





Addressing the subject of the Holocaust


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OŠ Darda


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- I have covered the subject of the Holocaust in 5 Steps
 - step 1 : history of Jews in Darda
 - step 2: Nazis coming to power
 - step 3: final solution - Holocaust
 - step 4: Auschwitz concentration camp
 - step 5: school hall exhibition


Step I


- extracurricular history class
- Topic: Jews in Darda
- goal: to find out what happened to the Jews in Darda
- Results: The Jews settled in this area in the 18th century. In the area of the Darda estate there was 9 Jewish families which are engaged in commerce. They did not have a rabbi or synagogue.


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- According to the canonical visitations from the 1810 there was 135 Jews in Darda. They have their own synagogues, rabbis, school.
 - in 1829. number of Jews had increased to 231
 - In 1873, Jews got full civil equality
 - The Jews from that time acquire academic titles.
 - Many of them then leave Darda and move to larger cities

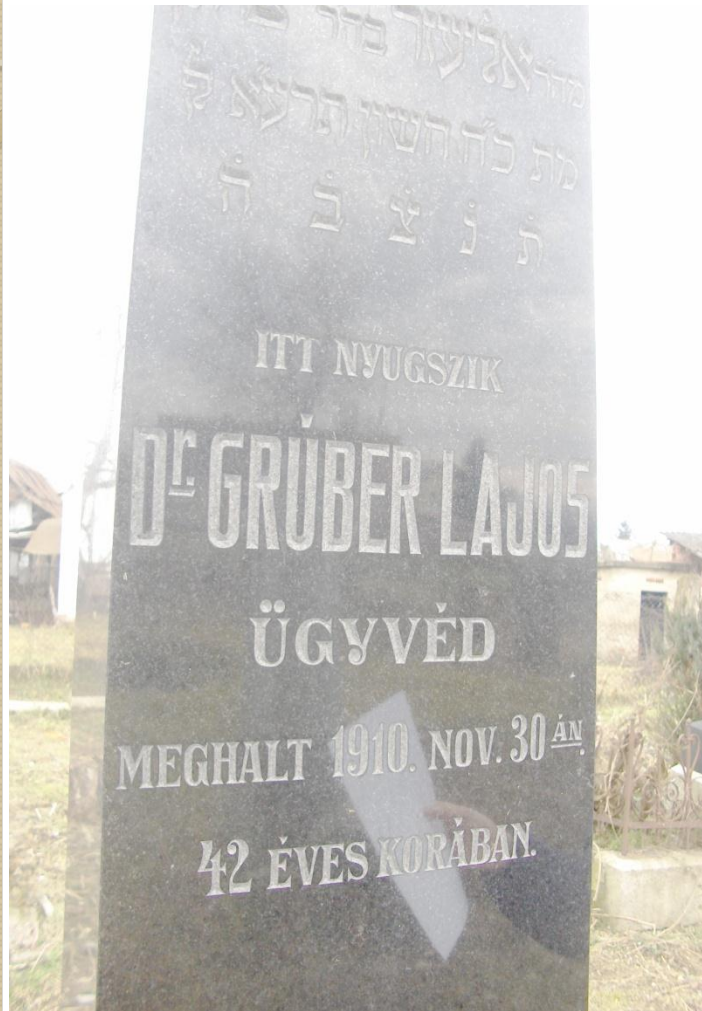
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- According to the civil census of 1921. in the southern part of Baranja lived 363 Jews.
 - During World War II, a series of legislative measures have reduced the rights of Jews.
 - 1940. passed the "Regulation on measures relating to the Jews in terms of performing actions with the objects of human nutrition" which banned Jews to have a shop with food.
 - The following measures limited enrollment of Jews in high schools and colleges.

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- On April 10, 1941 NDH was created.
 - Hungarians occupied Baranja and since then the fate of Hungarian Jews had been connected with the fate of the Jews in Baranja
 - mass arrests and annihilation of Jews followed the German occupation of Hungary
 - 1944 detention center was formed in Darda and following Jews were taken to Auschwitz:

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- Aranka Berger, housewife, 60 years old
 - Ljudevit Berger, layer, 67 yerss old
 - Abrahan kesller, 4 years old
 - Jolanda Kesller, housewife, 65 years old
 - Ilonka Kesller, housewife, 70 years old
 - Lazar Kesller, teacher, 70 years old
 - Nela Verthajm, housewife, 38 year old

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- Obitelj Janketovics :
 - Adolf Janketovics, 30 years old
 - Ida Janeketovics, 4 years old
 - Lela Janketovics, housewife 24, years old
 - was killed in a detention camp Banjica in Serbia

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- In Jewish cemetery in Darda the following family surname were found: Kohn, Lobl, Rosenbaum, Goldstein, Frank, Lederer, Reichmann, Berger, Gruber, Shon, Bock, Werthajmer.
 - Last deceased was buried just before the Second World War.

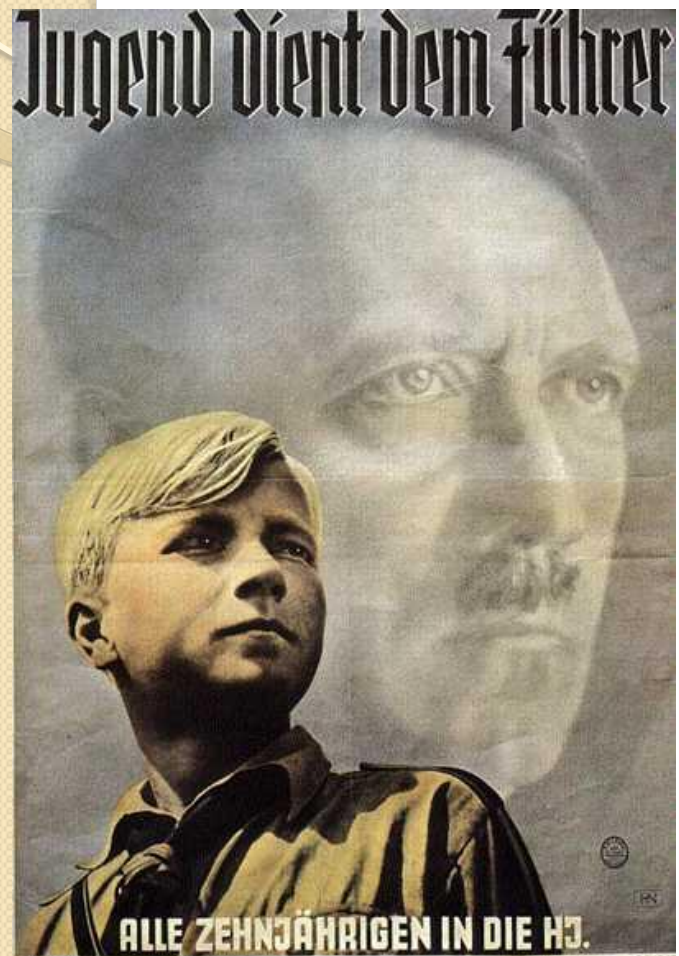


Step 2

- Unit: Nazis in power
- eighth-grade students
- objectives: to learn what is anti-Semitism, racism, prejudice, to understand the influence of propaganda
- ppt presentations explain the concept of anti-Semitism and display posters from the book *How was it humanly possible* on page 26. Ask students about the difference in depicting the members of the Aryan race and Jews. Linked racism with anti-Semitism. What messages do this materials convey. What makes this propaganda rather than objective information.

- The Jew is holding part of Russia under his arm, branded with the hammer and sickle. One hand holds a whip. The other hand holds bloody coins.





<http://www.holocaustresearchproject.org/holoprelude/index.html>

Step 3

- Unit: holocaust
- Eight grade students
- Goal: students learn about the holocaust in different countries. Through personal testimonies, Nazi documentation, research, and photographs, we learn about the evolution of the "Final Solution", the camp system, daily life in the camps, and more.

Introduction

- One student reads the poem
- *First They Came For The Jews / Martin Niemöller*
- goal: to learn about bystanders who looked the other way and enabled the perpetrators to arrest the political and religious opponents of the regime.

MAIN PART

- *Dear Diary, I Don't Want to Die*
- Goal: to learn about faith of one-and-a-half million of children and teenagers. A few of them kept diaries, and some of them were discovered at a later date. Reading from some of those diaries. Students learning about they life before, during and after the holokaust.
- In this task : three students are reading teksts before, during and after the holocaust. After each reading a discussion takes place.

Final part

- One of the students reads a poem
- *Each of Us Has a Name / Zelda*
- Source:
<http://www1.yadvashem.org/yv/en/education/ceremonies/diary.asp>
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Step 4

- **Goal: Learning and Remembering about Auschwitz-Birkenau**
- Objectives: to learn how human beings were dehumanized by other humans, and how Jews were selected upon arrival to Auschwitz-Birkenau.
- To focus on the significance of Auschwitz-Birkenau within world history, remembrance and culture.
- PPT presentation about Auschwitz

Step 5

- Photo exhibition in the school hall from books and posters *Bear witness*, arranged and accompanied by the key issues under each image and questions in which children comment with their class teacher.
- Goal: for every class in the school to remember and learn about holokaust.