

# HISTORY LESSONS ABOUT HOLOCAUST, TOLERANS AND SOME PREJUDICE

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# HISTORY OF JUDAISM - INTRODUCTION

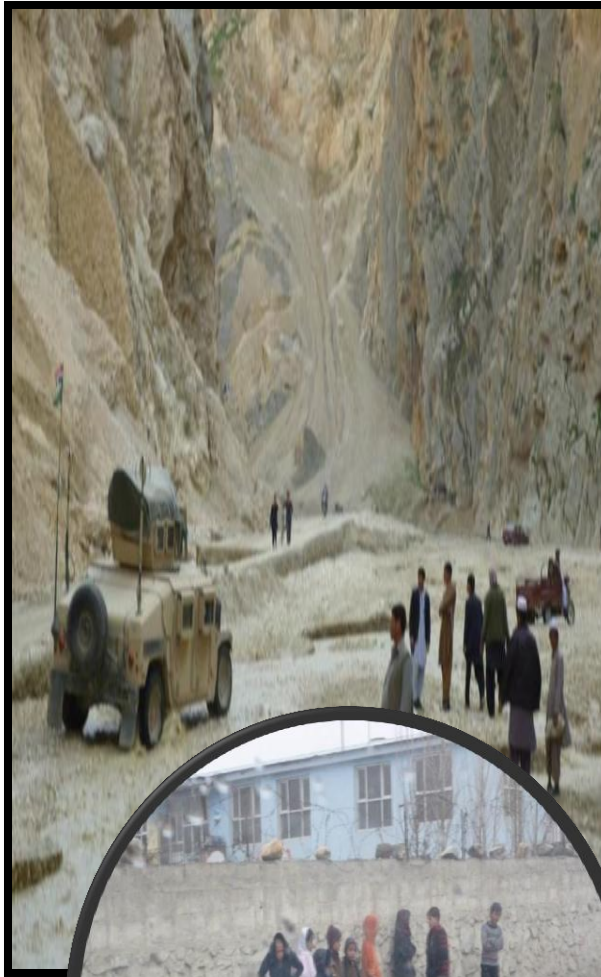


# WHO ARE THOSE PEOPLE, WHAT THEY DO ..... CAN YOU GUESS?



# WHICH COUNTRY IS IT?







- ◉ Opinion/Facts
- ◉ How can you recognized if someone is a Croat, Serbian, Romes or Jews?
- ◉ Introduction in lessons of gethos and camps in II. World war, lessons about holocaust
- ◉ Used materials from Yad Vashem - Lodz Ghetto in Poland

# ROLE OF BYSTANDARS IN HISTORY

When the Nazis came for the communists,  
I remained silent;  
I was not a communist.

When they locked up the social democrats,  
I remained silent;  
I was not a social democrat.

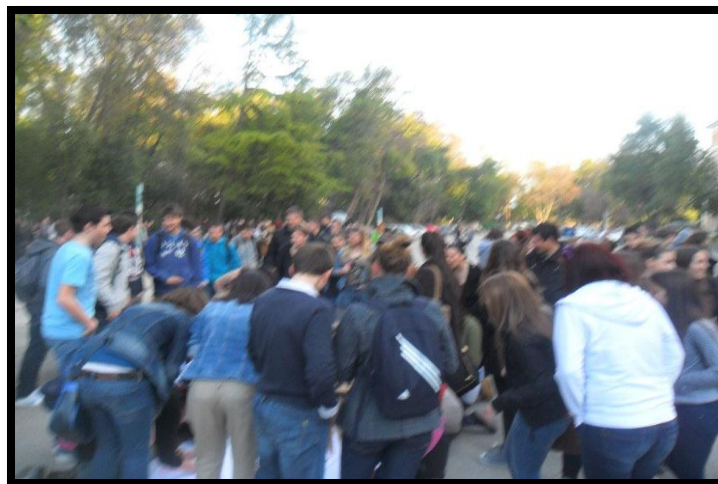
When they came for the trade unionists,  
I did not speak out;  
I was not a trade unionist.

When they came for the Jews,  
I remained silent;  
I wasn't a Jew.

When they came for me,  
there was no one left to speak out.

Martin Niemöller

# IN DIFERENCE EQUAL AND THAT 'S JUST BEAUTIFUL



# WHAT CAN WE DO TO MAKE A WORLD A BETTER PLACE?



# HOW YAD VASHEM AFFECTS ON MY WORK ABOUT WAR IN CROATIA?



- From a historical point of view we should write about the war objectively, using numerous data, analyze statistics and access to all of this with a cool head. But the history is not made by the numbers or letters only, it is made by the real people. And therefore it is very important to write down all of your stories on the paper, use your own written weapon because no one can destroy that. This would be like a patrimony left to the generations after you. The textbooks are overcrowded with the fact students learn just for the exams or interrogations and they forget it after a while. But if you add real, truthful evidence to those testimonies, when the statistics become the reality - the books take a different dimension and remain stored in their brain cells till the rest of their lives