

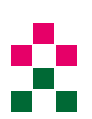
Training manual



An educational KIT to raise awareness
on the Holocaust and promote knowledge
of civil rights and EU values

REMEMBR-HOUSE IS A PROJECT OF
Fondazione 1563 per l'Arte e la Cultura
della Compagnia di San Paolo di Torino

Museo Nazionale dell'Ebraismo Italiano
e della Shoah - MEIS di Ferrara



Fondazione
1563
Arte e Cultura



MUSEO NAZIONALE DELL'EBRAISMO
ITALIANO E DELLA SHOAH
MUSEUM OF ITALIAN JUDAISM AND THE SHOAH



Funded by
the European Union

Funded by the European Union (Project: 101090963 —
REMEMBR-HOUSE — CERV-2022-CITIZENS-REM).

Views and opinions expressed are however those of the
authors only and do not necessarily reflect those of the
European Union or European Education And Culture Executive
Agency. Neither the European Union nor the granting authority
can be held responsible for them.

CONTRIBUTORS TO THE MANUAL:

Caterina Di Chio, Sharon Reichel, Erika Salassa,
Naima Scognamiglio, Rachel Silvera, Daniele Susini

CONTRIBUTORS TO THE COLLECTION OF MATERIALS:

Matilde Icardi and Nicolò Munari

GRAPHICS:

Alpaca Società Cooperativa

TRANSLATIONS:

Contextus Srl., Pavia (Ariel Friedlander)

ISBN 9788899808464

The contents of the text are subject to the Creative Commons
Attribuzione – Non commerciale – Non opere derivate 4.0
Internazionale (CC BY-NC-ND 4.0).

Indice

A manual for the education of European citizens

3

1. Civic Education

4

- An Educational Pathway
- Home as a Universal Concept

2. Teaching the Shoah

7

- Teaching
- Teaching Guidelines

3. Historical Context: attacking the individual and the family

9

4. EGELI, the Property Management and Liquidation Authority

11

- The EGELI - Ente di Gestione e Liquidazione Immobiliare
- The Management of the Istituto San Paolo di Torino

5. Working on the sources

13

- Learning by doing
- Files of Expropriation
- Other sources
- Biographical profiles

6. The REMEMBR-HOUSE Workshop

19

7. Bibliography / Sitography

26

A manual for the education of European citizens

Elisabetta Ballaira, *Executive Director of Fondazione 1563*
Amedeo Spagnoletto, *Director of MEIS*

This manual, dedicated to educational practice, is addressed to the community of European citizens, teachers and students, educators and cultural managers. It was created in response to a European call for proposals by CERV (the Citizens, Equality, Rights and Value programme). CERV supports projects to raise European citizens' awareness of their common history, culture and values.

The call for proposals is aimed at fostering the participation and contribution of citizens and institutions to the democratic and civil life of the Union, by making known and publicly exchanging opinions in all fields of activity, and by highlighting the values of the EU: the rule of law, fundamental rights and democracy.

Along these lines, in 2022, the Fondazione 1563 per l'Arte e la Cultura della Compagnia di San Paolo of Turin and the Museo Nazionale dell'Ebraismo Italiano e della Shoah – MEIS of Ferrara were awarded a EU grant for the project entitled *REMEMBR-HOUSE: An education KIT to raise awareness on the Holocaust and promote knowledge of civil rights and EU values*. The proposal focuses on the memory of the Shoah, and aims to encourage reflection on the past as a means of building informed citizens, with the theme of home as a universal value at the centre.

In a period of two years, 2023-2024, training activities for teachers, educators and students will be implemented in Italy. There will also be activities and presentations in the EU area, configured as civic education courses. They will have a strong focus on the theme of historical research and information skills, through innovative teaching perspectives, digital tools, and ways of engaging and

sharing, which open the project to an extended and international audience. Through a digital humanities approach, the project explores three main dimensions: memory, research and education. It makes use of the Historical Archives of the Compagnia di San Paolo, and a particularly significant documentary source from the Istituto San Paolo of Turin. This was the bank authorised to manage the assets seized from Jews in Piedmont and Liguria following the enactment of the laws "in defence of race" in 1938, and in the following years.

REMEMBR-HOUSE therefore proposes courses of civic education marked by historical research, reflection on sources, and the development of digital skills. We hope, in accordance with the Ministerial Guidelines for the Teaching of Civic Education, that interested teachers will be able to include the REMEMBR-HOUSE project within their teaching activities. Through personal processing, and active and participatory interaction with archival documents, the project will be able to offer children, teachers and educators an unprecedented perspective on the study of the Shoah and the issue of civil rights. This is in line with the Recommendations for Teaching and Learning about the Shoah from the International Holocaust Remembrance Alliance (IHRA), of which our country is a member. In fact, in compliance with EU legislation that prohibits all forms of discrimination and anti-Semitism, REMEMBR-HOUSE intends to reflect primarily on the universal and identity-based meaning of the home and private spaces, to raise civic awareness through empathy, and to preserve the memory of the Shoah and prevent its distortion by offering educational activities based on effective and innovative tools. Ultimately, this manual proposes ways to promote the method of historical research, and the cultural role of the archive. It suggests ways to develop inclusive and multicultural approaches to the Shoah, emphasising the consequences of the phenomenon upon various social groups. Finally, it encourages personal discussions and reflections on the topic of civil rights, and the values of the European community.



1.



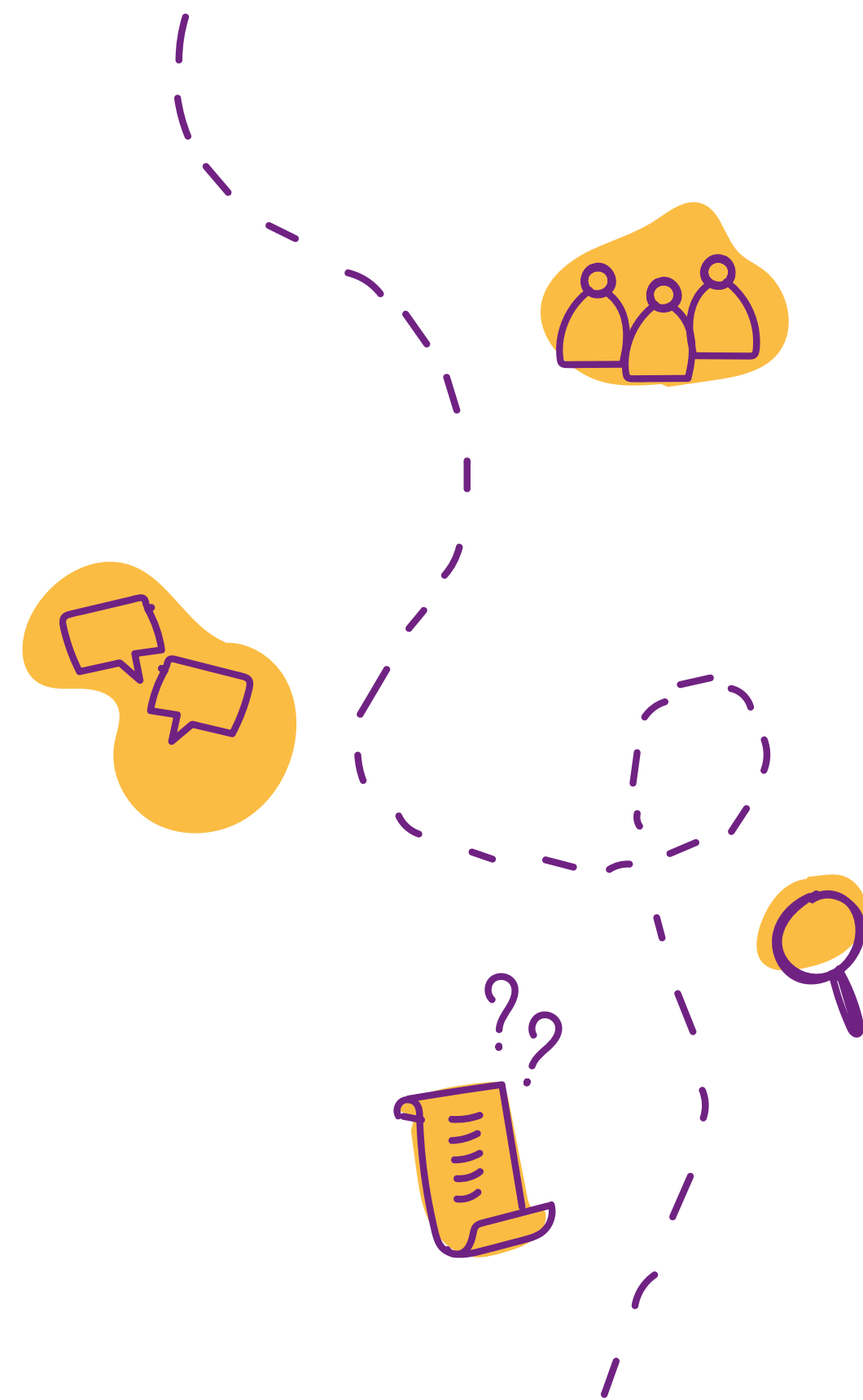
civic education

An Educational Pathway

REMEMBR-HOUSE creates pathways of Civic Education, defined by Italian legislation as a transversal discipline that “contributes to the forming of responsible and active citizens, and to promoting full and conscious participation in the civic, cultural and social life of communities, respecting the rules, rights and duties” (Law 20, August 2019, no. 92; Ministerial Decree Guidelines no. 35 of 22.06.2020). This approach concretises the objectives of CERV - European Remembrance, calling for the commemoration of events in contemporary European history, in order to achieve an awareness of the history, cultural heritage and common values of the EU, and the importance of mutual understanding amongst EU citizens.

REMEMBR-HOUSE develops knowledge and skills related to the core thematic areas of Civic Education teaching (Constitution, Sustainable Development, Digital Citizenship). It activates such key European skills as functional literacy; digital competence; personal and social skills, learning how to learn; social and civic skills in citizenship; and skills in cultural awareness and expression. REMEMBR-HOUSE uses different methodologies and multidisciplinary teaching strategies, such as cooperative learning, research, tinkering, experimentation and storytelling.

The theme of inalienable human rights, which is the foundation of REMEMBR-HOUSE, represents a useful thematic core to activate the interdisciplinary connections that the Civic Education pathways make. The proposed workshop aims to support, through the development of one’s own historical awareness, a reworking and personal reflection on the theme of the values of our community. This evaluation can also be reflected on a practice of citizenship, and on an activism that finds expression in dialogue, discussion and the exchange of ideas and opinions. Alongside this aspect, the proposed activities promote the methodology of historical research and reflection on the topic of sources, with a view to enhancing information skills, especially in relation to the digital environment. Ultimately, this will contribute to the development of critical thinking, and the execution of the individual’s capacity for judgement.



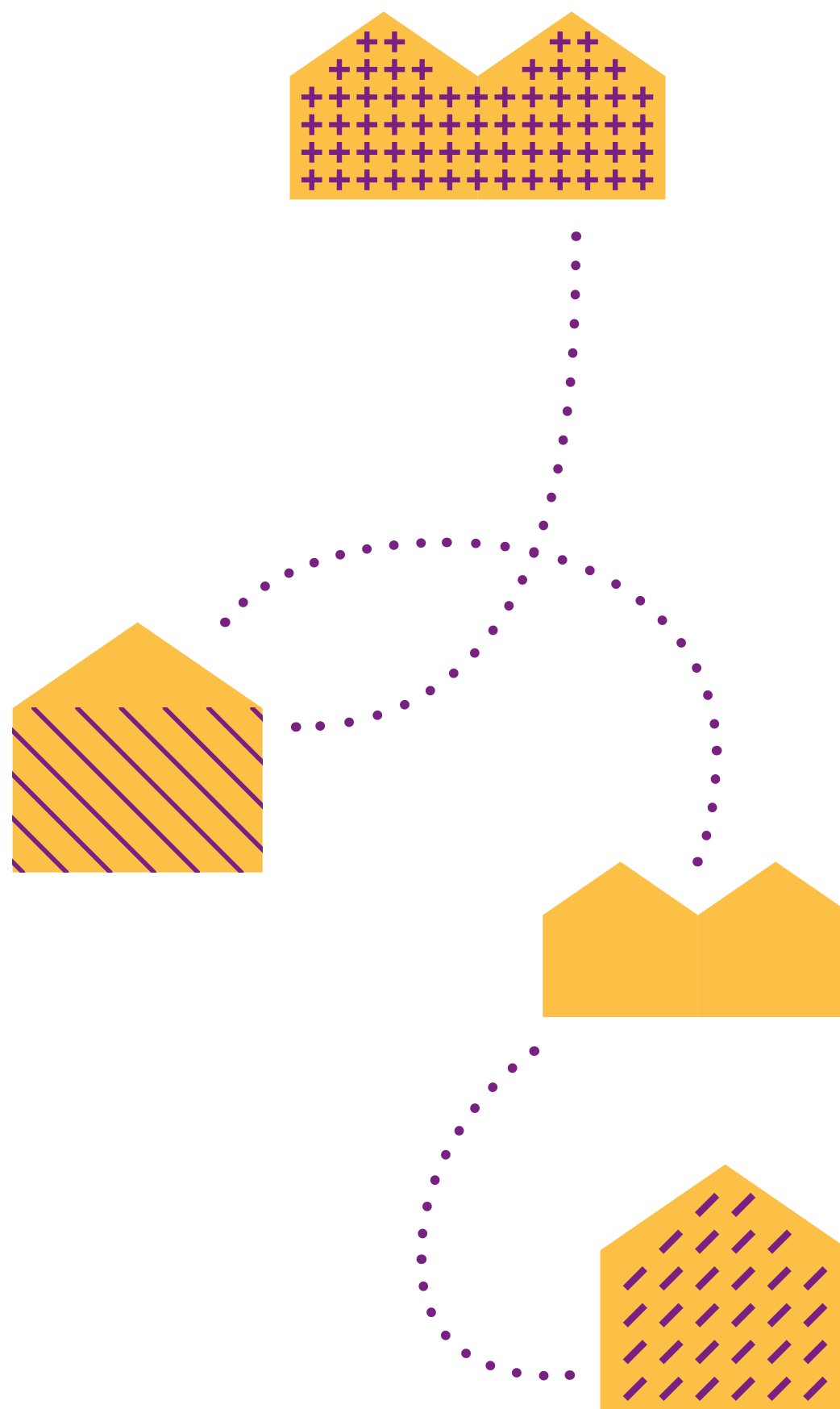
Home as a Universal Concept

If we had to associate one word with the concept of home, which one would come to mind? The first is surely Security. But what about Family, Warmth, Shelter, Affection, Love, Welcoming, Relationship, Sharing, Den, Renewal, Nest, Intimacy, Pod, Heat, Serenity, Silence, Me, I, We. All these terms recall the theme of the home as a space of identity. They bring out the affective dimension of the home – well-being, feeling protected – the set of pleasant sensations we can experience in the places where we live.

Environmental psychology theorises the interdependence between the environment and the individual, and between the environment and people's behaviour. It was once thought that the environment was a passive backdrop against which people moved without any kind of interaction and relationship between one and the other. Today there are many studies that show how we perceive the stimuli we receive from the environment, how we process them according to our skills, our past, the mental structures we have built up, our experiences, and how we interact with the environment itself. This branch of psychology therefore studies how the environment influences people's behaviour, and how people influence the environment.

Whilst the environment may transmit a set of positive feelings, at the same time its deterioration affects people and their attachment to it, and leads them to want to restore its beauty and wholesomeness. The emotional connection to a place or object, and therefore also to the home, can be defined as the state of psychological well-being we experience in relation to the presence, proximity, and accessibility of the object. When that house or object is no longer a source of well-being, of security, of protection, the discomfort we feel is a deep malaise.

We think of the relationship between children and their caregiver, but also of that between children and environment. We know well – John Bowlby studied it in depth – what happens to children when they



are separated from the places to which they are attached, which they love. In some cases uprooting – being removed from those who take care of us, from protection, and from that which produces a sense of well-being – can lead to a feeling of disorientation and bewilderment. Breaking the attachment bond with places has also been considered, and has been described as a threat to the self, a rupture, a separation between before and after, in which experiences of stability, security and continuity are lost. Let us reflect upon the difference between a move that was chosen, rationalised, thought out and prepared, versus the loss of a home in a forced manner that involves the impossibility of returning, the loss of possessions and, above all, objects that, beyond their economic value, represent an important piece of our history.

In conclusion, the psychology of living fits into the broader framework of environmental psychology, and leads us to reflect upon the affective value and identity value of places. Our home is a demarcation between inside and outside. It is an expression of our self, of the individual person, and of the nucleus that inhabits that home. It is a metaphor of our inner world, and tells its story. To live at home means to live our relationships, but also to inhabit ourselves, our inner world, our own mindspace. The psychology of living is precisely the study of how people find the best possible combination of their needs and physical spaces, and how they find ways to create and concretise their needs within a physical space. Housing is a right, an avowed right, a noted right, but it has been (and often still is) a right denied. This is why the interruption of ties with environments, as well as the interruption of ties with figures of reference, when abrupt, when forced, when unaccompanied, and when imposed, can represent a rupture, and a threat to the self.

(taken from a talk by Caterina Di Chio, psychologist and psychotherapist)

2.



Teaching the Shoah

Teaching

The Shoah raises complex historical, educational and human dilemmas, and therefore the pedagogue must be able to guide and manage the questions and stresses that their students may present to them (Curated by E. Traverso, *Teaching Auschwitz*, p. 29).

Bearing these important details in mind, the proposed workshops aim to make students reflect on important concepts that demonstrate the limits of the law and the issue of legality, and to think about the responsibilities that every citizen has when abdicating their role in society.

The activity can be accompanied by an in-depth study of the historical context and biographies, with the aim of leading the participants to reflect on the role of the law, and inspiring an awareness of their own role in society.

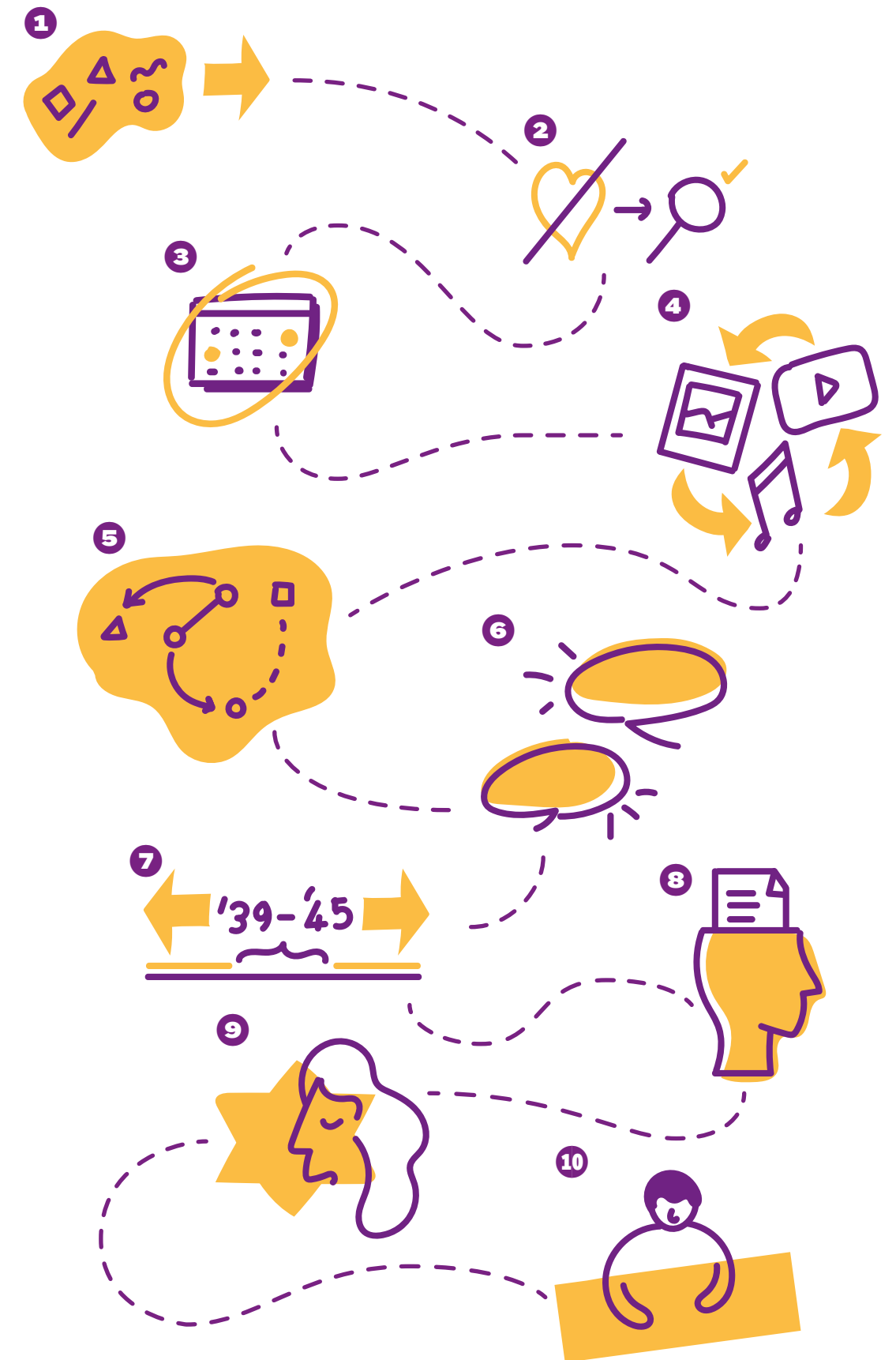
The teacher should encourage the following skills in the students:

1. to identify appropriate evidence for a research topic, and turn it into sources;
2. to probe a source in order to derive information from it;
3. to organize information, putting it in relation to itself and to the general context, in order to produce a coherent understanding;
4. to create a relationship between the past and the present.

Starting with this theory as a foundation, good practices should be put in place. Here is a teaching decalogue that can support and facilitate this work.

Teaching Guidelines

1. Begin with the previous knowledge of the students, and connect to their personal experience (stories of grandparents, but also whatever thoughts and questions they may have).
2. Avoid trivialisation, and the Auschwitz-centric effect, excluding paths based solely on emotion and empathy; rather preferring an approach through the use of sources.
3. Refrain from spot events and improvisations (participation only on Holocaust Memorial Day).
4. Use appropriate language, and a multitude of communication channels (pictures, video, music, etc.), avoiding shocking images and other examples, in order to prevent horror.
5. Encourage critical attitudes to educate about complexity, making careful and structured comparisons.
6. Work on the questions, in a way that the narrative produces curiosity and stimulation.
7. Extend the chronology by presenting the situation before and after the Second World War, and use maps. Teach the European extent of events. Use the relationship between history and memory correctly.
8. Know how to distinguish between text and context of the Shoah, i.e., between the historical fact, and the thoughts generated by that same fact.
9. Do not present Jews only as victims.
10. Leave room for autonomous work.



3.



Historical

Context:

attacking the individual

and the family

- **1870** The Risorgimento and the process of uniting Italy ended in **1870** with the taking of Rome. At the same time, the gates of the last ghetto were torn down, a place in which Roman Jews had been imprisoned for more than three hundred years. With Charles Albert of Savoy's extension of the Albertine Statute to the entire nation, all religious minorities in the kingdom finally gained legal equality. This fundamental historical moment was called **Emancipation**. Many of the Italian Jews who had participated passionately in the wars of independence became involved in the construction of the nation, and contributed to political life.
- **1900** The integration of Jews into society reached its peak during the **first two decades of the 20th century**, when Ernesto Nathan became mayor of Rome, and Luigi Luzzatti was appointed Prime Minister of the Kingdom of Italy.
- **1922** In **1922**, the seizure of power by the Fascist Party led to the establishment of a dictatorial regime that rejected democratic discourse: political parties and freedom of thought were suppressed, political opponents were the target of violence, and
- **1924** in **1924**, Mussolini had the Socialist deputy Giacomo Matteotti assassinated.
- **1938** In September 1938, the racial, or racist laws were imposed on the Jews, preceded by an infamous Manifesto by pseudo scientists in which they posited the rambling thesis of the existence of a superior race - the Aryan race - to which the Jews did not belong. Anti-Jewish legislation severely limited rights for all Jewish citizens. Italian Jews, for example, could no longer be employees, attend public schools, or own property over a certain limit. Marriage between a Jew and an Aryan was also forbidden. One was considered Jewish up to the second degree of descent, and if enrolled in a community at the time that the law was enacted. The so-called 'Laws in Defence of Race', which determined and regulated the expropriation of movable and immovable property belonging to Jews, developed in different phases.

- **1939** During the first phase, these policies had two objectives: to make money with the property taken from the Jews, and to isolate them socially in order to push them to leave the country voluntarily (M. Sarfatti, *Gli ebrei nell'Italia fascista*, pag. 192). On **17th November 1938**, the first piece of legislation was issued that affected Jews economically. According to Fabio Levi, the Jews were, "unequivocally forced, if not into a real ghetto, into a state of legal inferiority" (F. Levi, *Le case e le cose*, pag. 21).
- **1939** On **9th February 1939**, the decrees were issued that implemented the principles previously introduced. The amount by which Jews exceeded the limit of permitted real estate was confiscated by the Property Management and Liquidation Board (Ente Gestione e Liquidazione Immobiliare aka EGELI). This organisation was created specifically to manage the procedure for the disposal of expropriated property.
- **1940** **10th June 1940**, on the same day that Mussolini announced Italy's entry into the war alongside Nazi Germany, the Fascist government launched measures for the internment of citizens of enemy nations present in Italy. Many of these were foreign Jews. The first camp built specifically as an internment site was in Ferramonti di Tarsia, in the province of Cosenza. In addition to foreign Jews, about 400 Jews considered dangerous for political or social reasons were imprisoned there.
- **1943** On **25th July 1943**, the Grand Council of Fascism met, and decided to dismiss and arrest Benito Mussolini. Following this, King Victor Emanuel III gave Pietro Badoglio the task of forming a new government and, on **8th September 1943** the armistice with the Allies was signed. On **23rd September 1943**, a new Fascist government led by Mussolini was formed, which took over civil administration for the territories of central and northern Italy, excluding those in the Operational Zone under direct German administration. Later, the new state would take the name of the Italian Social Republic (Repubblica sociale italiana, or RSI). That same day, via an internal directive of the German police, Jews with Italian citizenship were officially included amongst those immediately

- subject to deportation. On 16th October 1943, based on the 1938 Fascist census lists, German police conducted a raid on the Jews of Rome. More than 1,200 people were stopped and arrested, 273 of whom were children under 15 years old. 1023 people were deported to the Auschwitz concentration camp. Only 16 survived, and managed to return home. In the days and months that followed, arrests of Jews and their deportation to the death camps continued in the centre of the north of Italy. In many cases, the arrests were carried out by Italian security forces. 14th November 1943, in Verona, the Republican Fascist Party approved a manifesto stating that Italian Jews were considered foreigners, and belonged to an enemy nation. On 30th November 1943, the RSI Ministry of the Interior issued Police Order No. 5, which ordered the arrest of Jews of all nationalities, their internment first in provincial and then in national camps, and the seizure of their property.
- **1944** A new legislative measure on **4th January 1944** unequivocally established that, in the territory of the Italian Social Republic, Jews could no longer own or manage businesses, be owners of land or buildings, or hold titles, securities, credits or movable property of any kind. This was the most tragic period, in which the pincer gripping citizens of the Jewish religion left no path to salvation. The hope of survival was linked to going underground, and to help from some ecclesiastical institutions or private citizens who risked their lives to help Jews.
- **1945** Only after the Liberation, in **April 1945**, did they count the more than 6800 Jews arrested and deported during the Italian Shoah.

4.



EGELL

the Property Management and Liquidation Authority

The EGELI - Ente di Gestione e Liquidazione Immobiliare

In November 1938, Italy had a complex and efficient system of anti-Jewish laws. The persecution affected all areas of the Jews' daily lives; public institutions implemented specific policies for every one of them. The papers in the historical archives of the Compagnia di San Paolo allow an in-depth examination of one aspect carrying the wide-reaching consequences of the application of the anti-Jewish laws, i.e., the expropriation of real estate between 1938 and 1945.

EGELI - Ente Gestione e Liquidazione Immobiliare, based in Rome, was set up in March 1939 in order to apply Law No. 1728 of 17th November 1938, 'Measures for the Defence of the Italian Race', to acquire, manage and resell property exceeding the ownership quota allowed to "Italian citizens of the Jewish race".

Having established the "limits of real estate ownership, and industrial and commercial activity", the regulations provided for the forfeiture to the State of the so-called "excess quota", entrusting the Department of Finance with the task of ordering the transfer of assets to EGELI.

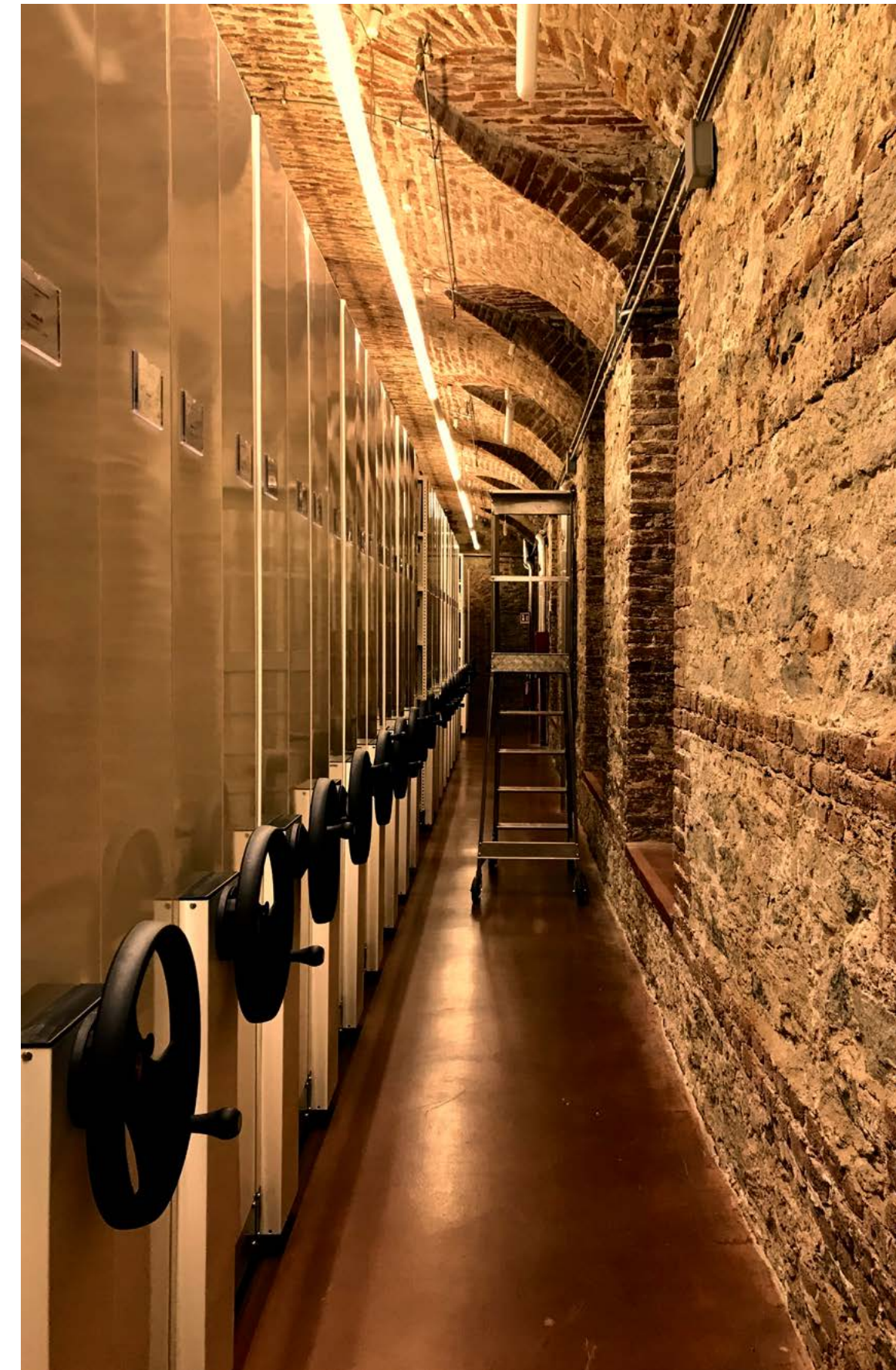
With Italy's entry into the war on 10th June 1940, EGELI extended its powers to seize the assets of foreigners of enemy nationality in Italy and the occupied French zone. After 8th September 1943, EGELI was transferred to the north, to San Pellegrino Terme, whilst the Republic of Salò, where the German army of occupation was situated, intensified measures against Jews, also in relation to their property. After the Liberation, the restitution of property to the legitimate owners began, whilst German property was seized. EGELI was dissolved in 1957, but the liquidation, entrusted to the Ministry of the Treasury, lasted until 1997.

The management of the Istituto di San Paolo di Torino

Approximately 20 banks specialising in operations relating to constructions and land, that existed in various areas of Italy, were delegated to manage the assets transferred to EGELI. The Istituto di San Paolo di Torino was entrusted with the management of assets situated in Piedmont and Liguria (protocols of 23rd February 1940 and 16th November 1944).

The bank, subject to strict control from above, was entrusted with ascertaining the properties to be acquired, and the correct management of the property. It acted as an intermediary between the various offices involved, and as a direct contact with the owners, administrators and tenants, also during the subsequent phase of redelivery. The bank took care of the ordinary and extraordinary management of the property, and its maintenance, rent and insurance payments. It managed any tenants, and all the correspondence that ensued. It then drew up the accounts for the agency.

Up until 1943, EGELI's activities were carried out with a certain languor, determined above all by the difficulty of setting up a very complex management system, as well as by the forms of resistance, however meagre, that the owners could exert. Nonetheless, these were years in which a great deal of information was gathered that, after 8th September, allowed the bureaucratic machine to adapt to the change in the measures against the Jews. They were then able to confiscate all of their property, no longer making a distinction between a surplus and a permitted share, or between discriminated and non-discriminated Jews, with a view to the annihilation of the Jewish population. Thanks to the investigative work of the previous years, with no obstacles remaining, officials in Turin were able to proceed quickly with the establishment and completion of more than 500 files.



5.



Working on the sources

Learning by doing

Learning by doing, i.e., learning through practice, is a concept that has been strengthened over time, particularly in the context of a didactic workshop. Teaching experts hope that students will always be able to make use of objects and documents in order to make concrete the abstract knowledge that passes through the classroom. The study of the proposed materials brings out memory, offering concrete support for individual reflection that gives form and structure to history, making it more tangible. The use of objects and documents stimulates observation, comparison and deduction, without forgetting the great power of fascination that these items have for the students.

Using this method of working one learns:

1. how knowledge is constructed;
2. how the historian handles and interrogates the various types of sources;
3. how the various narratives that provide us with complexity are interwoven;
4. how one may draw articulate information about the past and present from this complexity.

Working with documents and objects influences civic education in that it brings students back to concreteness and materiality. Studying history through these tools can provide a new awareness of the use and meaning of objects, and thus nurture critical thinking about society in general.

DOCUMENTS

Documents are the primary sources of history. They engender research and knowledge, and they endow objects with communicative power. This only happens when we remember that the document becomes a speaker not when it gives us the answers, but when we ask questions of it. The work on documents involves a series of operations necessary for their decoding and transformation into a true historical source, a bearer of information for the narrative it contains. These stages of analysis can be summarised as follows:

STAGE I

1. Time and place of production of the document
2. Author of the document
3. Addressee and purpose
4. Type of medium and drafting (e.g., handwritten, typewriter, PC)

STAGE II

5. Full reading of the document
6. Analysis of the direct information contained in the document
7. Dating the information
8. Analysis of simple inferences (codes, logos, stamps, medium, form, pencil marks and notes)
9. Analysis of complex inferences (connections to other sources, to other historical facts/people)
10. General critique of current concepts
11. Summary, and final general observations

These are the steps that enable the study of a document, and its use from a historiographical perspective, because they provide the student with an understanding of the complexity of research and the historical method.

OBJECTS

The documents that we are proposing contain lists of objects, each of which can be the starting point for a reflection upon historical facts, the loss of rights, and the biographies of people affected by discrimination.

Consider, for example, a radio, books in a library, or a photo album - how many responses can be developed from these objects, and lead to a collective reflection? The capacity of objects as a medium can be related to the personal and historical knowledge of the individual in order to generate logical reflections, and to prompt ideas.

In order for the object to activate its evocative power, it must be connected to history, and the stories it contains. In this way, the object becomes a speaker in a concrete and lasting way, because it is connected to historical research.

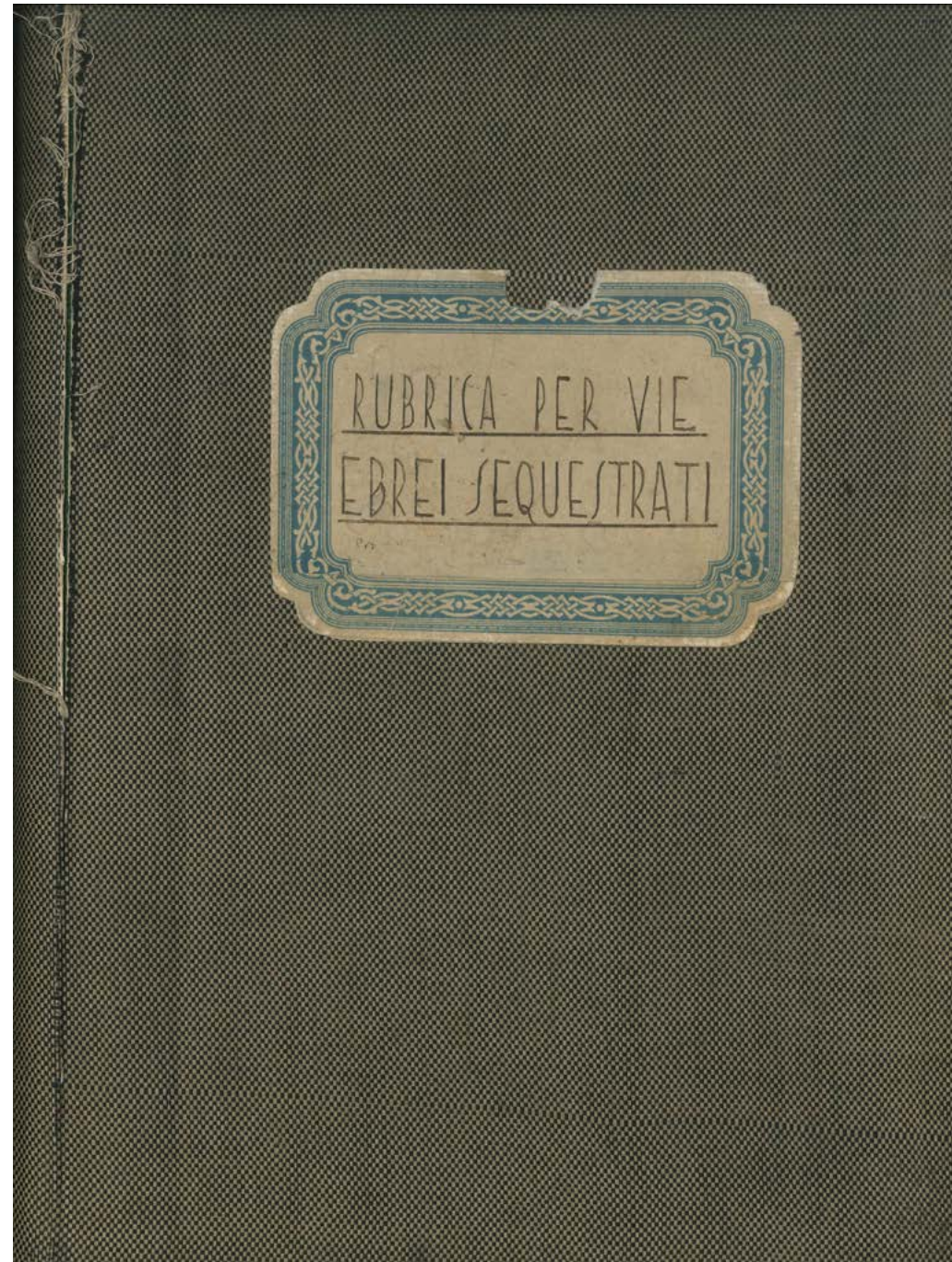
The emotion given by empathy towards a story/object must always be subordinate to the story, which must guide the experience.

Files of Expropriation

The dossiers that make up the archival source are named, and relate to a single property. Once the Prefecture had instructed EGELI to take possession, the bank entrusted an employee of the Technical Service with the preparation of an inventory of assets. The appraiser went to the flat (house, farmhouse, warehouse, etc.) and described everything, both the real estate and all the objects in the rooms, drawing up a precise list, and ending with an overall appraisal of the property.

This document is the heart of the file, which also contains the correspondence between the offices, owners and administrators; the management of tenants (fees, receipts, debts and credits with the property); documents relating to insurance, and the record of redelivery.

The administration activity for the reusing of the property was very important. The Prefecture used the seized properties as housing to be assigned to private individuals, officials or military applicants, and the movable goods to furnish lodgings, or to distribute to the evacuees of the bombings. The documents attest to exactly such use. The Institute's appointee therefore had to manage all these tasks, drawing up acquisition lists, checking inventories, and managing the resulting communications and disputes. Movable items that could not be left in the flats, either because the owner was renting, because the building had been put to another use, or because, due to damage, their preservation was not guaranteed, were kept in the storerooms of the former Educatorio Duchessa Isabella, where the Historical Archives are now located.



Address book of seized Jewish property, (Archivio Storico Compagnia di San Paolo, III-Servizio Gestioni EGELI).



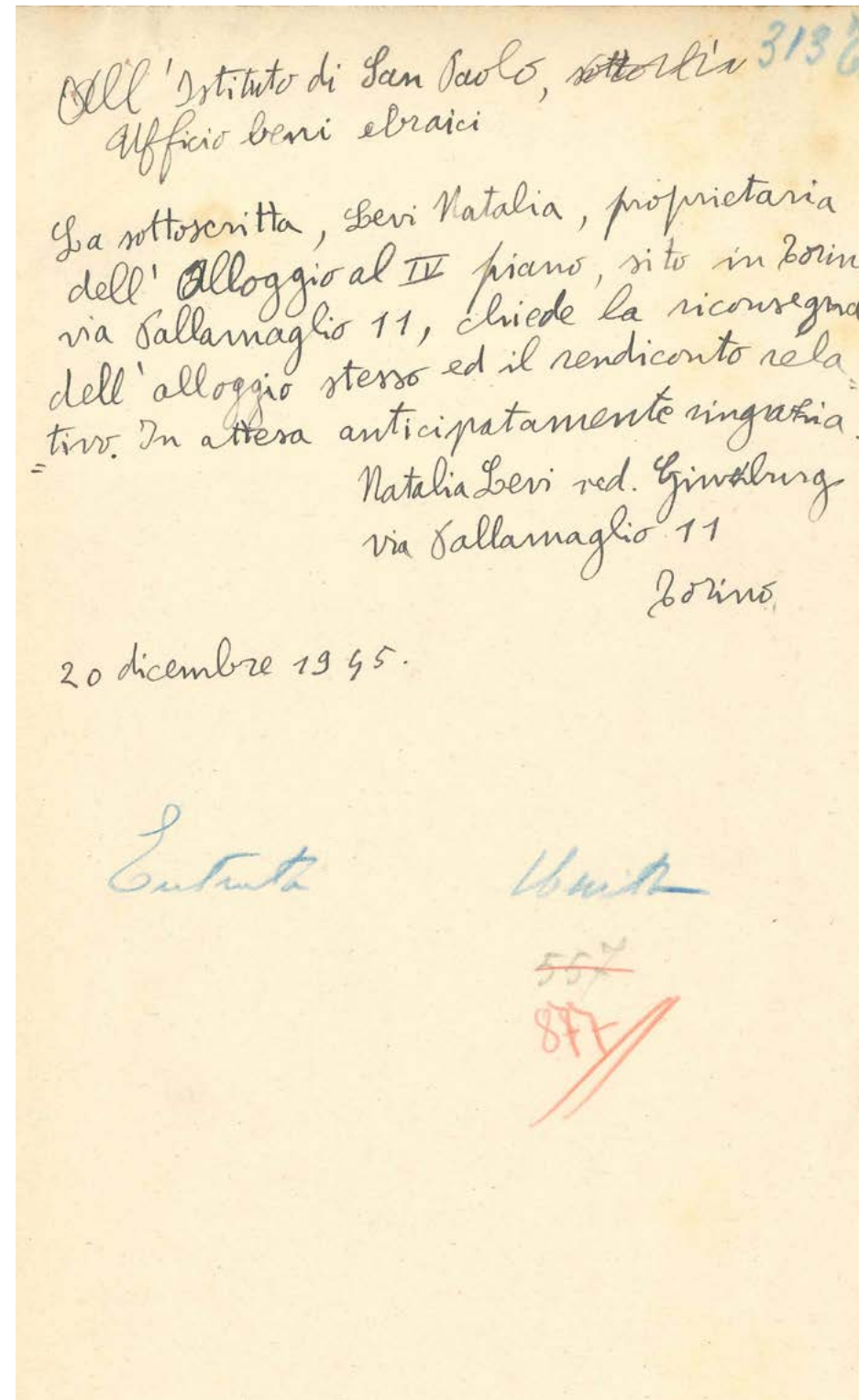
Mazzoni - Fede Mandi -	Crasco -	107 To	Milazzo 2	Corriat	Reinhardt prof. Istituto	212 To
Mazzoni - Fede Mandi -	Maggio - 1946	110 To	Moralesi - V. Biscione 14		Eudi Isabella Rinaldi	219 To
Mazzoni 33	Torino	Paola Caviglia	Montano - C. up. Biscione 95		M. G. G. G.	221 To
Mazzoni 1	Torino	Stella Caviglia - G.E.	Moro Pilo 29	Torino	Reinhardt San Giorgio	234 To
Mazzoni 93	Torino	Olivetti Esternd. Tolly	Mazzoni 20		Olivetti di. Alberto	248 To
Madama Biscione 74	Torino	Fosca Lidia	E. Mazzoni 23		Tassa Cesare fu. Istituto	250 To
Mazzoni 20	Torino	Olivetti padella	Morgues 63/6		Legre Rosolina Montegrosso	262 To
Mazzoni 3	Torino	Fita Eugenio	Mazzoni 2		Fra. Rina in. Lega	272 To
Milazzo 2	Torino	Ada Palatiga	Mad. Cristina 6		Maggio prof. Istituto	274 To
Milazzo 65	Torino	Reinhardt Adriana	Maria Vittoria 29		Reinhardt Eustach fu. Scuola	281 To
- 65		Levi Lidia in. Caviglia	Mazzoni 2		Anton. G. G. in. Scuola	289 To
- 65		Faretto Maria G. G. in. Scuola	Mazzoni 2		Olivetti di. Caviglia	290 To
- 65		Mogani Giuseppe Elio	Mazzoni 2		Morgues Lidia in. Scuola	314 To
Mazzoni 11		Reinhardt Paolo	Madama Cristina 6		Fede Prof. Salvatore	321 To
Morgues 31		Legre Elio	Mazzoni 20		Levi in. Istituto	333 To
-		Reinhardt Lidia	Madama Biscione 54		Blanc Felice	329 To
Mazzoni G. B.		Olivetti Angelo				
Milazzo E. G. 31		Cressi dott. Massimo				

Other sources

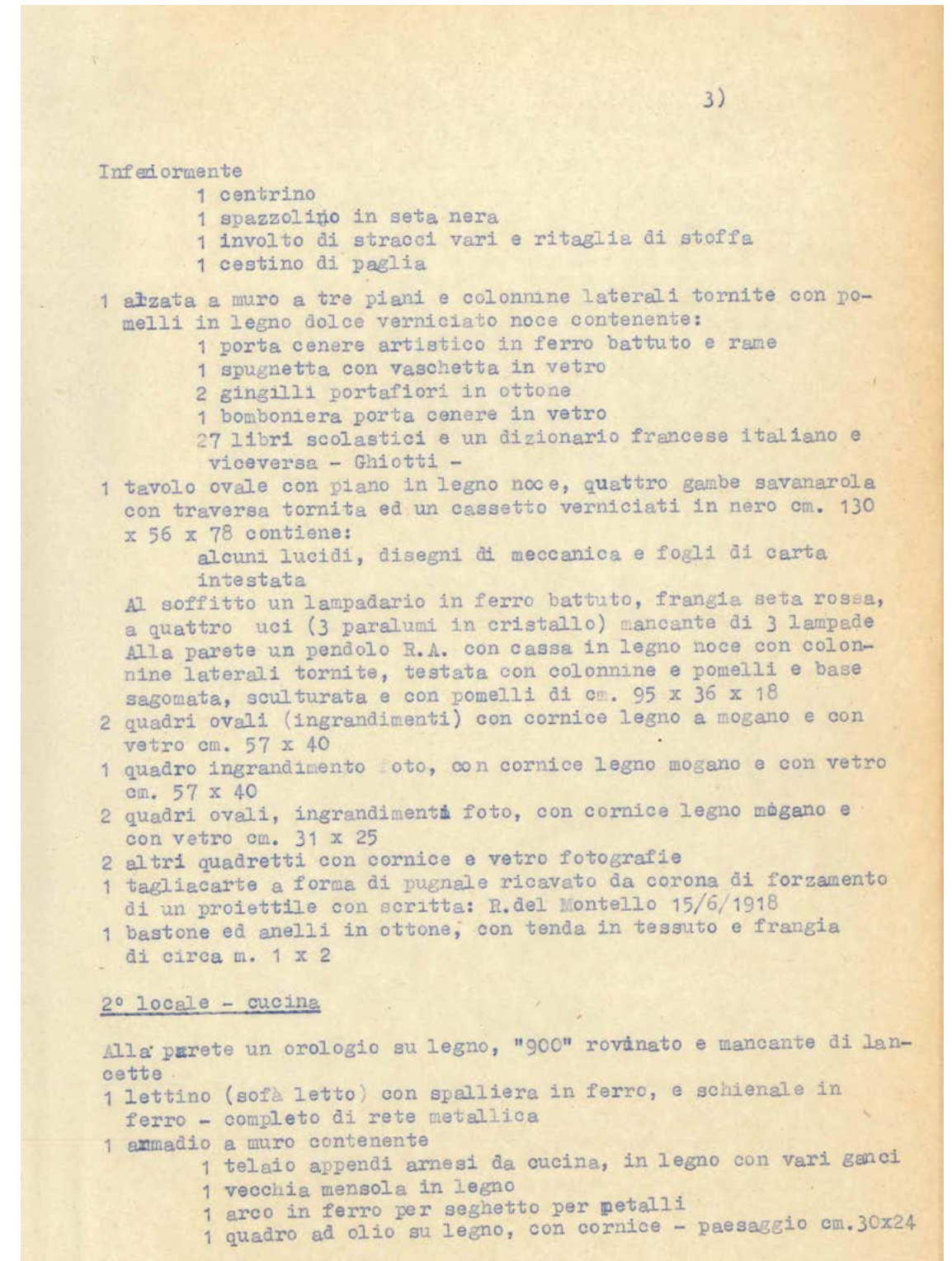
The complexity of the history can be deduced from the papers, by deciphering the signatures at the foot of the letters, tracking the bureaucratic processes, and following the intertwined destinies of individuals. In order to support the Handbook, to reflect on the methodology of historical research, the need to integrate diverse sources and to search for pieces in different types of archives, please refer to the [Dalle carte le Vite](#) website. In the digital humanities project, the documents of the EGELI Management Fund become a ring that links documentary resources from different contexts, each of which brings a useful and informative contribution to the reconstruction of the lives of the protagonists. There are official documents, correspondence, images, testimonies from public and private archives, all relating to the territory of Turin and Piedmont, as well as abroad. Information from partisan databases, the registers of the National Fascist Party, war damage files, census registers and those of forced labour, expulsions, *Stolpersteine* (stumbling stones) and family correspondence are all cross-referenced.

These are materials that show us how these stories are representative of the Italian and European context.

These archive papers complement the reconstruction of people's biographies. They show us how people experienced certain historical transitions, what they underwent, what stages they went through, what encounters they had, and how certain laws were applied. In essence, the papers give their concrete experience back to us.



Request for reconsignment signed by Natalia Levi Ginzburg, December 1945 (Archivio Storico Compagnia di San Paolo, III-Servizio Gestioni EGELI).



Michele Valabrega file: excerpt from the record of taking possession, 1944 (Archivio Storico Compagnia di San Paolo, III-Servizio Gestioni EGELI).

Biographical profiles

SILVIO OTTOLENGHI

Ottolenghi was born in Pisa on 14th May 1886, and moved to Turin in 1905. After having tried his hand at various jobs, in 1910 he began to work as a self-taught photographer, a career that would make him famous. In 1920 he became a photojournalist, one of the first in Italy, for the daily newspaper *La Gazzetta del Popolo*, and the weekly insert *Illustrazione del Popolo*. On 30th July 1931, he registered the trademark for his shop, with the motto that would accompany him throughout his life, "Nothing escapes my lens". This slogan would enter the dialect of the people of Turin. During his career he carried out photographic assignments for the highest levels of State, in particular for the kings of Italy, and in 1934 he was called upon to document the meeting between Mussolini and Hitler that took place in Venice. Due to the racial laws, he was forced to sell his company to one of his associates, Luigi Bertazzini. After the end of the Second World War, Silvio Ottolenghi began a dispute with Bertazzini over the ownership of the trademark.

Well before 4th May 1944, when the report on the seizure of his assets was written, Ottolenghi realised the danger his family was in and thus he, his wife, and one daughter took refuge in Milan with their other daughter, Elena. His son Felice was arrested, tortured by the SS, and deported to Auschwitz, where he died in 1944. When the war ended, Silvio Ottolenghi returned to Turin to continue his work as a photographer.

[Link alla scheda](#)

STELLA VALABREGA

Born in Turin on 10th June 1923, Stella Valabrega's parents were Michele and Maria Irene Roscetti. The entire family, including her three brothers Mario, Gino, and Aldo, lived at #25 Via Po, in Turin. Due to the racial laws of 1938, Stella, who was fifteen years old, could no longer attend school. After the armistice of 8th September 1943, Stella joined the resistance under the code name "Lucia", as a partisan fighter in the Italo Rossi division. Her fight continued until 5th December 1943, when she was arrested, along with her father and mother. In the hands of the Fascist Republicans, they were taken first to *Le Nuove* prison in Turin, where they were detained until 17th January 1944. From Turin they were taken to Fossoli (Modena), where the Italian transit camp was situated. There they remained in captivity until 22nd February 1944, when they were deported to Auschwitz, arriving at the death camp on the 26th. The same journey was taken by Primo Levi, who wrote about it in his famous book, "If This is a Man". Whilst her parents died in the gas chambers upon arrival, Stella Valabrega survived the selection, and was given the number 75697. Stella remained interned in Auschwitz until 30th December 1944. Whilst all this was taking place, on 10th June 1944 the EGELI in Turin seized the family's movable property. Like thousands of other prisoners, Stella was forced to undergo the so-called "Death Marches", forced transfers from Auschwitz to camps within Germany. Stella was taken to Bergen Belsen camp, whence she was liberated on 15th April 1945.

[Link alla scheda](#)



NATALIA LEVI GINZBURG

Natalia was born in Palermo on 14th July 1916, the daughter of Giuseppe Levi, a university professor from Trieste, and Lidia Tanzi, a Catholic from Milan. She grew up in Turin in an intellectual and anti-Fascist environment. The Levi family's clear position against the government led to continual harassment until Giuseppe Levi was arrested for anti-Fascist activities in 1934. These events are recalled in her famous book, *Lessico familiare* (Family Sayings), published in 1963. In 1938 she married Leone Ginzburg, also Jewish, a man of letters and an anti-Fascist, the son of Russian immigrants, with whom she had three children. In 1940, she and the children followed her husband into exile in Pizzoli (Abruzzo). This situation did not diminish their anti-Fascism. Their commitment continued before and after the armistice, and culminated in the death of Leone Ginzburg in Regina Coeli prison, having been tortured by the Fascists after his arrest. Natalia returned to Turin at the end of the war, and one of the first things that she did was to ask for the return of the flat at 11 Via Pallamaglio. It had been almost emptied due to the previous harassment by the Fascists, and was seized by the EGELI in March 1944. This handwritten request was dated 20th December 1945, and was signed: Natalia Levi, widow Ginzburg.

In the Piedmontese capital, Levi Ginzburg began her collaboration with the Einaudi publishing house, wrote numerous books, and established herself as one of the most important Italian intellectuals. In the 1980s, she was elected to Parliament for two terms, in 1983 and 1987, and was active in initiatives against racism, and for the defence of rights.

[Link alla scheda](#)

VITTORIO LEVI

Vittorio Levi was born in Carrù (Cuneo) on 15th February 1880, the son of Felice and Emilia Fubini, and was a lawyer. Throughout the 1930s, Vittorio Levi lived with his family at #92 Via Massena, in Turin. After the racial laws of 1938 came into force, as the condition of Italian Jews worsened, Levi decided to emigrate and leave Europe. After staying in Paris for a while, Levi, his wife Amalia, and their sons Fausto and Mario left the port of Saint-Nazaire, reached the United States by ship, and landed in New York on 19th May 1940, one month before Italy entered the war alongside its Nazi ally. One year after their arrival, Vittorio's son, Mario Levi, enlisted in the American army. However, he was seriously wounded during training, and was thus not able to return to Europe to fight.

Meanwhile, in Turin, between the 20th and the 29th of July 1944, an inspection was carried out by the experts of the San Paolo Institute. They had been appointed to draw up an inventory of the property in the possession of the lawyer Vittorio Levi, located at his home at #92 Via Massena. The building was then put at the disposal of the *Standort Kommandantur*, the German garrison command in Turin. At the end of the war Vittorio Levi and his family returned to Italy, with the exception of his son Mario, who chose to remain in the United States, where he practiced as a psychologist.

[Link alla scheda](#)



6.



The REMEMBR HOUSE workshop

The workshop

The Remembr-House workshop consists of a series of activities, both practical and theoretical, that have as their common theme Home, and the meaning it can have in everyone's life. The aim of this project is to create a connection between past and present by presenting historical aspects and evoking emotions through analysis of documents from the EGELI Funds. This will make new generations aware of the issue of the denial of rights, and will develop a society that is aware of its personal choices and responsibilities towards others.

TARGET

Secondary school first grade classes (final year); secondary school second grade (first two years). Educational workshops within cultural institutions and youth groups (target 13-16 years old).

COURSE DURATION

15.5 hours divided into 5 phases, which can be remodelled by extension according to the operational and programming needs of the class/group.

MATERIALS

The manual is integrated with the Remembr-House kit and the digital content available on the [project website](#):

- **Documents.** The primary sources: digital reproduction of the records of seizure taken from four files of the EGELI Management Service Fund – *Attachment A*
- **Lives.** Secondary sources: biographical profiles of four people, and references for further study – *Attachment B*
- **Research.** Resource sheet for reading and interpreting the documents – *Attachment C*
- **Things.** Objects: inspiration for beginning the workshop – *Attachment D*



STAGE 1

CONTEXT

Historical background and interpretative framework using two multimedia sources, recorded during the project start-up seminar (Turin, 31st January and 1st February 2023).

🕒 4 hours

SUBJECTS COVERED

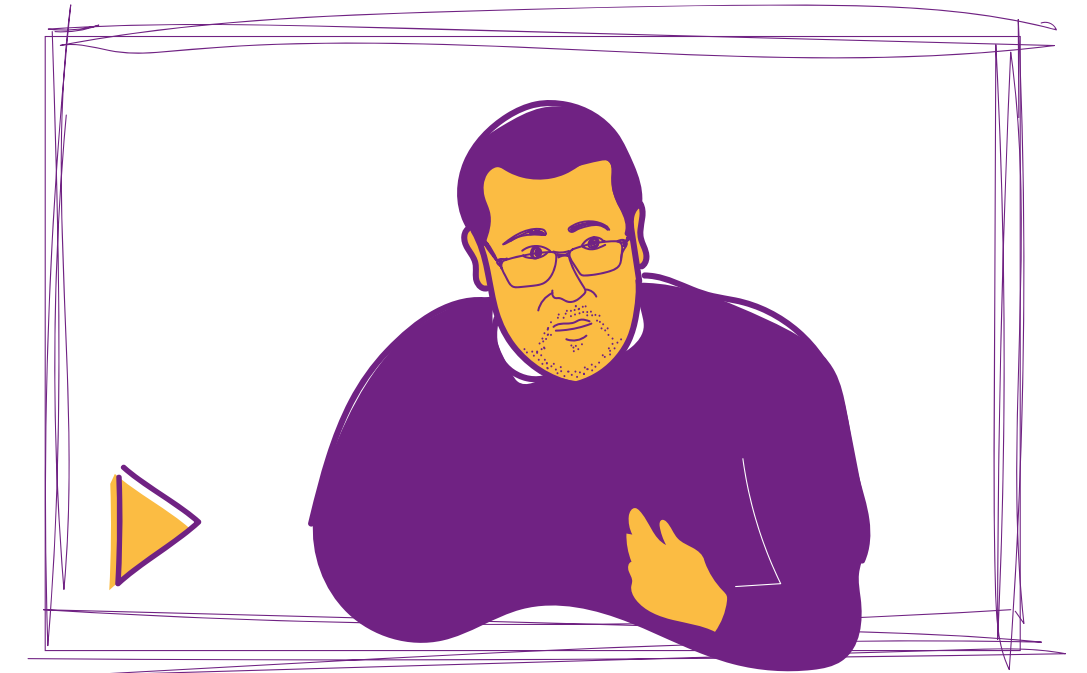
Italian, History, Philosophy, Psychology, Civic Education

METHODOLOGY

Content acquisition; Debate

OBJECTIVES

Knowledge of the historical context, introduction to the topic of homes, education in active citizenship



The meaning of the home and private spaces as the conscious heritage of a universal emotion, Dr Caterina Di Chio, psychologist and psychotherapist, proposes an in-depth study of the emotions linked to the home and the spaces where our connections and our memories reside. The teacher can encourage interaction through instant surveys (e.g., with the [Mentimeter](#) app).

The children's answers, displayed on the screen in a type of visual brainstorming, can provide the basis for continuing the workshop.

[Link to video](#)

Fundamental rights denied, a lecture given by Dr Marco Caviglia and Dr Isabella Insolubile, a detailed historical discussion of the rights denied to people subjected to political and racial persecution. The lecture, which traces a path from before the enactment of the Fascist anti-Jewish laws in 1938 to the phase that followed the end of the war, can be used for a historical framing of the topic.

[Link to video](#)

STAGE 2

THE ARCHIVE SOURCE, THE DOCUMENT

Reading and investigation of historical documents

🕒 2 hours

The second stage involves work on the historical documents of the EGELI Management Service Foundation of the Banking Institute of San Paolo of Turin (cf. chap. 20), described and available via [DAC – Digital Archives and Collections of F1563](#).

SUBJECTS COVERED

Italian, History, Civic Education

METHODOLOGY

Research method, source interpretation

OBJECTIVES

Education in a critical approach to sources, knowledge of the historical context, careful use of sources

SUBJECTS COVERED

Italian, History, Civic Education

METHODOLOGY

Working with facts

OBJECTIVES

Careful use of sources, raising awareness of the issues of combatting gender discrimination, and protecting human rights

Available (*ATTACHMENT A*) are the digital reproductions of four seizure records, corresponding to the stories of four women and men, different in age, social background, profession and destiny: Stella Valabrega (Michele Valabrega's daughter, after whom the file is named), Silvio Ottolenghi, Natalia Levi Ginzburg, and Vittorio Levi. There is a biographical profile for each of them (*ATTACHMENT B*), and references for more in-depth information on the F1563 [Dalle carte le Vite](#). As they read the document (*ATTACHMENT C*), the students can be accompanied through the phase of historical research on primary and secondary sources, analysing and using the information gathered, to answer a series of questions that are useful for introducing concepts and continuing the activity.

From the lists, that describe the exteriors and interiors of the houses in great detail, vivid images are obtained of the life that was lived. Upon reading them, each student can be affected by one or more objects, which can bring out particular feelings and memories. They will be able to follow a thought to the present, searching through their own homes for an object that has a particular meaning, emblematic for its connection with the concept of home. That object will become the focal point of the next phase of the workshop.

STAGE 3

AN OBJECT, YOUR STORY

Individual *object-based learning and storytelling work*

🕒 2 hours

The third phase involves the students telling the story of the object they have identified and chosen from their homes, so that what has been learned by studying the sources is reprocessed and compared with their own experience.

SUBJECTS COVERED

Italian, Use of Images, Civic Education

METHODOLOGY

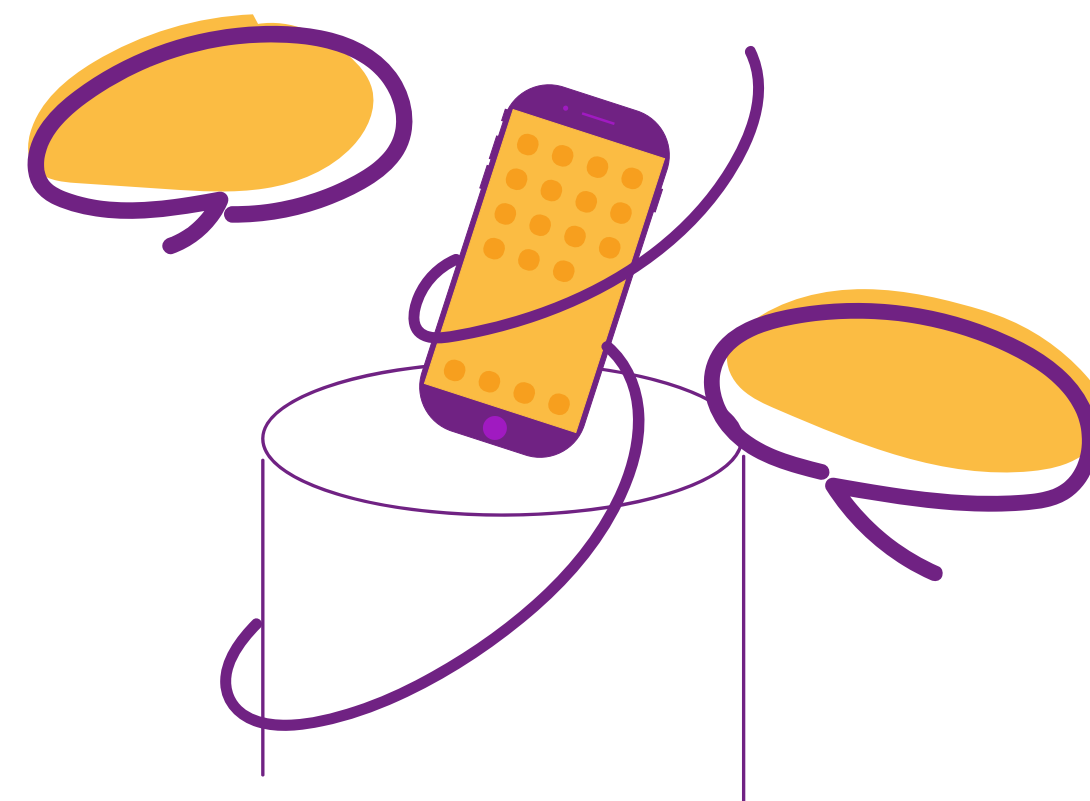
Debate, comparison

OBJECTIVES

Self-awareness, comparison with others, contextualisation of historical events in contemporary reality, awareness of the deep meaning of the denial of human rights

For this activity, two educational methods that are particularly popular in museums will be put into practice: *Object Based Learning* and *Storytelling*.

Place the objects on a table in the centre of the classroom, possibly inside a box. Around the class, one at a time, the students stand up to take their object and, as they hold it, they tell its story, highlighting why it was chosen, what it represents for them, and what emotions they would feel if it were suddenly taken away. Starting from reflection on losing an object, the conversation can evolve and develop, leading to a broader discussion of rights and their denial, including references to their own experiences, and those currently existing in the world.



STAGE 4

DESIGN OF THE HOUSE OF MEMORY

Group work

⌚ 2,5 hours

In this phase, the class, divided into groups of 5-6 people, will put into practice the information and ideas gathered during the previous activities, in order to concretise them in a creative work: the designing of the House of Memory.

SUBJECTS COVERED

Italian, Art and Images/Technology, Civic Education

METHODOLOGY

Creative workshop

OBJECTIVES

Group work, comparison with others, cooperation, planning, active participation, raising awareness of human rights, careful use of information sources

The design can make use of some of the models of objects in the kit (*ATTACHMENT D*) as suggestions for representing objects from the past and the present.

For the design of the Remembr-House, the students may choose which method they prefer. Here are some examples:

- **Option 1:** Their Remembr-House reflects the furniture and objects mentioned in the EGELI minutes, based on the original source, in which the objects from the past accompany the narrative about the lives of those who suffered the violence of persecution.
- **Option 2:** Their Remembr-House is the memory chest of the entire class, containing the objects that each student chose to present during Stage 3. The result will be a diverse, but highly personalised composition.
- **Option 3:** Their Remembr-House is a contemporary model, where a family of today tells its story through objects from the present.
- **Option 4:** A combination of the previous options, where past, present and personal experience coexist.

STAGE 5

HOUSES OF MEMORY

The return of projects and realisation of the house of memory model

🕒 4,5 hours

Stage 5 involves the return of the projects, the choice of the one that most represents the class, and the realisation of the REMEMBR-HOUSE.

SUBJECTS COVERED

Italian, Art and images/technology, Civic Education

METHODOLOGY

Debate, Creative workshop

OBJECTIVES

Education in storytelling and public speaking, insightful use of internet sources, perceptive approach to the use of media, education in active citizenship

The final stage involves the return of the results by all the working groups. Each group will choose a representative to present the project, the method of work, the reasons for the choices made, and the significance of the details included. At the end of the presentations, all will be able to vote on the most representative project (which can also be a mix of elements from different projects), chosen to realise the house of memory.

Once the choice has been made, the teacher will divide the class into working groups, and will assign a specific task to each group. This will be based on the activities to be carried out, and their skills and abilities, so that the whole class can work together synergistically. If the project involves the creation of a three-dimensional artefact, various recycled materials can be used. A cardboard box of any size may be used for the structure of the house. For any other elements one can use cardboard from food wrapping, corks, toothpicks, scraps of fabric and pieces of newspaper.

Alongside the choice of the house of memory project, the way to describe the class project will be identified: writing a text, writing a poem, making a video, creating a photo album, recording a podcast, or using social networks for a multimedia and contemporary retelling of the story.



7.



Bibliography / Sitelography

BIBLIOGRAPHY

- Bowlby, J.** *Una base sicura. Applicazioni cliniche della teoria dell'attaccamento*, Milano, Raffaello Cortina, 1989
- Cavaglion, A.** *Decontaminare le memorie*, Add, Torino, 2021
- Caviglia, G., Guetta, S.** *Didattica della Shoah. Percorsi di formazione e proposte di progettazione laboratoriale in prospettiva interdisciplinare*, Universitas Studiorum, Mantova, 2022
- Chatterjee, H.J., Hannan, L.** *Engaging the Senses: Object-Based Learning in Higher Education*. Burlington, VT: Ashgate Publishing Ltd, 2015
- Collotti, E.** *Il fascismo e gli ebrei. Le leggi razziali in Italia*, Laterza, Roma/Bari, 2007
- Dal Maso, C. (curated by)** *Racconti da museo. Storytelling d'autore per il museo 4.0*, Edipuglia, 2018
- De Luna, G.** *La passione e la ragione. Fonti e metodi dello storico contemporaneo*, La nuova Italia, 2001
- Di Porto, V.** *Le leggi della vergogna. Norme contro gli ebrei in Italia e Germania*, Le Monnier, Firenze, 2000
- Frijo, N.** *The power of things: Object-based learning in the classroom*, Agora; v.54, n.1, 29-34, 2019
- Giulietti, D. (a cura di)** *Eri sul treno per Auschwitz, Strumenti per raccontare la Shoah ai bambini*, Fulmini Ed., Rimini, 2013

- Ginzburg, N.** *Lessico familiare*, Einaudi, Torino, 2012
Le piccole virtù, Einaudi, Torino, 2012
- Gottschall, J.** *L'istinto di narrare. Come le storie ci hanno reso umani*, Bollati Boringhieri, 2012
- Isman, F.** *1938: L'Italia razzista*, Il Mulino, Bologna, 2018
- Levi, F. (curated by)** *Le case e le cose: la persecuzione degli ebrei torinesi nelle carte dell'EGELI, 1938-1945*, Compagnia San Paolo, Torino, 1998
- L'ebreo in oggetto. L'applicazione della normativa antiebraica a Torino 1938-43*, Zamorani, Torino, 1991
- Mantegazza, R.** *Diventare testimoni. Riflessioni e percorsi per la Giornata della Memoria a scuola*, ed. Junior, Bergamo, 2014
- Matard-Bonucci, M.** *L'Italia fascista e la persecuzione degli ebrei*, Il Mulino, Bologna, 2008
- Pavan, I.** *Le conseguenze economiche delle leggi razziali*, Il Mulino, Bologna, 2022
- Poce, A.** *Object Based Learning in museum education. How to imagine a new inclusive heritage*, img journal, (1), 262-267, 2019
- Pollack, M.** *Paesaggi contaminati. Per una nuova mappa della Memoria in Europa*, Keller, Rovereto, 2016

- Santacana Mestre, J., Llonch Molina, N.** *Fare storia con gli oggetti. Metodi e percorsi didattici per bambini e adolescenti*, Carocci, Roma, 2022
- Sarfatti, M.** *Gli ebrei nell'Italia fascista. Vicende, identità, persecuzione*, Einaudi, Torino, 2018
- I confini di una persecuzione. Il fascismo e gli ebrei fuori d'Italia (1938 - 1943)*, Viella, Roma, 2023
- Scognamiglio, C.** *Insegnare la catastrofe Discorso sulla didattica della Shoah*, Stamen, Roma, 2017
- Tagliacozzo, N.** *Dalle leggi razziali alla Shoà 1938 - 1945. Documenti della persecuzione degli ebrei italiani per conoscere, per capire, per insegnare*, Litos, Roma, 2007
- Traverso, E. (curated by)** *Insegnare Auschwitz. Questioni etiche, storiografiche, educative della deportazione e dello sterminio*, Bollati Boringhieri, Torino, 1995

SITOGRAHY

- Le case e le cose** <http://le-case-e-le-cose.fondazione1563.it/>
- Fondazione 1563** <https://www.fondazione1563.it/>
- Museo Nazionale dell'Ebraismo Italiano e della Shoah - MEIS** <https://meis.museum/>

