

How not to teach about the Holocaust

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1939-1945, all Jews, several million
(Imperial War Museum, London, United Kingdom)

1933-1945, mainly Jews
(United States Holocaust Museum, Washington, USA)

1933 (1941)-1945, all Jews, the only group, completely
destroyed
(Yad Vashem, Jerusalem, Israel)

1939-1945, its uniqueness is not given by the number of
victims
(Holocaust Memorial Center, Budapest)

What is the Holocaust?

- Unique
- Questions the foundations of our civilization
- Power and Abuse
- Prejudice, Racism, Antisemitism, Stereotypes
- The dangers of indifference
- The role of the modern state
- Recognize the signs
- It is part of our history

Why teach about the Holocaust?

- Process
- Unprecedented
- Knowledge
- Preserving the memory
- Raising moral questions
- European context
- Local aspects
- Prepare for understanding (historical background)

**What to teach about the
holocaust?**

**THERE IS NOT
ONE SINGLE,
EXCLUSIVE
METHOD**

How to teach the Holocaust?

- Do not be afraid
- Interpret the concept of the Holocaust
- Involve students
- Data along with personal stories
- Interdisciplinary education
- Stories of survivors
- Precise use of concept
- Discussing the context

How to teach the Holocaust?

- Comprehensive overview
- Balance
- Stories and lessons
- There is no simplification
- Primary sources
- Most evidence comes from the perpetrators
- Do not be scared by shocking images

- Do not compare the suffering of different groups
- Victims' reaction (resistance)
- Do not only talk about the Jews
- The Holocaust was not inevitable
- The perpetrators were not monsters
- Encourage students to attend the commemoration

The characters



The victims



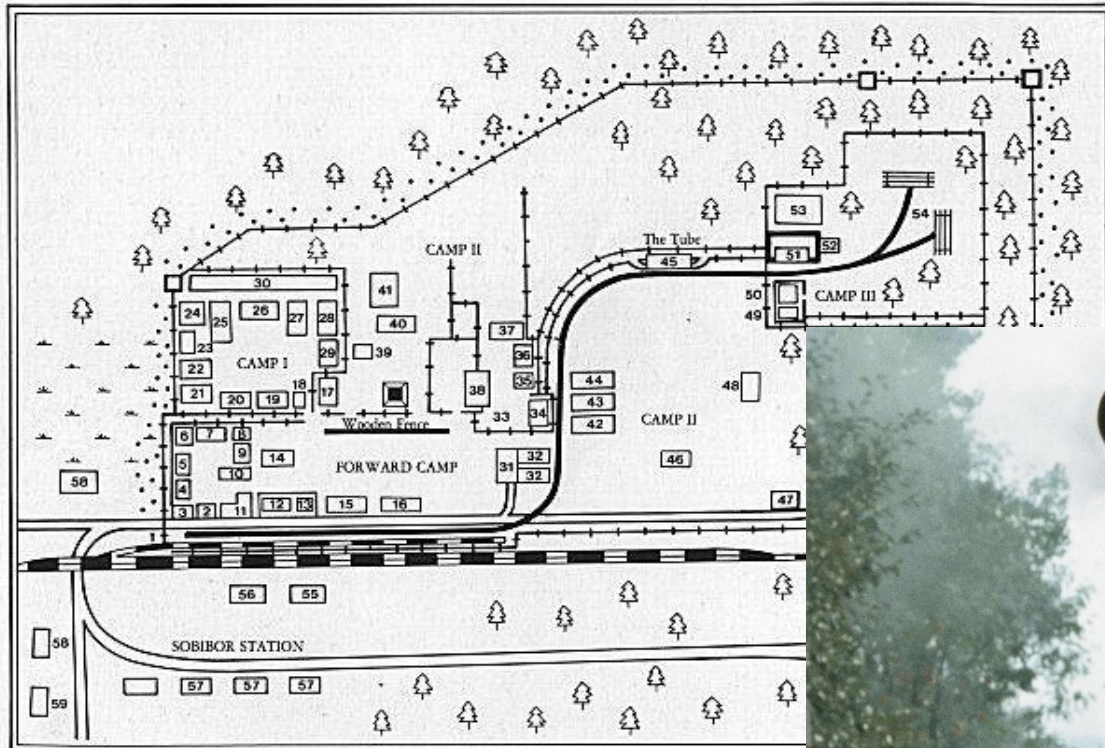
The perpetrators

The collaborators



The bystanders

THE SOBIBOR DEATH CAMP



- Watchtower
- Narrow-gauge railroad
- Minefield
- +— Barbed wire fence
- +— Railroad
- Forester's tower





Rescuers and resisters

Challenges

- **Primitive denial** (did not happen)
- **Sophisticated** (there was a reason)
- **Comparison** (was not unique)
- **Diminishes its importance** (only incidental event)
- **Inflated** (call it something else)
- **Ranking** (measure the suffering)

Denials and relativists

- Kielce (Poland)
- Kunmadaras (Hungary)
- Fear
- Remorse
- Example of solving the Jewish problem



Pogroms after 1945

- Molotov-Ribbentrop pact (1939)
- Totalitarian dictatorships
- Prague Declaration (2008)
- European Remembrance Day

- They are not the same (Stalinism and Nazism)

23rd of August

- Strong state
- Strong army
- Protection of the Jews (everywhere on earth)
- Character politics
- Without compromise
- Durban, 2001

State of Israel

- It is not acceptable to be anti-Semitic after the Holocaust
- "Zionism is a form of racism and racial discrimination" (UNO, 1975)
- It was withdrawn (1991)
- The question of the settlers

Anti-Zionism

- To teach or not to teach?
- It's more important to teach than not to teach
- Without sentimentality
- We do not see an immediate effect
- The future will show if we taught it well

So...

**Thank you for your
attention!**

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