed this portion, you may either have students keep their answers to themselves, or discuss as a class.

Finally, have students trade the Video Outline sheet for an 'Emotions Web – Apply to our Lives' sheet (see below). Students should use these sheets to view the selected images in the Molho archive and have the students move around the room and view the images. In design, these images would be set up in a format for the students to move around the room and view them, but if this is not an option, you may display them for all to view on a SMARTBoard/Projector.

Have students create a concept map of any emotions/feelings/comments/curiosities on the 'Epilogue' sheets. Each photo has a circle with the images name on it on the Epilogue sheet, which should function as the center of their concept map. Students should write their responses for a particular image around its representative circle, and connect these responses with the circle, with each other—even interlock different photos if a common element/emotion/thought connects them. Students should be encouraged to put a variety of different types of responses on their concept maps.

If there are any questions concerning this lesson plan, please contact Anthony_ludwig@charleston.k12.sc.us

Name _____

'A Bookstore in Six Chapters' Video Outline sheet

Remember the Past – Chapters 1 to 3

Describe the Molho Book store. Use adjectives, quotes; anything you can.

Describe the Jewish History, origins, and culture of Thessaloniki.

How did Thessaloniki change between 1910 and 1931? What events occurred, and what was the effect on the culture?

Why was being Jewish in Thessaloniki so different than being Jewish in many other places?

Learn from the Past – Chapters 4 and 5

What were some of the 'signs' which showed the way things were going?

What 'limits' did the German occupiers put on Jews in Thessaloniki?

Please explain how members of Renee's family avoided capture between 1943 and 1944.
Be sure to cover all mentioned.

Understanding People and the World – Chapter Six

Why do you think Solon and Renee were married so quickly? What obstacles may they have faced that were NOT mentioned?

How might the destruction and 'loss' of the Jewish Cemetery affect the Jewish community in Thessaloniki?

What to you is the most remarkable part of the Molho's family story? Explain your reasoning.

Name _____

Epilogue - Apply to Our Lives

DIRECTIONS – On this page, please make a web of your emotions when viewing the gallery pictures and reading the story behind each picture. You may record thoughts, observations, or comments. Also, for each picture, please ask a question that is unanswered by either the picture or the caption. What would you ask your family about that image?



Frida

Benrouhi



Renee and

Solon on

their

Renee
Molho's
Wedding Day

Solon
Molho at
Work

Solon
Molho with
Fellow
Colleagues

<http://www.centropa.org/photo/frida-benroubi>

<http://www.centropa.org/photo/renee-and-solon-molho-their-honeymoon-0>

<http://www.centropa.org/photo/renee-molhos-wedding-day>

<http://www.centropa.org/photo/solon-molho-work>

<http://www.centropa.org/photo/solon-molho-fellow-soldiers-sidirokastro>

Above are the links to the image I have selected. Please feel free to use others if you are inclined or prefer different pictures; just edit the reflection activity accordingly.