

**GOLDRING TEACHER  
FELLOWSHIP PROGRAM**

**21<sup>st</sup> Annual Summer Workshop  
July 13-17, 2015**

**Southern Institute for Education and  
Research at Tulane University**

**TABLE OF CONTENTS**

**Overview**  
**Our philosophy**  
**Requirements and Deadline**  
**Questions**  
**Application**  
**Teacher Evaluations**

## **OVERVIEW**

**“This has been – by far – the best workshop I’ve ever attended.”**

**- Bernadette Fruge, Jennings High School,  
Jennings, Louisiana**

**In a time of rising anti-Semitism in Europe and recrudescence of David Duke related emotions in the Deep South, the Southern Institute’s effort to teach about the dangers of intolerance is more important than ever.**

**Our Teacher Fellowship Program consists of two parts:**

**1) A five-day workshop, July 13-17, 2015, on the Tulane campus in New Orleans. The workshop represents an intensive five-day “journey” into the past. It prepares teachers to conduct an in-depth presentation on the life of an individual who survived the Holocaust and who immigrated to New Orleans (and to the world of Jim Crow segregation) after the war. Plater Robinson, the Southern Institute’s Education Director, will conduct the workshop, as he has done for**

**the past twenty years. As well, on several nights during the week, a survivor will convey his or her story to the teachers.**

**Teachers will be schooled in the use of PowerPoint and/or Prezi programs. On the final day of the workshop, each teacher will make a mini-presentation that relates a single chapter in the life of one of our survivors.**

**On completion of the workshop, teachers will receive 17 CEU credits.**

**Teachers will be able to incorporate their newly acquired knowledge into their existing curriculum. In addition, they will be capable of training other teachers in the Southern Institute's narrative approach to studying the past and of applying this approach to other subjects, such as the history of their region, their community, and their family.**

**2) In the year following the workshop, teachers are required to make a minimum of six presentations to school groups and/or to community groups. The goal of the presentation is to mix words and images in such a way that members of the audience are compelled to enter the world of someone different from themselves and to appreciate what life has been like for "the other" and how fortunate we are in comparison.**

**Plater Robinson will attend one or more of each teacher's presentations and will continue to assist the teachers in their efforts to perfect the presentations, an effort that will last a lifetime. A work of art is never finished - and never abandoned.**

**After the teachers have successfully conducted the six presentations,**

**they will be certified as a Southern Institute Teacher Fellow; they will receive a handsome plaque and will join an ever-growing number of our Teacher Fellows who (by way of Facebook) stay in touch with one another, sharing experiences and providing gentle criticism and moral support.**

**Our aim is to create a community of motivated and enlightened teachers who are loyal to one another and to the goal of teaching respect and understanding of other people.**

## **OUR PHILOSOPHY**

**A unique aspect of the workshop is that we at the Southern Institute knew (and know) the Holocaust survivors whose lives we teach. In addition, we have visited their hometowns in Germany, Poland, and Ukraine - and have walked the ground where they grew up and where their loved ones perished. As well, for many years we have travelled across the Deep South with our survivors, conducting workshops and making presentations. We are devoted to them and to preserving their memories; we implore the teachers to use the words of those who were “there” and to become a “courier of memory.”**

**Teaching the Holocaust in its entirety is impossible. But teaching about the individuals who survived the Holocaust is not. In our summer workshop we focus on the lives of two survivors (each summer, different survivors). We provide background information about the history of the Jewish people and its journey through an ‘alien’ world, about World War I and the rise of the Nazis, and about multi-ethnic Poland, the setting of the destruction. We emphasize the lives of the survivors before, during, and after the war. We want our teachers to know about the friends, siblings, and**

**parents of the survivors. We want them to know about the world that was. We want them to know *who* was destroyed and *what* was destroyed.**

**We explore the decisive moments in the lives of our survivors. We quote them and limit our words to the task of building transitions from one decisive moment in the life of our survivor to the next. Not least of all, we emphasize the virtues displayed by our survivors after the war: the virtues of hard work, endurance, determination, and love of family - the virtues of surviving survival.**

**We make it abundantly clear: by studying the lives of our survivors, we search for strength in ourselves. And in this way we show respect to those who were treated so unjustly. We are ever mindful that, except for the accident of birth (when and where a person is born), it could have been us; and the destruction of a people, based on greed and hatred, can happen again. The veneer of civilization is thin; the fragility of human nature is real. That has not changed. In sum, the workshop is an exploration of human nature.**

## **REQUIREMENTS AND DEADLINE**

**Ten to twelve teachers (grades 6-12) will be selected for the summer's workshop. Teachers must reside in the Deep South.**

**Prior to the workshop, teachers will receive video documentaries (produced by the Southern Institute) on the lives of two survivors, as**

well as photographs, documents, and interviews of the survivors. Teachers are required to study the documentaries and to read the handouts (no more than a hundred pages). This preparation is mandatory.

For travel and lodging expenses, the Southern Institute provides a stipend. Teachers are responsible for arranging their accommodations.

Teachers are encouraged to apply immediately. Applications should be emailed to [so-inst@tulane.edu](mailto:so-inst@tulane.edu). THE DEADLINE IS APRIL 30, 2015, but the workshop may be filled long before that time. Teachers will be informed of their acceptance or (regrettably) of their rejection within a month of submitting their applications.

If you prefer, you can mail application to:  
Plater Robinson  
Southern Institute for Education and Research at  
Tulane University  
MR Box 1692  
31 McAlister Dr.  
New Orleans, LA 70118

Please suggest to colleagues that they can access a 2015 application at [so-inst@tulane.edu](mailto:so-inst@tulane.edu)

## QUESTIONS?

Contact Plater Robinson at (504)-220-1903, or [probins@tulane.edu](mailto:probins@tulane.edu)

# **APPLICATION 2015 SUMMER WORKSHOP**

## **Part One:**

**Please attach a resume.**

## **Part Two:**

**Complete the application (no handwritten applications, please). You may complete answers on separate sheets of paper by referencing the questions or you can type directly onto this document. Save the file using your last name.**

**1. Name:**

**Home address:**

**Telephone number (cell number is preferable):**

**Email address (personal email is preferable):**

**2. Name of person who will offer a recommendation for you; that person's connection to you, email address, and telephone number:**

**3. Your education, where, when, what (necessary only if not included in your resume) –**

**4. When you were a student in middle school, high school, college, or graduate school, who was your favorite teacher, what did that person teach, and why was that person your favorite? How did that teacher influence you? What made that teacher special?**

**5. What subjects and grade levels do you teach - and have you taught? List subject(s), grade level(s), school(s), and year(s). Which subject and grade level do you prefer teaching and why?**

**6. What Holocaust education workshops (if any) have you attended and when? What was the most meaningful information that you received from those workshops and why? What information did you find irrelevant for use in the classroom and why?**

**7. What is the extent of your knowledge (if any) of the history of anti-Semitism, the history of World War II, and the history of the destruction of the Jewish people and other civilians by the Nazis and their collaborators? In a word, at what level would you rank your knowledge?**



**8. In your teaching experience, what do you think is the meaning that students derive from studying the history of World War II and the Holocaust? What do they remember?**

**9. How do you teach about the experiences of one people without diminishing the experiences of another? If you have examples from your classroom experiences, give them, please.**

**10. How do you teach about World War II and the destruction of Jewish people and other civilians while at the same time preparing students for standardized tests?**

- **Similarly, how do you incorporate material about World War II and the Holocaust into existing curriculum? What books do you use and why?**

**11 Are you familiar with the use of PowerPoint programs and/or Prezi? Not a prerequisite. Will you be able to bring a laptop**

**computer to the workshop for training on how to create your PowerPoint or Prezi presentations? Not a prerequisite.**

**12. What presentation venues are available in your school and in your community?**

**13. Will you commit to making a minimum of six presentations in the year following the workshop?**

**14. Will you commit to viewing the documentaries of two survivors and studying the materials provided to you before the workshop? Will you assure us that you will arrive well-prepared?**

**15. In absence of a family tragedy or a similar hardship, are you certain that you will be available for the workshop?**

## **TEACHER EVALUATIONS**

**2013 and 2014 SUMMER WORKSHOPS**

## **Conducted by Plater Robinson**

### **BERNADETTE FRUGE**

Jennings High School, Jennings, Louisiana

This has been – by far – the best workshop I’ve ever attended. It gives me hope to know that I’m not alone in wanting to bring this story to the next generation.

I learned a tremendous amount. I have yet to fully wrap my mind around all that has been presented to me. I have been longing to know of survivors here in Louisiana, so that it would be more personal to myself and my kids. That is definitely what I received from the workshop.

### **VENNA B. EVERETT**

Saint James School, Montgomery, Alabama

This has been a really wonderful week of learning! I was very happy and blessed to have this opportunity. To me, in my classroom, history has always been about ‘telling stories.’ This is the most effective way to get the students interested. Now, to learn about a particular person, their history - and be able not only to share their memory but teach lessons of empathy, compassion, and awareness - this gives us another tool. Holocaust survivors need their stories told because we cannot let the past repeat itself. I have fallen in love with (survivors) Liselotte Weil and Felicia Fuksman. I cannot wait to tell their stories and shine some light on their lives.

### **BEN STROHL**

Slidell High School, Slidell, Louisiana

I thought this workshop has been the best one I have attended in my

years of teaching. The time spent was enjoyable and went by quickly because of the style of the seminar and the vast amount of knowledge given by Plater. I learned to see the Holocaust not through the numbers of victims but through the eyes of individuals. This has helped show me how to “humanize” the tragedy for my students. This is an experience I won’t forget and hope to be a part of again. There was a big emotional impact over the week, after studying about (survivors) Felicia and Liselotte. I feel like I know not only their story but them as well. I’m excited about spreading their stories inside and outside my classroom. Thank you for holding this seminar. It’s truly important.

**MYLES BARR**

Ellender High School, Houma, Louisiana

I thought the seminar was great. It was different from a basic World War II seminar that was heavy on names/dates/places but light on personal stories. This seminar is a great way to connect students with the reality of the Holocaust. As Plater says, ‘It is impossible to teach six million stories.’ Teaching one story in such a personal way will translate well in the classroom and in community venues.

I think the Southern Institute for Education and Research has done a wonderful job in building relationships with the survivors over the decades. God has used Plater in a very great way to spread the word as well as helping survivors deal with their trauma.

**LAURA AYSEN**

Creekside Junior High, Pearl River, Louisiana

This is the second time that I have attended this seminar and I hope to be allowed to attend again. I am now a Teacher Fellow and proud to be ‘courier of memory.’

The seminar was well done. I especially liked the evening session with Mrs. Levy (Holocaust survivor) and the ability to ask questions to her directly.

Each time I attend a seminar by the Southern Institute, I feel that I gain a better and deeper understanding of this horrific time in history. However, I feel like I still have a life time of learning still ahead, and I appreciate these seminars as an avenue to that education.

Plater is always well prepared and is a brilliant source of knowledge about the Holocaust and about teaching tolerance.

**PATRICIA SILVERMAN**

Lecturer, Mobile, Alabama

I learned to teach the history of the Holocaust based on real life experiences of the survivors, the important 'moments' that were turning points of their lives and how they were affected. We must be effective communicators, for our audience to relate to it. I was so touched by the way Plater delivered the stories of our survivors that I was feeling their pain and suffering and I hope I can learn to be as effective as he is.

**CANDICE A. WHIGHAM**

Kentwood High School, Kentwood, Louisiana

This seminar was amazing. I was able to learn more about the Holocaust and was introduced to survivors and was able to hear their stories. As a teacher, I have been able to inform my students of limited portions of the Jewish Holocaust. With this seminar, I was able to explore the Holocaust in depth. Hearing the stories of their experiences really touched my heart, especially Anne Levy's story. She was a child during the

Holocaust and all I could think about were our children and how would I have reacted to save them.

I believe this seminar has helped to reshape my world view. As a 'courier of memory,' I have to be able to explore and understand other educated views in order to help others to evolve and explore outside of their own worldview into acceptance. This opportunity to share will help to change minds for the good of humankind, one mind at a time, starting with mine.

**KATHERINE WATSON**

Abbeville High School, Abbeville, Louisiana

Overall: great exposure to a dwindling oral history. Loved hearing (survivor) Anne Levy. Plater's expertise is invaluable.

What did I learn? The importance of teaching the Holocaust in 'moments.'

Emotional impact: This week provided a reality check and offered personal growth. I can't wait to teach my Holocaust literature unit. This experience reiterates the need for teaching tolerance.

**LOGAN GREENE**

West Blocton High School, West Blocton, Alabama, and Birmingham Holocaust Education Center

This style of focusing so intently on the individual is fantastic.

**ANITA M. DUBROC**

South Terrebonne High School, Bourg, Louisiana

I found the seminar to be very informative. I really appreciated the multitude of photographs that was included in the presentations. I loved meeting (survivor) Anne Levy. She is my inspiration! Plater is truly informative (and entertaining). Thank you for the multitude of resources. They will be used for more than just my presentations. Thank you also for having (Teacher Fellows) Deshana McLemore and Laura Aysen give presentations – it made the presenting aspect very ‘do-able.’

**BONNIE CHELETTE**

Westdale Middle School, Baton Rouge, Louisiana

I learned content that is invaluable to aid me in my instruction. I learned to teach the Holocaust through the eyes of a few survivors other than overwhelm students with six million. I liked the expression, ‘It was a Holocaust of one times six million.’ I truly loved this experience and feel so honored that I had the opportunity to collaborate with such amazing educators and Plater.

**JESSICA GREENBERG**

Arodah: The Jewish Service Corps

I have thoroughly enjoyed this workshop. Learning about this particular topic through personal narratives is a very effective method/platform. I look forward to using this platform for my grandfather’s story and understand the significance of not only sharing his story but also (survivors) Felicia’s and Liselotte’s. I only wish the workshop was longer and there was more time!

**DAHLIA AZRAN**

Lagniappe Academics, New Orleans, Louisiana

This workshop was very effective in teaching about the lives of the survivors. We were given extreme detail and sources to bring the survivors stories to life (especially the stories told by Plater). It had a strong emotional impact for me. I feel like I really got to know and have met these survivors. I feel prepared to bring this information to others. Everyone showed interest. And the importance of listening and telling these stories was apparent.

**MARTHA ROBERTSON-MITCHELL**

Independence High School, Independence, Louisiana.

I thought the workshop was awesome. The best part was Plater's passion for the subject matter. The emotional part of it was realizing how cruel people are. I take from the workshop that I am now responsible for telling someone else's story and I have to make sure I do them justice.

**BRYANNE MADER**

Hammond Junior High Magnet School, Hammond, Louisiana

I absolutely enjoyed this workshop! I have been hesitant to attend for the past three years. I'm so glad that I did. Very emotional but in a positive and learning way. Plater is so informative – I was a sponge. Although he was a little intimidating at times, that was okay. He was holding us accountable! I am 100% interested in attending more workshops in the future. This might be a stretch but I would love if there were ever funds to be able to send the Teacher Fellows to Europe with Plater so he can guide us through the history there! (A stretch, I know, but would be awesome!!)

**HOWARD M. SILVERMAN**

Lecturer, Springhill Avenue Temple, Mobile, Alabama



I would like to compliment the staff of the Southern Institute for a superb presentation and teaching guide for the education of the world to learn about the Holocaust. Being a modern American Jewish man who heard many stories about the Holocaust from family, I related to the presentations. The enthusiasm shown by Plater Robinson gave the history much more meaning. I actually learned more of the history leading up to the Holocaust.

The emotional impact: to reach out to as many people as possible and to relate these stories of our survivors. My wife Patricia and I will, together, try to educate as many people as possible to the horrors of that time. Many of the Jewish community in Mobile, Alabama, area have no clue as to the horrors our people experienced.

**NANCY LEE MCDANIEL**

Former Orleans Parish School principal (and Newcomb College graduate)

I thought this was better than any class that I ever had at Newcomb College and I had some great teachers! I certainly hope that I am invited to be a 'guest' next year, 'God willing and the creek don't rise.'