

Student Conference, the English Department - 2016 Book of Abstracts

PLENARY SPEAKER

Dr. Keren Omry



Novels of the Contemporary: Responsibility, Subjectivity, and Possibility in Morrison and Hopkinson

Abstract

Signaling its emergence in a world in which national boundaries are both urgently invoked and powerfully contested – through capitalism as well as terrorism, multiculturalism and transnationalism – Toni Morrison's *A Mercy* points to a pressing recognition that the stories of the nation and of origin must be retold.¹ This essay proposes to demonstrate Morrison's use of the trope of literature as the key to freedom in *A Mercy*, a novel fundamentally about enslavement, by critically juxtaposing it with Nalo Hopkinson's *The Salt Roads*.² Two very different stories, two very different storytellers, both Toni Morrison and Nalo Hopkinson turn to similar motifs in their post-9/11 fictional investigations into the makings of a nation, a community, and a family in a world defined by chaos.

Biodata

Dr. Keren Omry is an Assistant Professor of American Studies, in the Department of English Language & Literature at the University of Haifa, specializes in contemporary popular culture, jazz aesthetics, literature post-9/11, and science fiction. She holds an MA & PhD from the University of London and BA from the Hebrew University in Jerusalem, Israel and until recently also taught in the English dept. in Beit Berl College and in the English & American Studies dept. at Tel-Aviv University. Keren is the author of *Cross-Rhythms: Jazz Aesthetics in African-American Literature* (Continuum, 2008). Areas of interest on which she has written and published include: 20-21st C American literature & culture; science fiction & gender; Israeli SF; post-9/11 aesthetics; post humanism; and music in a digital culture.

¹Toni Morrison, *A Mercy* (New York: Alfred A. Knopf, 2008).

² Nalo Hopkinson, *The Salt Roads* (New York: Warner Books, 2003).

STUDENT PRESENTATIONS

Introduction to Exhibition

1. Language Learning Materials

Digital Identity Books for Immigrant Elementary School Children - Ziv school, Raanana

Presenters: Hadar Buda, Michelle Hanoch, Moran Jacobson, Tamara Klein, Noy Leiser, Mira Leventhal-Abudi, Michal Vilan & Keren Yaniv-Rosen.

Course: Practical Experience – Elementary School level

Instructor: Dr. Orly Haim

Abstract:

Immigration is a very powerful event in a person's life, especially for children who usually do not have a choice in the decision. Getting used to a new country involves significant upheaval and emotional turmoil. Schools – especially elementary schools - can play an important role in containing these feelings and making the children feel accepted and protected.

Our project, which was carried out as part of the course “Student Teaching Practice: Student Practicum - Elementary School”, aimed to give immigrant pupils at Ziv elementary school, Ra'anana the opportunity to tell their personal immigration story, while enhancing their English knowledge and literary skills. In this project we helped the immigrant pupils write digital books in multiple languages (Hebrew, English and their mother tongue) about themselves and their immigration story. Immigrant pupils in Israel face the overwhelming task of having to learn several languages simultaneously - Hebrew, English, and in some instances Arabic, whilst maintaining their L1 at home. Naturally, they are greatly in need of extra help and guidance. The digital books project aimed to tell the pupils' personal story by enabling them to express their feelings and experiences.

The project was carried out during the second semester of the school year. Each Beit Berl student was assigned a small group of immigrant children according to age and origin. First, we held introductory sessions, in which through different games and activities, the children introduced themselves and shared their immigration story. The next stage focused on writing a draft for their digital books. Within the guidelines directing them to include something about their home countries, their move to Israel, and their life today, the children were given the freedom to include content of their choice. After they finished their draft, they began creating their digital version. Pupils used Power Point, Story Jumper, or other digital book programs, according to their preference and computer skills. They included pictures, photos, and maps to illustrate their stories. In the final stage of the project, the pupils will showcase their work, presenting their final projects to friends and family.

The project incorporated various tools and methodologies that are known to be effective in teaching immigrants, including technological aids, recording of spoken texts, visuals, trans-languaging and multilingual texts. The project empowered the pupils by respecting their culture and their mother tongue, and allowed them to process their immigration experience both in the telling of their stories, and also in their personal reflections. The combination of the different languages used, and the wide range of visual and audio elements, gave place to complicity, variety, and creativity. This project not only highlighted how the English language can be used to bridge the gap between different cultures and languages, but also provided an invaluable chance for us to learn about the complex emotional state of most immigrant children, which was reflected through the different aspects of the stories that the pupils chose to tell.

Learning about Heritage through Food – Bar Tov School, Ra’anana

Presenters: Elizabeth Kanterman and Hannah Simpson-Grossman

Course: Practical Experience – Elementary School level

Instructor: Dr. Orly Haim

Abstract:

Recent research has found that writing has a considerable positive impact on the acquisition of a second language (“L2”). More specifically, during our Student Teaching Practice and didactic seminar we were introduced to the concept of identity texts (i.e. created by minority or immigrant pupils, reflecting their identities) and the advantages of incorporating such texts in L2 curricula. Throughout the last couple of months of our practical teaching experience at Bartov school in Ra’anana, we had the opportunity to work on such texts with our fifth grade pupils.

By launching this project we were hoping to enhance the pupils’ writing skills, encouraging them to involve their family in school related activities, strengthening their sense of identity and belonging by sharing their personal stories and heritage with their classmates and teachers.

In addition to promoting writing skills our project focused on behaviors, experiences, emotions and social interactions of our pupils. Our goal was to find out whether investing their own identities, heritage and feelings would indeed have a positive effect on their writing abilities.

We asked our pupils to think about their favorite dish, which had been running in their family for generations and/or featured in many of their family gatherings. Additionally, we asked them to discuss such dish with their families and write down the family story and/or tradition linked with that dish and/or the reason they love it so much.

As an introductory activity we read to them the story Stone Soup, by Marcia Brown and followed it by a discussion regarding how to write a recipe. We then presented to them our chosen recipes and accompanying stories and discussed the features of each. We then held a few rounds of drafting and revisions of their work and guided them through the process of creating a class Family Recipes digital book.

To celebrate the completion of the project we held a class banquet, where the pupils presented their stories and recipes to their class and teachers.

We conclude that pupils' engagement in writing activities which enabled them to reflect aspects of their personal lives in their academic papers had had a positive and empowering effect on their work.

Creative School Based Activities/Projects – Shai Agnon school, Kfar Saba

Presenters: Naama Zwick, Maya Tahar Eden, Keren Daniel Gofer

Course: practical Experience – Elementary School level

Instructor: Dr. Orly Haim

Abstract:

The practicum according to the PDS (Professional Development School) model plays a major role in our teacher education program.

As student teachers, we implemented the theories and concepts discussed in the didactics seminar in our practicum experience at school. We were involved in various activities such as: games, reading and writing assignments (creating digital books), task based units and PBL (project based learning), tutoring pupils in different levels, and helping prepare an English Day at school.

Shai Agnon is a new and growing school situated in Kfar Saba. It was very interesting for us to see how a new school operates. We had the opportunity to be almost part of the staff. We became familiar with the school procedures, got to know most teachers and learned all the pupils' names thanks to our "hands on" experience throughout the year.

Our journey at Shai Agnon was a meaningful experience, we felt that we are one team working together in sync with our mentor teacher Erica Newman and with the close supervision of Dr. Orly Haim, we leave Shai Agnon with confidence and abundance of experience, knowing that we will be better teachers at the very near future. Our presentation includes a number of activities we organized at school and learning materials we developed this year. We also include samples of some of the pupils' learning outcomes.

Learning Centre: Our World - Gordon school, Kfar Saba

Presenters: Liron Drori, Inbar Meller and Yaron Cohen

Course: Practical Experience – Elementary School level

Instructor: Karen Abel

Abstract:

During our practical experience we worked mainly with the 5th grade pupils. In the 5th grade, the pupils learn lots of important vocabulary, and this is a very crucial stage before moving on to the 6th grade and Junior high-school. Therefore, our main goal was to deepen the pupils' vocabulary and help them practice it constantly.

The 5th grade book "Our World" contains a variety of interesting topics and includes lots of reading with a variety of text types, chants, songs, games and stories, phonic practice and vocabulary preparation.

The learning centre is a learning environment designed to foster learning independently. We have prepared a learning centre based on the five topics of the book: *Our World; Food; Animals; Ecology and Summer Holidays*.

Our learning centre contains 10 activity pages of vocabulary and games for each topic thereby reviewing the entire book.

Spelling Bee - Rabin School, Hod Hasharon

Presenters: Gal Shimoni, Topaz Novack, Abigail Amsterdamer, Corina Erez and Michal Rechter

Course: Practical Experience – Elementary School level

Instructor: Karen Abel

Abstract:

A Spelling Bee is a competition in which contestants are students from different districts who are asked to spell a variety of difficult words. A student who fails to spell a word correctly is disqualified.

As part of the course “Student Teaching Practice: Student Practicum - Elementary School” in Rabin Elementary in Hod Hasharon, we helped students in the fifth and sixth grade prepare for the district competition by introducing the words from the competition and teaching new strategies for memorizing the correct spelling including: dictations, spelling out loud, using words in context, Quizzlets, Galim website, games etc.

We created a school competition in which three out of the eight participants from the project went on to the district competition. The school competition was held at the school, and during the 1st and 2nd rounds, the students received 10 words each round and were told to write them on a given sheet. The students with the most mistakes was disqualified. During the 3rd and 4th rounds, one of us chose a word out of a jar and read it to a specific student who had to spell the word out loud, the student who made a mistake was eliminated. By the 5th and final round we were left with three students who competed for the first place. In this round the words were also picked randomly out of a jar. At the end of round five we declared the winner.

We handed out participation certificates to all the students who took part in the project. The winners of the 1st, 2nd and 3rd places received special certificates and they went on to take part in the district competition which was a very exciting experience even though they didn't win!

Treasure Hunt - Remez School, Kfar Saba

Presenters: Fadia Oda, Nofar Shalom and Assaf Danon
Course: Practical Experience – Elementary School level
Instructor: Karen Abel

Abstract:

The treasure hunt was used to assess the knowledge the students gained this year in all aspects of their English. There were five stations, each on a different topic which the children had studied throughout the year:

1. London.
2. Stories.
3. Inventions.
4. Art
5. General

The children were divided into mixed ability groups and there was a contest between them. The winning group was the one that completed all the stations successfully and finished first. In each station the children had to answer a number of trivia questions as well as complete a task. In order to move to the next station, they had to answer different questions thereby guessing the name of the following station. The children worked beautifully in their groups and really enjoyed the various stations.

Games for the English Room and Active Break - Zofit school, Drom Hasharon

Presenters: Julia Bardov, Hadar Komem, Netta Livne and Sima Borkovski
Course: Practical Experience – Elementary School level
Instructor: Karen Abel

Abstract:

Games for the English room: Tzofit elementary school moved to its new location this year with a brand new colorful building and a rather empty English room. Together with our mentor we decided to prepare games and activities for the pupils. We printed out and laminated games and worksheets that were immediately used by all the English teachers. We believe that English should be learned through fun activities so we prepared a variety of games- happy families, memory games, and a blockbuster game with trivia questions on various subjects. Pupils from every grade need extra help in English and these games help them practice the language while having fun.

Active Break -this was planned together with our mentor teacher. We prepared different activities for the pupils - **Tzofit's club:** a class in which they learned a song in English; **Tzofit's restaurant:** a "restaurant" situated in the library where the menus were prepared in English and the waiters served the children in English; **Tzofit's cinema class** - the pupils watched a movie in English; **Tzofit's arts & crafts-** students prepared a bookmark that said: "English can be fun for everyone". There were also games and activities in the yard where the students did tasks in English. This was a highly successful break with plenty of practice in English!

Padlet – Words Can Make a Difference – Tali school, Hod Hasharon

Presenters: Rinat Asher, Adina Simchoni, Ella Leizerovitz, Dana Wajcberg

Course: Practical Experience – Junior-High

Instructor: Dalia Stein

Abstract:

Padlet is a digital tool which provides the easiest way to create and collaborate in the classroom. It works like a bulletin board, where you can post anything such as images, videos, documents and, texts, from any device e.g., PCs, tablets and phones and share it with a chosen group. We used it as part of a class project to show the students how words can make a difference! The students expressed their personal feelings by writing a positive comment to one of their classmates and posting it on the website. The Padlet board will be available as a sweet memory from their eighth grade experience.

Creating a Newspaper – Reporting Rescue Events, Tali school, Hod Hasharon

Presenter: Ella Leizerovitz

Course: Practical Experience – Junior-High

Instructor: Dalia Stein

The task was a final product for the rescue unit the pupils learned during the semester. The pupils learned a text, which discussed the "Twin Tower Rescue". While reading the text the pupils learned about the story of a survivor, about the hard work of the rescue teams and they watched clips of the news reports of the event on T.V. Then the pupils were asked to create their own newspapers according to outlines they got from the teacher; the newspapers discussed a rescue event the pupils found by themselves. The pupils worked in groups of four and searched for a rescue event they found interesting.

2. Teachers' Beliefs

Exploring Teachers' Beliefs and Practices about English Grammar

Presenter: Inbar Muler

Course: Contemporary English Grammar and the Structure of English

Instructor: Dr. Orly Haim

Abstract:

As novice or pre-service teachers we are constantly re-evaluating our preconceptions and beliefs concerning the different aspects of teaching English in Israel at large, and teaching English grammar in particular. We learn about different aspects of language and teaching, and seek a way we can safely call our own.

Considering our limited experience, we interviewed and observed teachers' instruction and analyzed their teaching methodologies with particular attention to grammatical subject matter. The teachers interviewed and observed were of different backgrounds, different types of schools and varied degrees of experience. Amongst them were native

speakers of English as well as Hebrew speakers, and teachers for whom English is a third or fourth language. In some respects, the heterogeneity of the teachers we observed reflects the varied population of our own class.

Some of the experienced teachers espoused explicit, grammar oriented teaching, while others leaned towards a more communicative approach, entailing implicit grammar instruction. Interestingly, some teachers declared certain points of view (their mental model), while in the lesson observed employing a teaching methodologies more suited to a different belief system (de facto teaching). In some cases we observed a difference between teachers' in-action and espouse mental models. Some of our findings and analyses are presented here.

Our Teachers' Beliefs

Didactic Seminar Class

Course: Didactic Seminar

Instructor: Dr. Susie Russak

Abstract:

A PowerPoint presentation made as a jigsaw puzzle of our teachers' beliefs. Teachers have different beliefs about: what goals and objectives should direct teachers' program and processes, how teachers should interact with subject content and teaching methods, what teachers should be doing in the classroom, what students should be doing in the classroom, philosophies of teaching, and how we perceive—ourselves as classroom teachers. Teachers' beliefs are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. These beliefs shape the way we as teachers plan and conduct ourselves in the classroom, and interact with our students. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes.

Effective teachers' beliefs about learners and about themselves are of importance, and are considered as integral components of successful teaching. Effective teachers act on the belief that all students are capable of learning, meet the needs of diverse learners, and believe that teachers can intervene to make a difference. Our teachers' beliefs impact the way we manage our classes and therefore it is important to be aware of them.

The slideshow is a product based on presentations and deep discussions held throughout the seminar relating to many different aspects of being an educator and a mentor. All seminar students contributed a short phrase and an appropriate graphic element which are based on their beliefs and experiences either as student teachers or as acting teachers.

Parallel Sessions

Session I

Teachers, Students, and Technology: A Match Made in Google?

Presenter: Neta Silberg

Course: Pedagogical Grammar

Instructor: Ora Baumgarten

Abstract:

We use it, we need it, we're expected to deal with it. It makes our lives both easier and more difficult, connecting people while driving them apart. Technology shapes the way we conceive our world today. By implication, it dictates school methodology as well. For better or for worse, few would disagree that technology has an impact on young people.

Digital portfolios present endless possibilities for use in the classroom, allowing teachers and students to find a voice. With them arise endless issues and difficulties, some of them concerned with application, some with the very concept of the use of technology in the classroom. Examination of a few test cases will raise awareness to the use of technology in the classroom, when it is relevant, and for whom.

Obstacles Faced by Theatres in Elizabethan Times

Presenters: Tamar Klein, Lisa Mousai, Hannah Simpson-Grossman

Course: Shakespeare

Instructor: Dr. Pamela Peled

Abstract:

While theatres and theater-going were popular in Elizabethan times, playwrights and theater owners were faced with technical, social and political obstacles. Our presentation will focus on a number of such obstacles and will provide examples for the ways in which playwrights and theater owners tried to overcome them.

Our research is theoretical and is based on several Shakespearean plays analyzed in our Shakespeare course by Dr. Pamela Peled.

This presentation might be of interest to readers and viewers of plays written during said period, who might have noticed various irregularities in the text, which otherwise seem inexplicable.

We found that physical conditions such as the lack of electricity, the bare stage and the open air structure were solved by including certain language in the text, the purpose thereof was to acquaint the audience with the time, location and/or circumstances of a scene; social conditions such as the heterogeneity of the audience and composition of the actors were solved by texts catering for various sorts of spectators, quick responses as well as adaptations made by the actors; and political conditions were solved by recurring relocations of the theaters.

We believe that our presentation will make readers of plays written during the Elizabethan era somewhat more conscious of subtleties in the text and aware of possible reasons for them.

Phonological Development, Negation and Language Mixing in a Bilingual Child

Presenter: Mira Leventhal Abudi
Course: First Language Development
Instructor: Dr. Ronit Webman Shafran

Abstract:

As children progress through the stages of language acquisition, there are predictable patterns in the appearance and development of many features of the language (Spada, & Lightbown, 1999). This mini-study, which was conducted for the class “First Language Development”, followed a Hebrew-English bilingual child over a period of six months (from age 2.1 to 2.7) focusing on some aspects of phonological and syntactic development. Video and audio recordings were taken during the child’s every day routines resulting in the collections of 932 utterances, which were transcribed and analyzed.

In the beginning of the six-month study, the child exhibited many of the simplified patterns of pronunciation described in the early language acquisition literature. She also followed the typical developmental stages of negation in both English and Hebrew.

A particularly interesting phenomenon in the child’s speech was that of language mixing. Despite the child’s preference for Hebrew, a considerable number of sentences included both Hebrew and English words. She seemed to have followed the stages described by Volterra and Taeschner (1978), moving from the first stage (one lexical system which includes words from both languages) in the beginning of the study, to the second stage (distinguishing the two different lexicons, but applying the same syntactic rules to both languages) towards the end of the study.

English in Ukrainian and Israeli Schools

Presenter: Lily Gurevych
Course: Didactic Seminar – Junior High
Instructor: Dr. Susie Russak

Abstract:

This presentation is an attempt to compare and contrast two educational systems – the Ukrainian and the Israeli one. Israel is the country of immigrants and teachers often deal with immigrant students so they need to be acquainted with pupils’ culture and background and to take it into account when planning their lessons. At the same time many teachers are immigrants themselves and they try to adopt old rules to a new reality. Moreover, it is always interesting to know “how they do it” in another country. Thus, this topic can be relevant to different groups of interest. The study is based on the personal knowledge and teaching experience of the author as well as on the curriculum and exam examples of both countries.

The Advantages of Using Technology in classes

Presenter: Julia Bardov

Course: Academic Writing

Instructor: Dr. Daniel Portman

Abstract:

The issue of whether technology should be integrated into classrooms has been argued by many educators as a result of the needs and expectation of the new generation of educators and students in the Information Age. There is much said about how technology could be beneficial in education. Despite this, there are many teachers who are troubled by the idea of technology in class. Despite widespread technophobia among educators, technology can play an important role in any subject matter. Technology can provide authentic ways to teach any subject in ways that would be relevant to student interests and needs. For example teachers can use different devices (Larson, L. C., & Miller, T. N. (2011) page 2). In addition it can motivate the students to become active learners instead of being "passive recipients of knowledge" (Solanki D. Shyamlee. (2012) page 3). Therefore, there is no doubt that technology can be an important tool in any other subject matter due to the advantages and options that it provides for the students and teachers. This presentation will argue that technology has many advantages in classes such as facilitating collaborative learning, preparing students for the future and promoting 21st first-century skills.

In this presentation I used theoretical materials to support my claim. The scope of this presentation is technology in education. The findings of my research according to the theoretical material that I read imply, that the educational system needs a revision to match the needs of the 21st century. This means that lessons must include various technological devices to foster learning that could match the expectations and requirements of the 21st century.

Session II

The Pragmatics of Humor

Presenter: Dr. Nirit Ben-Ari

Course: Pragmatics

Instructor: Dr. Ronit Webman Shafran

Abstract:

Paul Grice (1975) proposed that in ordinary conversation, speakers and hearers share a cooperative principle (CP) that enables effective communication. This principle suggests that speakers shape their utterances to be understood by hearers and it includes 4 maxims (rules) observed by people who obey the CP. However, speakers often violate these rules for various reasons, including humor production. This presentation will demonstrate how violation of these pragmatic rules of speaking give rise to humor using examples from sitcoms, advertisements and jokes.

Language Landscape in Meir Hospital, Kfar Saba

Presenters: Shadi Arkia, Munir Jenan
Course: Language landscape
Instructor: Prof. Muhammad Amara

Class Digital Book – Place Description Writing

Presenter: Dalit Malkin-Goldman
Course: Practicum Course – Elementary level
Instructor: Dalia Stein

Abstract:

Reason: Project's aim was to enhance pupils' writing skills, using basic guidelines for creating a description paragraph of a place.

Problem: Writing a complete paragraph, using proper language, vocabulary and grammar components is usually a challenge for most ESL learners. This applies to most 5th & 6th EFL elementary school students. By providing scaffolding of writing templates, we can improve confidence and overall pupils' writing achievements, contributing to their general English language knowledge and skills.

Methodology: The class was exposed, in three consecutive lessons, to a general descriptive writing template to be used when describing a place of their choice. Following, a postcard template format was introduced, enhancing their overall writing skills further and used as the baseline of the final digital book project.

Results: overall students were able to form and write a descriptive paragraph of some sort. Individual differences applied, during the work and within overall outcomes, but the scaffolding template definitely contributed to the success of the assignment, making sure everyone would be able to participate and produce a proper, understandable English paragraph.

Implications: The project demonstrated that by drilling specific writing skills, using structured writing formats, pupils were able to produce proper paragraphs (descriptive in this specific case), and improve their English writing capabilities.

Motivation and Success: Being a Physical English Teacher – My Signature

Lesson

Presenter: Ran Vitner

Course: Didactic seminar – Junior High

Instructor: Dr. Susie Russak

Abstract:

I believe that personal narratives have a tremendous effect on people's career choice. I am a Physical education teacher and I am expanding my professional abilities to become an English teacher. I now believe, after 10 years as a teacher, that the job chooses you and not the opposite.

I have been through a lot in my life from childhood through adulthood to what I am today- a teacher! My personal narrative has lead me to what I am today. For ten years I have been teaching P.E trying to build confidence in the less confident ones, trying to motivate the kids to believe in themselves, to believe that they are talented and beautiful and they can, and will succeed in life. What I have learned as an English student is that English is a tough subject to teach: it's a foreign language, it's taught in large heterogeneous classes, and must be acquired by individuals who differ in their minds and souls. Experiencing and seeing these difficulties throughout my personal life and the 2 years of practicum made me think that:

- We are not perfect
- Children need us as mediators and motivators. They deserve it and we have the obligation as teachers and human beings to fulfill that purpose.
- Children want to know that they are good and need to believe that they can accomplish anything if they work hard and believe in themselves.

My 'signature lesson' is a lesson which includes all my abilities and qualities I have brought with me from my personal life and my P.E professional experience. The aim of using a 'signature' lesson is to present myself and my beliefs about English and to deliver a message that I am here for them and I believe that each of them can succeed in general and in this challenging subject. It is a lesson on the topic of '**Motivation**' and includes a lovely group task and is also meant to leave a message for the kids for the rest of the year with me:

'I am here for you; don't be afraid, I believe in you! Believe in yourselves and you will succeed.

A brief glance at a British poet, a prioress and her tale and the connection to anti-Semitism



Presenters: Natalie Kagan, Ori Kutai, Shir Carmi Har-Paz
Course: British Literature
Instructor: Dr. Pamela Peled

Abstract:

The Poet:

Geoffrey Chaucer was a British poet who wrote mainly satiric criticisms on subjects like the corruption of the Catholic Church, the objectification of women and anti-Semitism. His most famous work is called "The Canterbury Tales."

His most famous work:

"The Canterbury Tales" is about a group of people making a pilgrimage to Canterbury, which was customary in those times. There is a narrator and 23 pilgrims. Each pilgrim has a prologue to introduce him/herself and tells a story to pass the time.

The connection to anti-Semitism:

We chose to focus on the prioress's tale as hers has a direct connection to anti-Semitism and through it we see how anti-Semitism has existed as far back as the 14th century. Even though the tale itself appears to be about the divinity of the Virgin Mary, one cannot ignore the underlying tone of anti-Semitism between the lines. Unfortunately, anti-Semitism still exists and is on the rise in Europe again.

Session III – Building Bridges

Past Continuous: Re-Membering in Writing

Presenters: Lior Keren, Tami Himmelblau Harpaz, Hannah Gross Simpson, Marie Abel, Nofar Shalom, Giada Shmidov, Gal Shimoni, Ornit Shahr, Samantha Moshe, Mira Leventhal Abudi, Alaa Marhaji, Rachel Kopilov

Course: Poetry and Fiction Class

Instructor: Dr. Li Shir

Abstract:

The panel aims to present a classroom related project on trauma and writing, and consists of readings from students' short stories about their family history. Originally, this creative writing project followed a series of lessons on the history of English rhetoric, beginning with the retelling of the myth of Simonides in one of the earliest rhetorical treatises in English, Thomas Wilson's *The Arte of Rhetorique* (1553). The project took the myth of Simonides, the Greek poet who invented the art of memory in the wake of collective catastrophe, as a point of departure to explore the symbolic function of writing in the face of a trauma of loss and death.

The project was launched during a week imbued with deep symbolic meanings – the week leading from the Shoah Remembrance Day to Independence Day – whereupon students were asked to record in writing one of the stories constituting the oral history of their family. The stories which issued forth – stories about love and loss, survival, immigration and longing for the past alongside hopes for regeneration – record the particular case of each family and the way transgenerational memories continue to shape our life here and now.

The panel aims to show that, when presented together, these particular stories recreate the mosaic of cultural, ethnic, and national identities constituting our life in Israel. In the panel, students will read excerpts from their stories which address similar issues. Hence, the readings will create a continuous dialogue between memories of different periods, places, and languages; between old and young, natives and immigrants, past and present.

Life-changing Encounters when Building bridges from the Holocaust into the Future

Presenter: Sarah Steege, Exchange student

Abstract:

My German ancestors were in the Nazi-party. This brought up many emotions when visiting Auschwitz. There I embraced a mission of discovering the beauty of the Jewish people and Israel. Living in Israel has opened up many opportunities for me in dealing with the past and embracing the future. For the Time Tunnel Project I had the chance to interview a Holocaust Survivor, Sara Rosenblum from the Ukraine. I was so touched and inspired by her story that I invited her to speak to pupils from the Tabeetha School in Tel Aviv-Yafo. The student population includes students from all over the world including: Jewish, Arab and also Palestinian students. Since then, these life-changing encounters have been opening new doors and new hearts for me in Jewish schools. I have given several talks and workshops. In this presentation I will share my experiences from these encounters.

Interview with Sarah Rosenblum, a Holocaust Survivor

Biodata:

Sara Rosenblum was born on Oct. 28, 1933 in Czernowitz, Ukraine. She is of Jewish origin. She is the fifth from six children. In November 1941, her family was expelled from their house and sent to the camp Shagorod. In 1942, her mother died from Thyphus in front of her children's eyes. Four weeks later, also her father died. In 1943, the orphans escaped by foot and walked 40 km to the Ghetto, Mogilev located in the region of Transnistria. In 1943, 1500 orphans were released from the camp as part of an agreement through Joint. Sara travelled on an immigrant ship to Israel. She arrived in 1944. Until today Sara lives in Israel and has 1 daughter and 2 grand-children. Until 1996 Sarah did not speak about the Holocaust.

Kabelwerk – Forgotten Camp

Presenter: Michał Wachuła, Pedagogical University of Cracow

Supervisor: Dr. Batya Brutin

Abstract:

I would like to present my research papers concern a small and now forgotten subcamp of KL Plaszow called Kabel (or Kabelwerk) located in Cracow. It was a camp of forced labour were from March of 1942 till September–October of 1943 worked 300 prisoners. Because almost nobody knows that this camp existed and that people died there, for now this place is still unmemorialize.

I will base on a never published memoirs of Survivors (few examples of testimonies and one example of oral history – recorded in this year by myself during the interview with Survivors from Kabel). I will refer my conclusions with theory of “non-place of memory” (fr. *les non-lieux de la mémoire*). Because there is no photography of this place I will show the results of my attempt to reconstruct the plan of this camp.