

LESSON PLAN TO BE USED WITH CENTROPA FILM – A BOOKSTORE IN SIX CHAPTERS

PURPOSE: The goal of this lesson is to introduce students to the major reasons for studying History (**any History course will be appropriate with this lesson**). Having said that, this lesson is meant to be used at the beginning of a year long course. Feel free to modify the lesson to fit your specific needs.

Note: 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. It has been 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’. The point of this exercise is to have students realize that History is more than bolded terms, maps, and dates.

MATERIALS NEEDED – For this lesson, you will need the following items.

- A laptop connected to a projector

- Internet connection

- Dry Erase Markers and Whiteboard

- Printer, color preferred

- Tape

PROCEDURE – Begin to brainstorm with students by asking them what they thought when they first saw their 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.

1. Remember the Past
2. Understand People & The World

3. Learn from the Past

4. 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)

Once you have done this, introduce the film to students. Please preface it by 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. What I mean by that is try and find a film that is in English, as students may struggle with subtitles. This will limit your choices, however, as most Centropa films are narrated in the narrator's native language.) 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. You should be able to have your audience make connections to the characters on a much deeper scale than this. Try talking 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. When students have completed this portion, you may either have students keep their answers to themselves, or discuss as a class (most students may be shy about sharing on the first few days of school, but these films are meant to be discussed and serve as a tribute to the amazing people they document).

Finally, have students trade the Video Outline sheet for an 'Emotions Web – Apply to our Lives' sheet. 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. Have that circle 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. Concept maps describe an idea (or in this

case an image) the same way a road map describes a road. 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

1. Describe the Molho Book store. Use adjectives, quotes; anything you can.
2. Describe the Jewish History, origins, and culture of Thessaloniki.
3. How did Thessaloniki change between 1910 and 1931? What events occurred, and what was the effect on the culture?
4. Why was being Jewish in Thessaloniki so different than being Jewish in many other places?

Learn from the Past – Chapters 4 and 5

1. What were some of the ‘signs’ which showed the way things were going?
2. What ‘limits’ did the German occupiers put on Jews in Thessaloniki?
3. 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

1. Why do you think Solon and Renee were married so quickly? What obstacles may they have faced that were NOT mentioned?
2. How might the destruction and 'loss' of the Jewish Cemetery affect the Jewish community in Thessaloniki?
3. 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 one question that is unanswered by either the picture or the caption. What would you ask the Molho family about that image?



**Frida
Benroubi**



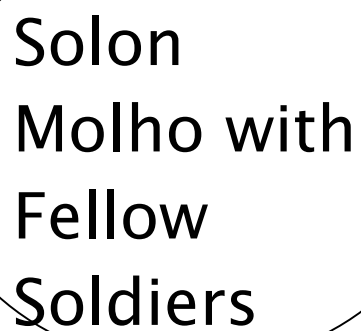
**Renee and
Solon on
their
Honeymoon**



Renee
Molho's
Wedding
Day



Solon
Molho at
Work



Solon
Molho with
Fellow
Soldiers

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

Preserving Jewish memory - Bringing history to life

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INTERVIEW DETAILS

INTERVIEWEE: Renee Molho
INTERVIEWER: Nina Molho
MONTH OF INTERVIEW:
October
YEAR OF INTERVIEW: 2005
Thessaloniki, Greece

KEY PERSON

Frida Benroubi
DECADE OF BIRTH: 1910
CITY OF BIRTH: Thessaloniki
COUNTRY NAME AT TIME
OF BIRTH:
Greece
YEAR OF DEATH: 1943
CITY OF DEATH: Auschwitz
COUNTRY OF DEATH: Poland
DIED WHERE: Auschwitz

FRIDA BENROUBI



+ PHOTO TAKEN IN: Thessaloniki
COUNTRY NAME AT TIME OF PHOTO: Greece
COUNTRY NAME TODAY: Greece

This photo was taken in Thessaloniki in the 1940s. This is a friend of mine called Frida Benroubi. In her arms she has her niece. I don't remember the name of the child but I remember that she was a happy, noisy very nice child. Unfortunately she did not live long. Neither of them survived the Holocaust; they were both deported and never came back.

Whenever we perform a memorial ceremony we mention her too since nobody of her family survived to remember her.

ACTIONS

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PHOTOS FROM THIS FAMILY



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INTERVIEWER: Nina Molho
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Thessaloniki, Greece

KEY PERSON

Renee Molho
YEAR OF BIRTH: 1918
CITY OF BIRTH: Thessaloniki
COUNTRY NAME AT TIME
OF BIRTH:
Greece

OCCUPATION

AFTER WW II: Bookseller

FAMILY NAMES

PREVIOUS FAMILY NAME:
Saltiel Abravanel

YEAR OF CHANGING:
1946

REASON FOR CHANGING:
Marriage

 [Download Family Tree](#)

OTHER PERSON

Solon Molho
YEAR OF BIRTH: 1918
CITY OF BIRTH: Thessaloniki
COUNTRY NAME AT TIME
OF BIRTH:
Greece
YEAR OF DEATH: 1997
CITY OF DEATH: Thessaloniki
COUNTRY OF DEATH: Greece
DIED: after WW II

OCCUPATION

BEFORE WW II: Bookseller
AFTER WW II: Bookseller

RENEE AND SOLON MOLHO ON THEIR HONEYMOON



PHOTO TAKEN IN: Thessaloniki
YEAR WHEN PHOTO WAS TAKEN: 1946
COUNTRY NAME AT TIME OF PHOTO: Greece
COUNTRY NAME TODAY: Greece

Here I am with my husband Solon Molho during our honeymoon. This picture was taken on the boat that we took from Thessaloniki to Athens. In 1946 this was a rather common thing since the roads were still damaged; today there are no boats doing this trip any longer.

We married at the Monastirioton synagogue of Thessaloniki on 17th March 1946.

It was the end of the war, we had almost nothing but we were young, we were in love and we wanted a family.

After our honeymoon we started working and working and doing nothing else but work. He was a bookseller and I tried to make curtains out of an anti-mosquito cloth which I also dyed in a happy color, and hung them on the windows as they were facing the street, and it was the only way to protect our privacy, not allow to see from the outside what was happening inside. All our belongings, things, clothes, etc. were stolen by the man that was supposed to take care of them and it was very difficult for us to manage.

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

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OCCUPATION

AFTER WW II: Bookseller

FAMILY NAMES

PREVIOUS FAMILY NAME: Saltiel Abravanel

YEAR OF CHANGING: 1946

REASON FOR CHANGING: Marriage

 [Download Family Tree](#)

OTHER PERSON

Solon Molho
YEAR OF BIRTH: 1918
CITY OF BIRTH: Thessaloniki
COUNTRY NAME AT TIME OF BIRTH: Greece

YEAR OF DEATH: 1997

CITY OF DEATH: Thessaloniki

COUNTRY OF DEATH: Greece

DIED: after WW II

OCCUPATION

BEFORE WW II: Bookseller

RENEE MOLHO'S WEDDING DAY



PHOTO TAKEN IN: Thessaloniki
YEAR WHEN PHOTO WAS TAKEN: 1946
COUNTRY NAME AT TIME OF PHOTO: Greece
COUNTRY NAME TODAY: Greece

This picture was taken at the Monastirioton Synagogue of Thessaloniki on 17th March 1946. It is the day of my marriage to Solon Molho.

I remember that all the marriage preparations were taken care of by Aunt Mitsa and Uncle Pepo and everything was very fine. And we were very happy. The little girl next to me is their daughter, Rena Abravanel.

It was Mrs. Margaritis, the sister of my aunt Mitsa, who was a musician that lent me my wedding dress, which was one of the dresses she was wearing when she gave concerts.

After the marriage, we all went to Aunt Mitsa's house. I don't remember who it was that placed his hand on top of the fireplace with such enthusiasm that the fireplace fell apart.

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

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COUNTRY NAME AT TIME
OF BIRTH:
Greece
YEAR OF DEATH: 1997
CITY OF DEATH: Thessaloniki
COUNTRY OF DEATH: Greece
DIED: after WW II
OCCUPATION
BEFORE WW II: Bookseller
AFTER WW II: Bookseller

SOLON MOLHO AT WORK



PHOTO TAKEN IN: Thessaloniki
YEAR WHEN PHOTO WAS TAKEN: 1945
COUNTRY NAME AT TIME OF PHOTO: Greece
COUNTRY NAME TODAY: Greece

This is the picture that Solon Molho, my husband-to-be, sent me when I was in Israel. It says: ?Renee cherie Solon 15/11/45?

When the war was over and Solon came back from the island of Skopelos where he was hiding during the war he went to my uncle David Abravanel, since he did not know where to find me, and he explained to him that he loved me and that he wanted to marry me. Uncle David wrote to me in Israel and my response to the proposal was positive.

I remembered Solon from the time we were in the ghetto since he was a close friend of my cousin Nadir, and used to come to our house almost daily. I liked him and I believed we would have a nice life together, and we did.

This is the picture he sent me with his first letter to Israel.

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

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COUNTRY OF DEATH: Greece
DIED: after WW II
OCCUPATION
BEFORE WW II: Bookseller
AFTER WW II: Bookseller

SOLON MOLHO WITH FELLOW SOLDIERS AT SIDIROKASTRO




PHOTO TAKEN IN: Sidirokaastro
YEAR WHEN PHOTO WAS TAKEN: 1940
COUNTRY NAME AT TIME OF PHOTO: Greece
COUNTRY NAME TODAY: Greece


This is a picture of my husband, Solon Molho, when he was in the army at Sidirokaastro during the Greek-Italian war. Sidirokaastro is located on the frontier line between Greece, Yugoslavia and Bulgaria and it is called the ?Roupel? fortress. It was one of the strong points of resistance against the attack of the German army in 1940. The others are the people with whom he was serving but I don't know them.

From Sidirokaastro my husband returned to Thessaloniki on foot. He had to present the contents of the cash register he was managing in the army and they, Solon and other soldiers, walked to a port, took a boat that was chased by planes and then walked again in order to make it to Thessaloniki. The cash he was responsible for, was a serious source of anxiety for him, since it didn't belong to him but to the army, and when he managed to pass it to someone else, he left and arrived in Thessaloniki, as a civilian, not a soldier any more.

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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.