

**Charles Francis Adams, 1835-1915 An Autobiography
With a Memorial Address Delivered November 17, 1915
Volume 3**



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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 128 pages. Original publisher: Washington, D. C. (100 Raoul Wallenberg Place, SW 20024-2126) : U. S. Holocaust Memorial Museum, 2001. OCLC Number: (OCOLOC)47197497 Subject: Genocide -- Study and teaching. Excerpt: . . . Students should be reminded that individuals and groups do not always fit neatly into categories of behavior. The very same people did not always act consistently as bystanders, collaborators, perpetrators, or rescuers. Individuals and groups often behaved differently depending upon changing events and circumstances. The same person who in 1933 might have stood by and remained uninvolved while witnessing social discrimination of Jews might later have joined up with the SA and become a collaborator or have been moved to dissent vocally or act in defense of Jewish friends and neighbors. Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust: contextualization is critical so that victims are not perceived only as victims. The fact that Jews were the central victims of the Nazi regime should not obscure the vibrant culture and long history of Jews in Europe prior to the Nazi era. By exposing students to some of the cultural contributions and achievements of 2, 000 years of European Jewish life, you help them to balance their perception of Jews as victims and to better appreciate the traumatic disruption in Jewish history caused by the Holocaust. Similarly, students may know very little about Gypsies (Roma and Sinti) except for the negative images and derogatory descriptions promulgated by the Nazis. Students would benefit from a broader viewpoint, learning something about Gypsy history and culture as well as understanding the diverse ways of life among different Gypsy groups. 10. Translate statistics into people. In any...

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