

# COMPLICATING THE NARRATIVE

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November 8, 2018

# GUIDELINES FOR TEACHING THE HOLOCAUST

- Define the term “Holocaust”
- Do not teach or imply that the Holocaust was inevitable
- Avoid simple answers to complex questions
- Strive for precision of language
- Strive for balance in establishing whose perspective inform your study of the Holocaust
- Avoid comparisons of pain
- Do not romanticize history
- Contextualize the history
- Translate statistics into people
- Make responsible methodological choices

# SIX STAGES OF THE HOLOCAUST

BY MICHAEL BERENBAUM AND RAUL HILBERG

- 1. Definition: defining Jews as biologically different race; Nuremberg Laws (Race Law and Citizenship Law)
- 2. Expropriation: stripping Jews of all civil rights, the right to hold most jobs, the right to own property, and ultimately seizing all possessions.
- 3. Concentration: moving Jews to ghettos; away from non-Jews
- 4. Deportation: sending Jews to Eastern Europe to larger ghettos in territory seized from Poland, concentration camps, and ultimately death centers
- 5. Mobile Killing Units: Einsatzgruppen; following the 1941 invasion of Russia, these mobile killing units were sent to round up Jews and murder them in former Polish and Russian territory (Babi Yar outside Kiev – 33,000 murdered in 2 days)
- 6. Death Centers: mechanized assembly line killing

# FOUR PHASES OF THE HOLOCAUST

BY DORIS BERGEN

- 1933 – 1939
  - Planning and Propaganda/ The German Phase
- September 1939 – June 1941
  - Expansion and Violence
- June 1941
  - Operation Barbarossa/German Invasion of the Soviet Union
- 1941 – 1944
  - Dedication to Mass Killing

# COMBINED SCHOLARSHIP

- 1933 – 1939 : German Phase/Planning and Propaganda
  - Definition
  - Expropriation
- September 1939 – June 1941 : Expansion and Violence
  - Concentration
  - Deportation
- June 1941 : Operation Barbarossa/ German Invasion of the Soviet Union
  - Mobile Killing Units/ Einsatzgruppen
- 1941-1944 : Dedication to Mass Murder
  - Death Centers

Perpetrator

Bystander

## FOUR CORNERS ACTIVITY

- The terms Perpetrator, Collaborator, Bystander, and Rescuer are placed in four separate corners of the room.
- You will be shown a picture and brief biography of a person and asked to go to the corner that you believe best describes that person.
- Be prepared to share why you chose that term.

Rescuer

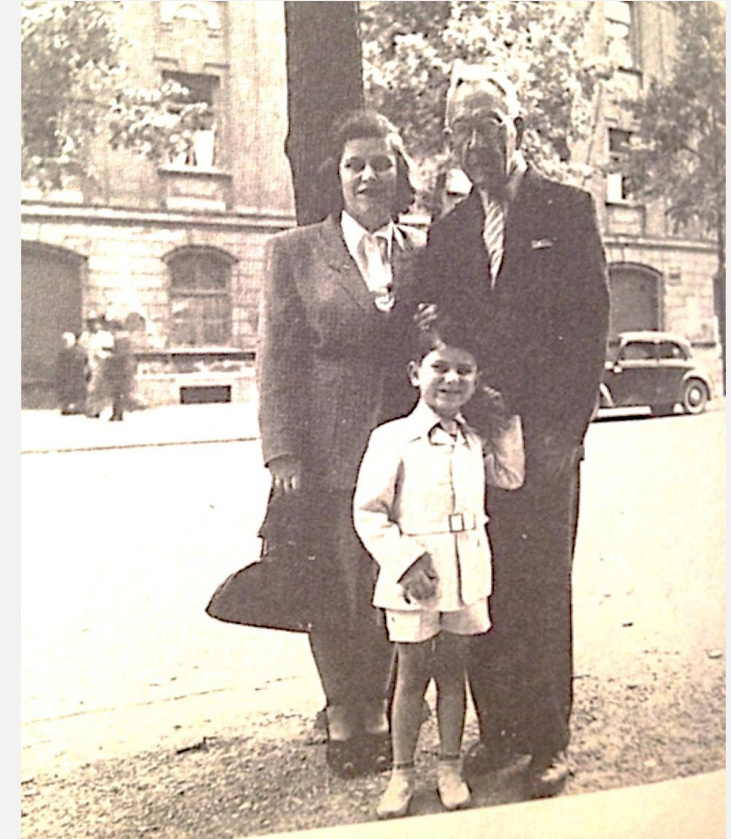
Collaborator

Perpetrator

Bystander

## MAJOR EDUARD RÜGEMER

- Eduard Rügemer was born March 27, 1883 in Nuremberg, Germany 1916.
- He served as a Major in the Germany army on the Eastern Front and achieved the rank of Major.
- He was stationed in the Ukrainian city of Tarnopol and during his time there, executions of Poles and Jews were common, although he was not in command of those units.
- He survived the war and died in Germany in 1955.



Rescuer

Collaborator

Perpetrator

Bystander

## CALEL PERECHODNIK

- Calel Perechodnik was born September 8, 1916 to an Orthodox Jewish family. He and his wife, Anka, and their daughter, Alinka, lived in the town of Otwock, near Warsaw.
- On September 19, 1942, his wife and daughter were deported to the death camp of Treblinka.
- In late August 1942, Perechodnik escaped the Otwock ghetto to Warsaw where he joined the Polish underground and participated in the Warsaw Ghetto uprising.
- He died age 27 either during or in the immediate aftermath of the uprising.

Rescuer

Collaborator



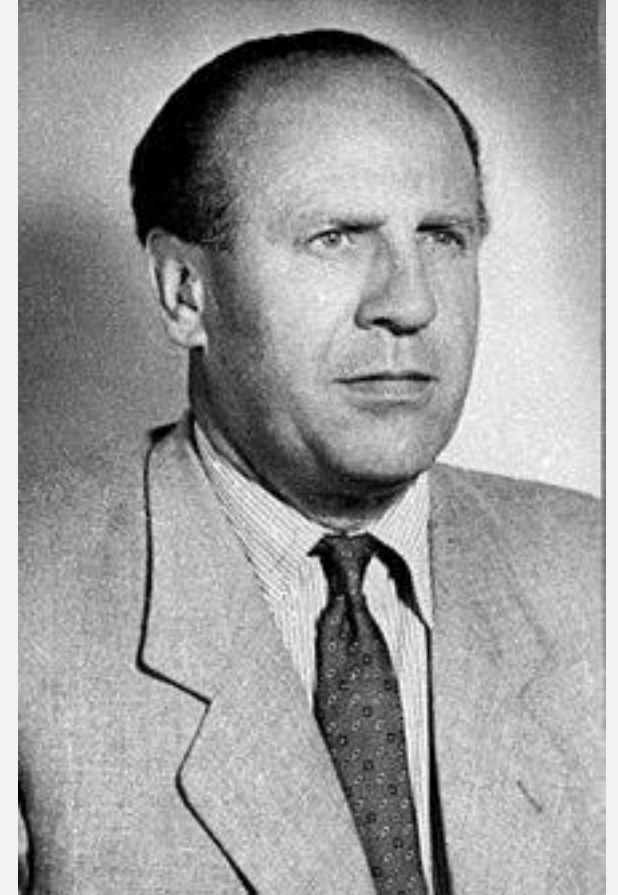


Perpetrator

Bystander

## OSKAR SCHINDLER

- Oskar Schindler was born on April 28th, 1908, in Zwittau ,Czechoslovakia to a prominent family.
- Schindler took control of a Jewish-owned enameled-goods factory, Deutsch Emailwaren Fabrik, close to the Jewish ghetto, where he principally employed Jewish workers.
- He came to see the Jews as mothers, fathers, and children, exposed to ruthless slaughter. He decided to risk everything in desperate attempts to save "his" 1200 Schindler Jews from certain death in the hell of the death camps. Thanks to massive bribery, he saved his workers.
- In 1963, the Israeli government names him Righteous Among the Nations. Oskar Schindler died in 1974 and is buried in Jerusalem in Mount Zion.



Rescuer

Collaborator

Perpetrator

Bystander

## KAROL STACHAK - BLUE POLICE

- Established on December 17, 1939 of Polish police officers, the Blue Police were placed under the supervision of the German Order Police. During the Holocaust, the Blue Police were most active in “Jew hunts.”
- Karol Stachak was the commandant of the Czudec Polish Police unit. As a valued member of the Home Army, he executed informers, bandits, and other dangerous enemies.
- In spring 1943, locals brought a Jewish man to the police station who during his interrogation allegedly listed the names of eight families, who had given him shelter.
- Stachak shot the Jew behind the police station.
- After the war, the courts sentenced him to death.



Rescuer

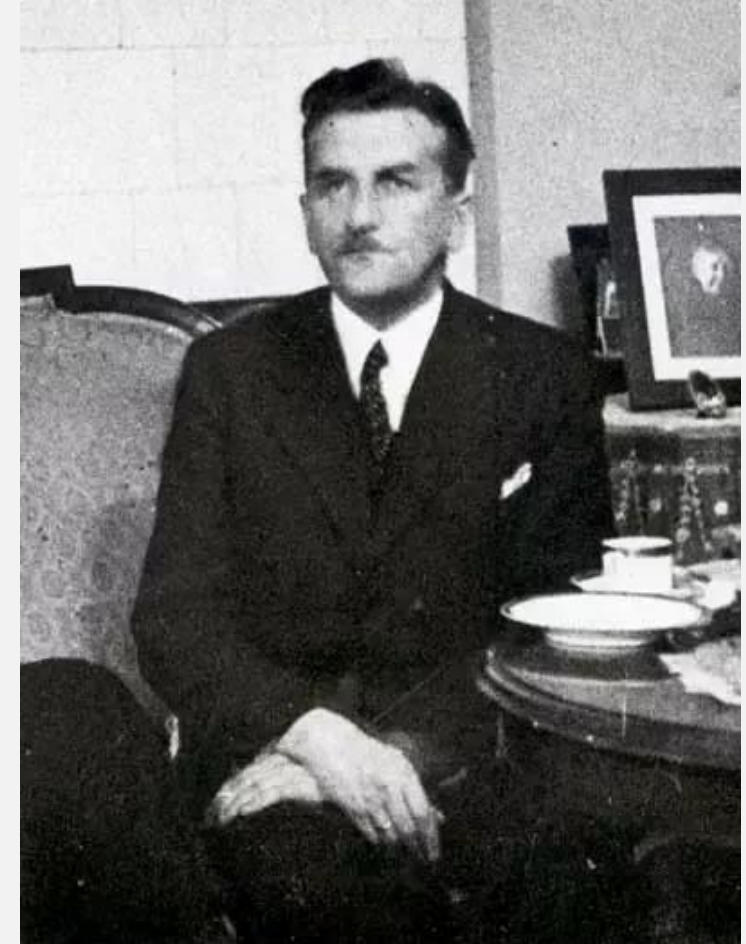
Collaborator

Perpetrator

Bystander

## KAZIMIERZ SAKOWICZ

- Kazimierz Sakowicz was a Polish journalist who moved to Ponary, Lithuania.
- During the war, he kept a detailed journal citing that documented the crimes and atrocities happening outside his home, often distinguishing between Jewish, Polish, and Communist victims.
- He died in 1944.



Rescuer

Collaborator

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# OSKAR SCHINDLER

Oskar Schindler was born on April 28th, 1908, in Zwittau, Czechoslovakia to a prominent family. **After the deep economic depression of the 1930s, the family firm became bankrupt. Now without employment, Schindler joined the Nazi party. He quickly got on good terms with the local Gestapo chiefs and was later recruited by the German Intelligence Agency to collect information about Poles. He was highly esteemed for his efforts. Eventually Schindler moved to Crakow, where he took over a Jewish family's apartment. After bringing Nazi officials with money and illegal black market goods,** Schindler took control of a Jewish-owned enameled-goods factory, Deutsch Emailwaren Fabrik, close to the Jewish ghetto, where he principally employed Jewish workers, presumably because they were the cheapest labor. **Over time, he came to see the Jews not only as cheap labor,** but also as mothers, fathers, and children, exposed to ruthless slaughter. He decided to risk everything in desperate attempts to save "his" 1200 Schindler Jews from certain death in the hell of the death camps. Thanks to massive bribery **and his connections from the German Intelligence Agency,** he saved his workers. **However, by July 1944, Germany was losing the war and closing down the easternmost concentration camps, deporting the remaining prisoners westward or sending them to their deaths at Auschwitz. Schindler convinced the commandant of the Krakow-Plaszow concentration camp to allow him to move his factory to Brünnlitz in the Sudetenland, almost certainly sparing his workers from death in the gas chambers. A list of 1,200 Jewish names was compiled and they travelled to Brünnlitz in October 1944. Schindler continued to bribe SS officials to prevent the execution of his workers until the end of World War II in Europe in May 1945, by which time he had spent his entire fortune on bribes and black market purchases of supplies for his workers. After the war, Schindler was supported by assistance payments from Jewish relief organizations. He moved to Argentina, went bankrupt in 1958, and returned to Germany, where he failed at several business ventures and relied on support from "Schindler Jews."** In 1963, the Israeli government names him Righteous Among the Nations. Oskar Schindler died in 1974 and is buried in Jerusalem in Mount Zion. **He is the only member of the Nazi party to be honored this way.**

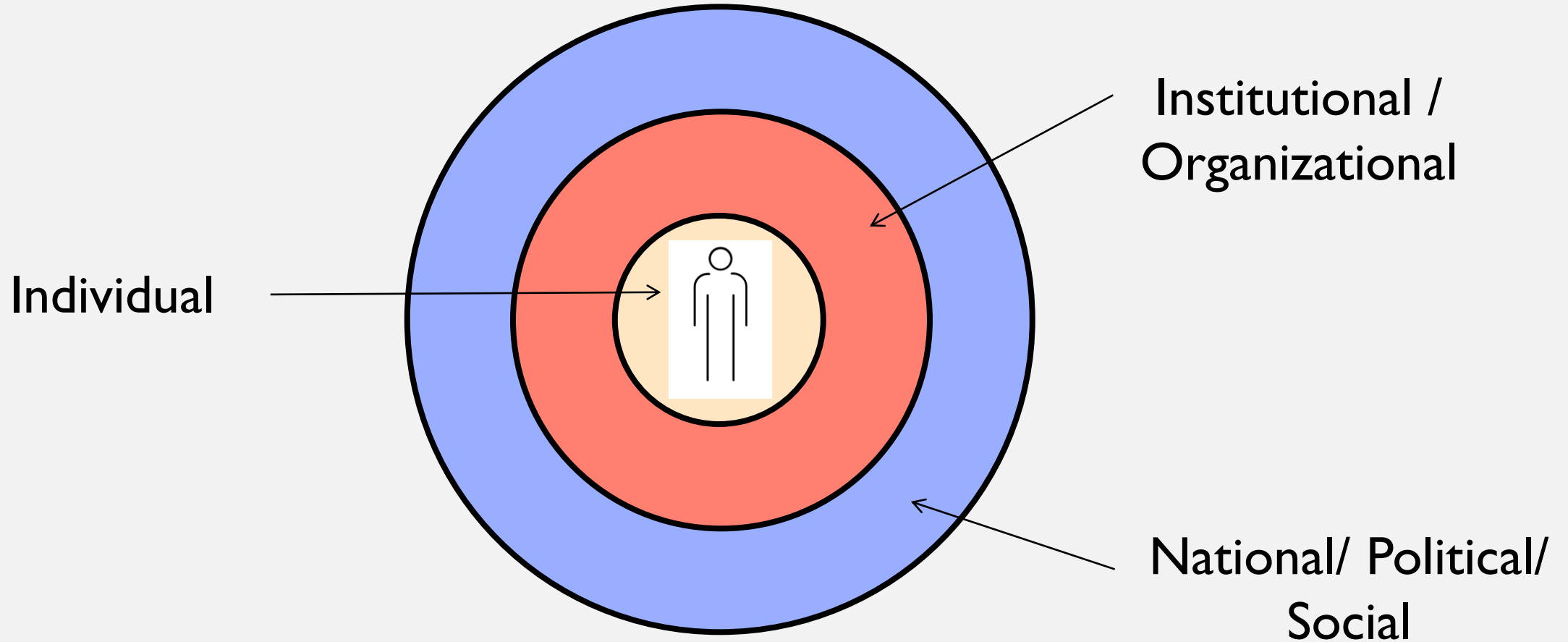
## **PERPETRATORS, BYSTANDERS, COLLABORATORS, VICTIMS**

- Read the remaining biographies
- How does this complicate the narrative?
- Does it change how you view and understand them? Why?

## COMPLICATING THE NARRATIVE ACTIVITY:

- Human behavior is shaped and influenced by many factors at many levels.
- In looking at the Holocaust, how can we contextualize the narratives to include:
  - Individual
  - Institutional/ Organizational
  - Political/ Social/ National

# COMPLICATING THE NARRATIVE:







# HOLOCAUST AND FILM

- What films do you use when teaching the Holocaust?
- Why do you like using them?
- What is your goal when showing these films?
- What responsibility do filmmakers have to portray history accurately?

## GUIDING QUESTION

- How can we use film as a tool of critical analysis?

# PAPER FRAMEWORK

## **Purpose of the filmmaker in creating this movie**

Why did the filmmaker make the movie? What was the occasion for its creation?

## **Argument and strategy she or he uses to achieve those goals**

Who is the intended audience of the film? How might this influence its rhetorical strategy?

## **Presuppositions and values (in the film, and our own)**

What presumptions and preconceptions do we as viewers bring when watching the film?

## **Evaluate for historical accuracy**

Describe events or portrayals that accurately, or inaccurately, reflect what actually happened.

## **Relate to other texts, films, current events, etc. (compare and contrast)**

What patterns or ideas are repeated?

# HOW WILL YOU MUDDY THE WATERS?

- Any questions or concerns?
- Have you tried any of the techniques & strategies?
- Parking Lot Questions!

