

Europeana Learning Scenario

(Museum Educators)

Title

The legacy of the Weissmann family: traces of the Jewish community

Author(s)

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Abstract

This Learning Scenario is designed to give participants a better understanding of the cultural, social, and economic changes that took place during World War II. Given the forgotten and instructive life stories of members of the Jewish community, we want to deepen reflections on social change and trigger critical thinking on the negative aspects of spreading social intolerance and arise positive attitudes about social inclusion and acceptance of cultural differences in local communities. In this case, participants will use historical sources about the Weissmann Jewish family who lived in Osijek, in eastern Croatia.

Keywords

Cultural identity, Local community, Holocaust, World War II, Human rights

Table of summary

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Subject	History, sociology, politics and economics, ethics, fine arts
Topic	Social change, World War II
Age of participants	13-18
Suitable setting for implementation	<p>Suitable for implementation in museums, but also online.</p> <p>If the activities are carried out in the museum, then these can be carried out in:</p> <ul style="list-style-type: none"> • exhibition set-up (if the exhibition is related to the theme of Jewish life, Jewish communities and / or culture), • workshop space (I suggest presenting one or more items from museum collections related to the topic of Jewish heritage - family heritage, archives, review of a virtual walk), • online using virtual walk http://culex360.com/eng_weissmann/

Activity time	90 min in person 60 min online
Online educational material	<p>Resources for educators:</p> <ul style="list-style-type: none"> Project REDISCOVER <i>Local portfolios of potential tourism products related to Jewish cultural heritage, containing case studies and project idea profiles</i> http://www.interreg-danube.eu/approved-projects/rediscover/section/local-portfolios <i>Handbook for tourism and public relations</i> http://www.interreg-danube.eu/approved-projects/rediscover/section/handbook-for-tourism-and-public-relations <i>Personal history - interview with Darko Fisher</i> https://www.youtube.com/watch?v=59zHmOKyKCI&feature=youtu.be Museum of personal stories, Croatia https://muzejosobnihprica.com/en/about-the-exhibition-stories-of-the-jews/ Personal stories (photographs and videos) https://muzejosobnihprica.com/en/personal-stories-stories-of-the-jews/ Museum of Slavonia, Croatia The Legacy of Hermann Weissmann in the Heritage Institutions of Osijek, virtual walk http://culex360.com/eng_weissmann/ Francesco Vinea's painting The Marquis from the collection of Osijek's lawyer Hermann Weissmann https://www.transcultaa.eu/wp-content/uploads/2018/09/poster06.pdf United States Holocaust Memorial Museum https://encyclopedia.ushmm.org/content/en/article/antisemitism https://www.ushmm.org/teach/teaching-materials/antisemitism-racism

	<ul style="list-style-type: none"> Teaching with Europeanablog https://teachwittheuropeana.eun.org/learning-scenarios/inclusion-processes-through-participatory-photography-and-digital-narratives-ls-pt-304/ https://teachwittheuropeana.eun.org/learning-scenarios/migration-and-cultural-diversity-ls-tr-82/ https://teachwittheuropeana.eun.org/learning-scenarios/letters-to-anne-frank-ls-ro-305/ https://teachwittheuropeana.eun.org/learning-scenarios/faces-of-war-ls-pl-67/ Project VIRAL Virtual Reality Archive Learning https://viralquests.eu/quests-all/36-literacy-eqf-level-3/453-old-photographs-how-to-read-them#s4 https://viralquests.eu/quests-all/30-languages-eqf-level-3/451-writing-texts-and-labels#s4 https://viralquests.eu/quests-all/42-entrepreneurship-eqf-level-3/450-creating-pop-up-exhibitions#s4 https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/446-exploring-artefacts#s3 https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/445-interpreting-an-exhibition#s3 https://viralquests.eu/quests-all/49-personal-social-and-learning-eqf-level-4/443-starting-your-own-collection Pop Up Boat by Jewish Museum Frankfurt http://popupboat.juedischesmuseum.de/index-en.html Pop up Exhibition Happiness, Museum of Slavonia https://www.facebook.com/muzejslavonije/posts/10157986880957402/ Social Media Hashtag Campaigns https://mention.com/en/blog/social-media-hashtag-campaigns/ http://freemansocialmedia.com/social-good-hashtags/
Offline educational material	Paper, post it, flip chart, pencils, markers, colored pencils, pens, rubbers, sharpeners.
Europeana resources used	<i>Photograph</i> <ul style="list-style-type: none"> The Massacre of the Innocents(Rijksmuseum)

- [Children playing in a courtyard in Vienna](#)(American Jewish Joint Distribution Committee)
- [Carpentry shop of the Natanson Professional School of the Jewish Community, Warsaw](#)(American Jewish Joint Distribution Committee)
- [Women sitting by sewing machines in the Girls' Trade School, Przemysl, Poland](#)(American Jewish Joint Distribution Committee)
- [Memorial candle](#), (JoodsHistorisch Museum)
- [Menorah from BL Add 14759, f. 2](#), (The British library)
- [Amulet pendant](#), (The Jewish Museum of Greece)
- [Hanukkah Lamp](#), (The Jewish Museum of Greece)
- [Balatoni Múzeum kisgrafika](#), (Balatoni Múzeum - Keszthely)
- [The Beit Hatfutzot, Diaspora Museum receive today a present for Sweden, a Red Cross bus by which the survivors from the holocaust were taken to Sweden](#).(The National Library of Israel)

Exhibitions, museums, blogs

[MIGRATION THROUGH THE EYES OF THE ISRAEL MUSEUM](#)

['I AM THE CHANGE': REFUGEES, ART AND ACTIVISM](#)

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Integration into the curriculum

The issues that this learning scenario addresses fit the teaching topics of the History subject introduced by the National Curriculum for Primary School published by the Ministry of Science, Education and Sports of the Republic of Croatia.

Likewise, the topic of this learning scenario can also be linked with other subjects of grammar schools such as Sociology, Politics and Economics, Ethics, Fine Arts.

Aim of the educational activity

Participants will learn how museums promote cultural heritage and family stories, but also how to prepare a pop-up themed exhibition especially in actions through which we want to raise awareness of a topic or

challenge that the local community or group of people face. Also, participants will gain insight into the opportunities offered by Social Media and how to use it properly for a good cause.

Outcome of the educational activity

The outcome of the learning scenario activity is as follows:

- development and organization of a pop-up exhibition,
- participants will know how to interpret the appearance, purpose and uniqueness of a museum or personal object,
- participants will be able to explain what it is and how to organize a pop-up exhibition,
- participants will be able to determine the topic and make a plan of the exhibition setup.

At the end of the activity, students will be able to define the role of the museum in the local community, as well as retell the content of the exhibition about the legacy of the Weissmann family. They will also be able to explain the unfortunate events that took place during the Second World War, but also take a stand on the need to resolve disputes peacefully in society without inciting conflict or the development of tensions.

21st century skills

How the learning scenario corresponds to 21st century skills:

LEARNING AND INNOVATION SKILLS

- Critical Thinking - understanding diversity and understanding the importance of the existence of a minority cultural identity
- Communication - acceptance of conflicting views, the possibility of explaining personal views, expressing personal opinions and ideas
- Collaboration - willingness to cooperate and work in groups, respecting deadlines, specific skills and competencies of team members, support and focus on achieving the common goal

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

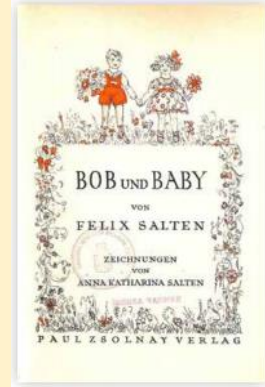
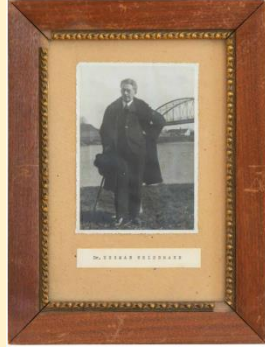
- Information Literacy - identifying and serving relevant sources of information
- Media Literacy - the ability to recognize the credibility of information sources and the ability to filter content and context on the principle of truth / untruth
- ICT Literacy - use of basic and advanced digital technologies in the learning process (VR, AR, 360 videos, etc.)

LIFE AND CAREER SKILLS

- Social and Cross-Cultural Skills - willingness to cooperate with members of various minority, religious groups
- Productivity and Accountability - developed sense of productivity and responsibility in the implementation of targeted activities or tasks, individually or in a team
- Leadership and Responsibility - developed a sense of team management and / or leadership while accepting the risk of responsibility

Activities

Name of activity	In the Museum	Time
Introduction	<p>There are people from the Jewish community who lived the World War II years, and their names are associated with either museums, or certain exhibitions, or a place/building within a town or country. The educator introduces the activity by presenting this connection. He / She can choose the connection that suits better to the context that he/she works in. Moreover, it is suggested to choose a person of whom there are pictures of personal items, artifacts, etc., which participants can reach. For the purposes of this learning scenario, the connection between Museum of Slavonia and Hermann Weissmann is going to be used as introduction.</p>	
From personal items and family stories to the museum collection	<p>The museum educator explains to the participants how the Museum of Slavonia was established. Namely, the Museum of Slavonia was founded on the basis of a donated private collection, which indicates the close relationship that the museum has with the local community.</p> <p>One of the museum donors was Dr Hermann Weissmann, a prominent public and cultural figure. In 1941 Dr Weissmann wrote to the Major of Osijek, offering his library and art collection in exchange for the permission to stay in his apartment, because at the time the dislocation of Jews from the city centre had already begun. Cultural-historical objects of the lawyer Hermann Weissmann today are a part of rich collections in cultural institutions in Osijek.</p> <p>The educator then shows and describes several personal items from the Museum of Slavonia Collection such as black and white photography of Weissmann from 1930, an oil painting representing City of Osijek painted in 1868, and a book called “Bob und Baby” that once belonged to daughter of Herrmann Weissmann.</p>	10 min



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The educator encourages interaction with participants by asking open-ended questions such as:

Do you know a person who is of Jewish origin or belongs to another national minority?

How do you feel when you think of people who died innocent in war or were expelled from their homes?

What do historical events, especially wars and conflicts, teach us?

What do you think, can exhibitions on the topic of persecution of Jews or other nationalities be instructive and influence the increase of awareness on socially important topics?

Learn more:

[The Massacre of the Innocents Children playing in a courtyard in Vienna](#)
[Carpentry shop of the Natanson Professional School of the Jewish Community, Warsaw](#)
[Women sitting by sewing machines in the Girls' Trade School, Przemyśl, Poland](#)

Interpreting the meaning of a personal object

Museum educator explains the term interpretation. Interpretation is part of the communication process in which the visitor receives the information and if the interpretation is successful, the visitor will adopt the information and it will be of particular importance to the visitor. Interpretation is also fun. In addition to acquiring information about the museum and any other object through interpretation, interpretation provokes curiosity, attention and arouses interest.

15 min

The following activity can be carried out individually, in pairs or in teams, depending on the number of participants. The museum educator prepares several different museum objects in advance such as a photograph, an item of clothing, a book, a letter and the like. In addition, participants will receive a short introductory text about the owner of the object or event related to the object. The task is for the participants to study the museum objects and then describe them orally or write down the data. The aim is to find out the basic facts about the object, such as the type of material from which the object is made, the year of creation or the author, and then to whom the object belonged and what purpose the object had. In the case of the interpretation of an object, it is permissible to think about the transferred meaning or feelings that the object evokes, especially in situations where the object contains certain symbols such as the Star of David or the menorah.

Items that can be used:

https://www.europeana.eu/hr/item/270/resource_document_jhm_museum_M008990

https://www.europeana.eu/hr/item/9200397/BibliographicResource_3000126282360

https://www.europeana.eu/hr/item/317/0b22d9b0_3ba0_4cfa_bbec_182428d08230

https://www.europeana.eu/hr/item/317/98fb9c08_cb3d_416c_8623_80bda62924d4

<https://www.europeana.eu/hr/item/2048128/479002>

Learn more:

<https://viralquests.eu/quests-all/36-literacy-eqf-level-3/453-old-photographs-how-to-read-them#s4>

<https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/446-exploring-artefacts#s3>

	https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/445-interpreting-an-exhibition#s3	
Pop up exhibition	<p>The next activity, after the interpretation of the museum object, is to design a pop-up exhibition.</p> <p>A pop-up exhibition is a short-term exhibition, which can be organized in a museum or gallery, but also outdoors. It can be organized by art organizations or citizens, or children and young people in schools in order to promote artistic and creative works, a particular topic or increase awareness of issues in the world. The organization of such an exhibition does not require large monetary expenditures.</p> <p>The museum educator explains which are the most important components of the exhibition, and they are:</p> <ul style="list-style-type: none"> • Pop-up exhibition theme • Type of exhibition (informative, review, didactic exhibition, retrospective, thematic, etc.) • type of exhibition setup • exhibited objects, works of art, performance or spatial installations • How to convey the message (text content, tags, social media, etc.) <p>Participants will work in teams again. Each team will prepare a pop-up exhibition on a specific topic. The topic could be related to their community or neighborhood, challenges they face as generation or some universal topics such as social inclusion or youth in action. For the needs of the exhibition, they can make informative posters, drawings and sketches, legends with explanations. Pop up exhibition can be conducted easily.</p> <p>A separate room, hallway or one wall in the room can be an interesting enough space to organize an exhibition. For example, during the Museum Night, a pop up exhibition called Happiness was organized at the Museum of Slavonia. Two informative posters were made with basic information about the organizers of the exhibition and the concept of happiness, but also with instructions on how museum visitors can participate in the exhibition. It was enough to write the answer to the question "What is happiness for you?" on a post-it piece</p>	45 min

of paper. The wall was full of answers written on pieces of paper of different colors.



Also, each team should think of one or two keywords that will be used as hashtags while promoting the pop up exhibition via social media. Let the participants think of a best way to promote the universal theme of the exhibition such as accepting difference, stop violence, promote peace, my story, or the like.

Resources that can be used:

<https://www.europeana.eu/en/blog/migration-through-the-eyes-of-the-israel-museum>

<https://www.europeana.eu/en/blog/i-am-the-change-refugees-art-and-activism>

https://www.europeana.eu/hr/item/318/marc_nli_004024476

<https://www.museumnext.com/article/what-we-can-learn-from-pop-up-museums-best-practice-and-ideas-from-instagram-friendly-experiences/>

<https://viralquests.eu/quests-all/42-entrepreneurship-eqf-level-3/450-creating-pop-up-exhibitions#s4>

<http://popupboat.juedischesmuseum.de/index-en.html>

<https://viralquests.eu/quests-all/30-languages-eqf-level-3/451-writing-texts-and-labels#s4>

	https://www.facebook.com/muzejslavonije/posts/10157986880957402/	
Feedback	<p>At the end of the activity, each team will take on the role of an exhibition guide and use interpretation to convey the main message of an exhibition.</p> <p>The teams will evaluate which pop-up exhibition was the best and comment on how to improve the remaining exhibitions.</p>	20 min

Name of activity	Procedure –Activities online (On this occasion, participants can follow the activities using computers and videoconferencing by following the instructions)	Time
Introduction	<p>There are people from the Jewish community who lived the World War II years, and their names are associated with either museums, or certain exhibitions, or a place/building within a town or country. The educator introduces the activity by presenting this connection. He / She can choose the connection that suits better to the context that he/she works in. Moreover, it is suggested to choose a person of whom there are pictures of personal items, artifacts, etc., which participants can reach. For the purposes of this learning scenario, the connection between Museum of Slavonia and Hermann Weissmann is going to be used as introduction.</p>	

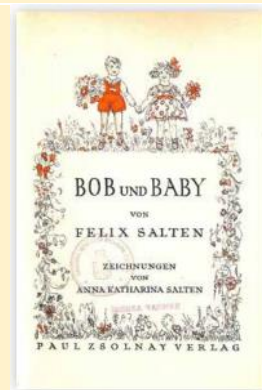
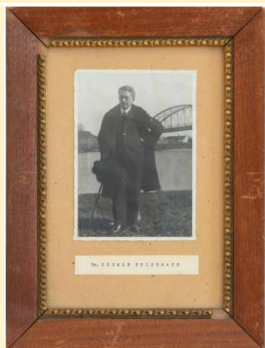
**From personal
items and family
stories to the
museum
collection**

10 min

The museum educator explains to the participants how the Museum of Slavonia was established. Namely, the Museum of Slavonia was founded on the basis of a donated private collection, which indicates the close relationship that the museum has with the local community.

One of the museum donors was Dr Hermann Weissmann, a prominent public and cultural figure. In 1941 Dr Weissmann wrote to the Major of Osijek, offering his library and art collection in exchange for the permission to stay in his apartment, because at the time the dislocation of Jews from the city centre had already begun. Cultural-historical objects of the lawyer Hermann Weissmann today are a part of rich collections in cultural institutions in Osijek.

The educator then shows and describes several personal items from the Museum of Slavonia Collection such as black and white photograph of Weissmann from 1930, an oil painting representing City of Osijek painted in 1868, and a book called "Bob und Baby" that once belonged to daughter of Herrmann Weissmann.



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	<p><i>The educator encourages interaction with participants by asking open-ended questions such as:</i></p> <p><i>Do you know a person who is of Jewish origin or belongs to another national minority?</i></p> <p><i>How do you feel when you think of people who died innocent in war or were expelled from their homes?</i></p> <p><i>What do historical events, especially wars and conflicts, teach us?</i></p> <p><i>What do you think, can exhibitions on the topic of persecution of Jews or other nationalities be instructive and influence the increase of awareness on socially important topics?</i></p> <p><i>Learn more:</i></p> <p><u>The Massacre of the Innocents</u></p> <p><u>Children playing in a courtyard in Vienna</u></p> <p><u>Carpentry shop of the Natanson Professional School of the Jewish Community, Warsaw</u></p> <p><u>Women sitting by sewing machines in the Girls' Trade School, Przemyśl, Poland</u></p>	
Interpreting the meaning of a personal object	<p>Museum educator explains the term interpretation. Interpretation is part of the communication process in which one receives the information and if the interpretation is successful, the viewer or listener will adopt the information and it will be of particular importance to a person. Interpretation is also fun. In addition to acquiring information about the object or topic through interpretation, interpretation provokes curiosity, attention and arouses interest.</p> <p>The following activity can be carried out individually, in pairs or in teams, depending on the number of participants. The museum educator prepares one museum object for example an old photograph and a short introduction to it. Museum educator will demonstrate how to interpret an object.</p> <p>Participants will do the same by interpreting their personal belonging they hold very dear or has a special meaning and value. It can be a pen, a book, a personal letter or other. It is permissible to think about the transferred meaning or feelings that the object evokes such as love, understanding, hope etc.</p>	15 min

	<p>Learn more:</p> <p>https://viralquests.eu/quests-all/36-literacy-eqf-level-3/453-old-photographs-how-to-read-them#s4</p> <p>https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/446-exploring-artefacts#s3</p> <p>https://viralquests.eu/quests-all/39-cultural-awareness-and-expression-eqf-level-3/445-interpreting-an-exhibition#s3</p>	
Social MediaPop up campaign	<p>The next activity, after the interpretation of the museum object, is to get involved in Social Media Pop up campaign by posting a picture of an object with the corresponding text and hash tags.</p> <p>The museum educator explains which are the most important components of the on, and they are:</p> <ul style="list-style-type: none"> • Pop up campaign theme • Type of campaign (informative, review, retrospective, thematic, etc.) • How to convey the message (text content, tags, social media, etc.) • What to post (post, reel, etc.) <p>Museum educator will ask participants to think of a unique hashtag that will be used within the online activity. It is advisable to have one or more specific terms that will be easily searchable, easy to use, with a strong message and meaning in public.</p> <p>Participants will work individually. Each participant will prepare one post with the corresponding text and hash tags.</p> <p>A Social Media Pop up campaign can be organized by art organizations or citizens, or children and young people in schools in order to promote artistic and creative works, a particular topic or increase awareness of issues in the world.</p> <p>Learn more:</p> <p>https://www.europeana.eu/en/blog/migration-through-the-eyes-of-the-israel-museum</p> <p>https://www.europeana.eu/en/blog/i-am-the-change-refugees-art-and-activism</p> <p>https://www.europeana.eu/hr/item/318/marc_nli_004024476</p> <p>https://www.museumnext.com/article/what-we-can-learn-from-pop-up-museums-best-practice-and-ideas-from-instagram-friendly-experiences/</p>	20 min

	https://viralquests.eu/quests-all/42-entrepreneurship-eqf-level-3/450-creating-pop-up-exhibitions#s4 http://popupboat.juedischesmuseum.de/index-en.html https://mention.com/en/blog/social-media-hashtag-campaigns/ http://freemansocialmedia.com/social-good-hashtags/	
Feedback	<p>At the end of the activity, each participant will search for the posts on Instagram using the hashtag and choose up to three posts they like the most.</p> <p>Together educator and participants will evaluate which posts were the best and comment on how to improve the remaining online Pop-up campaigns.</p>	15 min

Educator's remarks

Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex