

# “New testimony on second generation and gender issues”

## EVENT DESCRIPTION SHEET

PROJECT	
Participant:	[1] - [Nadacni Fond Archa] ([Arks])
PIC number:	[884874450]
Project name and acronym:	[Arks Testimonies] — [Arks Test]

EVENT DESCRIPTION	
Event number:	2
Event name:	New testimony on second generation and gender issues
Type:	Testimony and Gender workshops – role of Emilie Schindler
In situ/online:	in-situ
Location:	Czech Republic – Svitavy With activities in Poland and Hungary
Date(s):	13-15 <sup>th</sup> October, 2023
Website(s) (if any):	<a href="https://arksfoundation.net/events">https://arksfoundation.net/events</a> <a href="https://arksfoundation.net/events/emilie-schindler-gender-and-testimony-education">https://arksfoundation.net/events/emilie-schindler-gender-and-testimony-education</a>
Participants	
Female:	148
Male:	140
Non-binary:	6
From country 1 Czechia:	46
From country 2 Hungary:	145
From country 3 France:	22
From country 4 Germany:	4
From country 5 Ireland:	1
From country 6: Italy:	1

From country 7: Latvia	3		
From country 8: Netherlands	3		
From country 9: Poland	25		
From country 10: Austria	14		
From country 11: Belgium	22		
From country 12: Bulgaria	8		
Total number of participants:	294	From total number of countries:	12
<b>Description</b> <i>Provide a short description of the event and its activities.</i>			

We completed a **series of events with the visit of Erika Rosenberg the heir and biographer of Emilie Schindler, “The Angel of Schindler’s Ark” from Argentina.**

What was the role of Emilie Schindler, the wife of Oskar, in saving 1200 Jews in Brnec? Were the Jews saved by an individual or a partnership of Oskar, Emilie and the Jews themselves? How has the role of Emilie Schindler been portrayed, in the script of a film Oskar contributed to in the 1960s, in the book and film Schindler’s List, and in the memoirs of Emilie Schindler?

What does this tell you about the changing role of gender? How can her role be represented in the Museum of Survivors in Brnec? We would like your contributions.

The activity involved recording of an original testimony with Erika Rosenberg, and developing a testimony-based teaching activity, which contributes to the impact evaluation of the program.

The activity is available to the participating schools and is available on iWitness for European and American schools (in English and Hungarian

<https://iwitness.usc.edu/activities/7364?search=Emilie%20schindler>).

In addition, a seminar with the actress who played the girl in Red further developed the theme of children and of gender which included a presentation of second-generation issues.



*Svitavy event with Erika Rosenberg the heir and biographer of Emilie Schindler in the town where Emilie Schindler came from and lived.*

The events were the following:

Thursday, 12 <sup>th</sup> October	<b>Making a Museum</b> – evening discussion on including Emilie Schindler and gender in the Museum of Survivors – with Erika Rosenberg
Friday, 13 <sup>th</sup> October	<b>School testimony and gender activity</b> – Svitavy and Brnenec, with Erika Rosenberg and Daniel Low-Beer, new testimony based activity
Friday, 13 <sup>th</sup> October	<b>Museum of Survivors</b> – tour with Erika Rosenberg and school inputs to how Emilie Schindler and gender should be included in the Museum of Survivors
Saturday, 14 <sup>th</sup> October	<b>Filming original testimony with Erika Rosenberg</b> – Brno. Associated in person events in Hungary, Austria, Germany, Switzerland, of gender and testimony activity aligned with the school curriculum and timing in those countries





Recording of testimony on Emilie Schindler and Gender with Erika Rosenberg. This provided a new perspective on Emilie Schindler and her role in the partnership of saving 1200 Jews.

The testimony will be made available in the Museum of Survivors, together with the activity on Gender and Emilie Schindler. The activity was piloted and finalized with the students, and contributed to the impact evaluation on knowledge, attitudes and behaviours. It is shown below:



#### TOPIC

Gender

#### INTERVIEWEE

Jonathan Dresner

#### AGE GROUP

14-18

#### LENGTH

45 minutes

#### SUBJECT

History, Ethics, Media

#### DESCRIPTION

During this activity students will learn about the role and story of Emilie Schindler who was the wife of Oscar Schindler and took a major part in the rescue activities in Brnec during WWII. Her story, however, remained untold. During the activity students will analyze and consider different sources in order to better understand the role of Emilie Schindler and the importance of multiple perspectives when a story is told.

#### TEACHING MATERIALS

- teacher guide
- student worksheet and biography of Jonathan Dresner
- video testimonies

#### LEARNING AIMS

As a result of completing this activity students will:

- development of source critique and analysis skills,
- learning about different perspectives,
- developing digital competences,
- developing critical thinking.

## CONSIDER

Discuss the following question together in the classroom and collect the student's ideas. Then, students should work in pairs or in small groups and answer the questions about the photo.

- What comes to your mind when you hear the name, Schindler?

The teacher should show students the picture of Oscar Schindler with his wife, Emilie, in Argentina after WWII without revealing who they are in the picture. (*Appendix 1.*)

Look at the picture and work in small groups or pairs to answer the following questions: (*Student worksheet 1.*)

- Have you ever seen this photo?
- What do you think, who is this lady next to Oscar Schindler?
- When and under what circumstances could this picture have been taken?
- How do you perceive the relationship between the individuals depicted in the picture?

The teacher should let students know who is in the picture, then introduce Emilie Schindler by using the short biography attached about her life until the end of the war. (*Appendix 2.*)

## COLLECT

### a) Collect 1.

In this section, students will learn more about Emilie Schindler and her role during the war.

Students will work in groups and each group should watch at least two short clips of testimony about Emilie Schindler, as survivors remember her.

Before watching the clips, students should read the short biographies of survivors (*Appendix 3.*), then, examine the information based on the following criteria (*Student worksheet 2.*) and gather what they learned about Emilie Schindler from the video.

- How was she?
- What did she do?
- What was her role?
- How do the survivors remember her?

Groups should share their answers with each other.

### b) Collect 2.

In this part of the activity students will learn about the life of Emilie Schindler after the war. They should read the second half of her biography (*Appendix 4.*).

After processing the acquired biographical information, students should formulate what image has formed in their minds about Emilie Schindler.

## CONSTRUCT

Students should read the quotes from Erika Rosenberg and Thomas Keneally (*Student worksheet 3.*), then compare what they have learned during the task with the quotes they have read.

They should reflect on what the sentence in the task title, „*In the shadow of a great man,*” means to them. They should write down their thoughts in 8-10 sentences.

## COMMUNICATE

Students should pair up and share their thoughts with each other, noting the similarities and differences in their perspectives.

The teacher should collect the written thoughts from the students.

In addition, 11 primary interviews with Emilie Schindler were collected, transcribed and translated into English from German and Spanish. Emilie Schindler speaks with extreme precision of the events that occurred in Schindler's Ark. For example, she describes their efforts to save Jews as early as 1938, which changes the timeline of the story.

“Our story of rescuing Jews did not begin in August 1944 when the factory was relocated from Kraków to Brännlitz, but much earlier, in 1938, after German troops invaded the Czech Republic, we, Oskar and me, rescued desperate, persecuted Jews who had to leave their homeland for Poland. Several times we and sometimes myself alone, hid Jews in my car to take them across the border. Nobody would have thought that a year later Poland would become a death trap.

I still remember it very well, once a young mother approached me and desperately asked me to smuggle her five-year-old daughter to Poland.”

Erika Rosenberg also completed the introduction to Emilie Schindler for our schoolbook “The Angel from Brnenec, Emilie Schindler”.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).