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# EMILIE DANIELOVÁ

The Fate of a Czech Romni

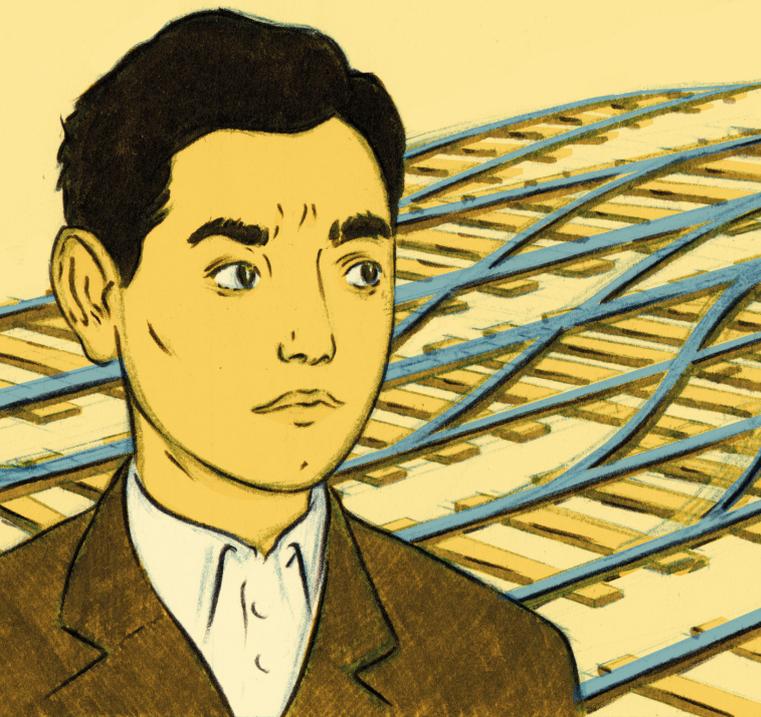
# DIGITAL LINES OF LIFE AND DEATH



Johanna Sokoließ Pedro Stoichita

# OTTO ROSENBERG

The Fate of a German Sinto



# DIDACTICAL MATERIAL

For learners and pupils  
aged 14 and older

A project of the European Academy Berlin

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With the collaboration of Paula Boden, EAB

[www.digitallines.eu](http://www.digitallines.eu)



European Academy Berlin in cooperation with with the Landesverband Deutscher Sinti und Roma Berlin-Brandenburg e.V. (Berlin-Brandenburg Regional Association of German Sinti an Roma), the Memorial Zwangslager Berlin-Marzahn as well as the Museum of Romani Culture.



With the kind support of the Federal Foreign Office and the Foundation of Remembrance, Responsibility, Future within the framework of the federal programme „Young People Remember“.



## Foreword

There is an increasing number of graphic novels exploring historical themes and aiming to raise awareness and provoke reflection, in addition to aesthetically pleasing illustrations and exciting storytelling. The graphic novels about the biographies of Otto Rosenberg and Emilie Danielová also want to achieve much more than just entertainment: They highlight the fate of Sinti and Roma in Germany and the Czech Republic – a topic that is often marginalised, if not completely forgotten, within the culture of remembrance. Based on the biographies of a German Sinto and a Czech Romni, the two graphic novels trace the life of the Sinti and Roma people in the 20th century – a life marked by discrimination and persecution. The focus is on the wrongdoings committed during the Nazi era and the genocide of around 500,000 Sinti and Roma. At the same time, the struggle for justice is also addressed with reference to blind spots in our collective memory. It is particularly the biographical approach and the exploration of two concrete lives that facilitate access to the topic and serve as a starting point for an in-depth examination of the fate of Sinti and Roma.

How can teachers and political educators work on these difficult topics with the help of the graphic novels and integrate them meaningfully into lessons or international youth encounters? What teaching methods can be used when working with the graphic novels about Otto and Emilie? How can the biographies serve as a starting point for a critical examination of both history and contemporary issues? And how can young people be reached by making a connection to their own present-day lives?

This didactic manual is intended to support teachers, political educators and multipliers in answering these questions. The methodological compilation consists of building blocks that can be used in different learning environments in schools and extracurricular activities. The proposed units can be used independently of each other depending on the prior knowledge and interest of the target group. They can be applied as they are, or they can serve as a source of inspiration for customised methods and forms of engagement.

The manual also contains useful links to historical background information and collections of methods for a more in-depth discussion of racism against Sinti and Roma today.

## About the project

The graphic novels were created as part of the Digital Lines project. The project was implemented in cooperation with the Berlin-Brandenburg Regional Association of German Sinti and Roma, the Memorial Site to the Victims of the Marzahn Detention Camp for Sinti and Roma and the Muzeum Romske Kulture and was supported by the Federal Foreign Office and the EVZ Foundation as part of the programme #Young people remember. Pedro Stoichita illustrated the graphic novels.

More information about the project and the digital graphic novels can be found [here](#).

## Learning objectives of the teaching units

The teaching units want to contribute to a sensitive approach to diversity. Students will be made aware of the fate of the Sinti and Roma in the 20th century and will be able to interpret the genocide from a historical perspective. They will understand the collective and individual challenges associated with remembrance and will be able to situate and evaluate the process of reappraising the crimes against the Sinti and Roma. They will identify continuities in the exclusion of minorities over time and will be encouraged to reflect on their own identity, any privileges they may have and their own assumptions about other people. They will acquire skills in dealing with existing stereotypes and get to know exciting personalities and fates that will inspire them to engage in critical thinking about racism. Students' empathy - in particular towards Sinti and Roma - will be strengthened, and their ability to comprehend the discrimination and stereotyping that still exist today will be promoted.

## Acquisition of specific knowledge and skills

Students acquire knowledge about the (historical) discrimination and persistent stigmatisation of Sinti and Roma. They broaden their knowledge of the diversity of cultures and lifestyles and gain competencies that enable them to participate in a democratic society. They develop their ability to show empathy, appreciation and respect for other people and to accept them as they are and as they live. They acquire the ability to realise their own, real and ascribed characteristics in social processes. They reflect on their own situation and lifestyle and experience a critical change of perspective in order to react more openly and without prejudice to other people's situations in life. They are activated to stand up for human rights and against discrimination.

## The teaching units address the following educational domains:

1. Education promoting the acceptance of diversity
2. Education for anti-racist thinking
3. Education for democracy
4. Historical and political education on National Socialism
5. Intercultural education
6. Cultural education
7. Media, news and information literacy

## UNITS | MODULES

### Objectives of the units listed below:

Learning empathy and strengthening the sensitivity of students, appreciation of social diversity, intercultural and cultural education

#### 1. UNIT *30 Min*

##### Objective of the unit

Strengthening empathy, sensitivity.

##### The task for students

Choose a picture from the graphic novels that you found particularly moving. In teams of two, discuss it intensively: Why did you choose this particular picture? What is the specific situation depicted in the picture? How does Otto or Emilie feel and what might he or she have been thinking at that moment?

##### Discussion in teams of two

The students discuss their favourite picture from the graphic novel in teams of two. At the end of the lesson, the small groups present their results to each other.

#### 2. UNIT *90 min*

##### Objective of the unit

Empathising with the victims and all people affected by National Socialism, understanding emotions and raising awareness. Students are confronted with diversity-conscious teaching and strengthen their own feelings of compassion.

##### The task for students

There are rectangular cards in front of you. Think of a friend to whom you would like to explain the feelings Emilie or Otto have had. Your group is divided into sub-groups. Half of the groups will work on Emilie's story, the other half on the graphic novel about Otto. Each graphic novel has five chapters, and each group will work on one chapter. As soon as you have been given your assignment, you start to explore the emotions of the people in the chapters and then write them down or make drawings of them.

Everything is permitted: You can sketch, paint, draw or write! Afterwards, your cards are added together chapter by chapter on the blackboard / on a pinboard to form a mood and storyboard. Now you have redesigned the graphic novels based on your very own interpretation and skills. Congratulations!

##### Picture postcards

The students create postcards for a friend. They draw, paint or write on a card which feelings Emilie or Otto have in each chapter. The students draw lots to decide who will be assigned to which group. They relate their drawings to the graphic novel and in doing so they show their own feelings about the story of Emilie and Otto. Alternatively, this unit can be conducted online via collaborative boards. For more information, please see the attached handout.

### 3. UNIT *45 Min*

#### Objective of the unit

Students' empathy is strengthened. The students are expected to put themselves in the shoes of the protagonists of the graphic novels. They acquire the ability to appreciate social diversity.

#### The task for students

Look at the two pictures of Emilie and Otto and their facial expressions; work in pairs to consider how the protagonists might have felt under the racist ideology, discrimination and persecution of National Socialism. Were they sad? Were they afraid? Were they angry? How do the emotions change over time? Can you understand how they must have felt? Or is this difficult for you? If so, why? Record your findings in the form of key points and present your thoughts at the end of the session to the whole group.

#### Interpreting pictures

The students take ten minutes to look at the faces of the two protagonists Emilie and Otto. They take notes of what comes to their minds and what they feel when they look at the picture. They then meet in pairs and exchange their thoughts.



### 4. UNIT *Holding a moment of silence*

#### Objective of the unit

Commemorating in silence, strengthening sensitivity for disadvantaged social groups, creating awareness of unequal treatment, promoting respectful interaction in today's society, teaching students to value diversity.

#### The task for students

Amidst all the discussions, lessons and active engagement with the Nazi past, it is now time to silently commemorate the victims of National Socialism. This way you can calmly reflect and pay respect to the victims. The pedagogical facilitator announces the moment of silence and you all remain silent; take a moment to think about Emilie, Otto or their relatives or, perhaps, your ancestors who have suffered under the rule of the National Socialists.

### *Silent commemoration*

The group holds a moment of silence for the Sinti and Roma who suffered atrocities at the hands of the Nazis during the National Socialist era.

## 5. UNIT *90 min*

### *Objective of the unit*

Research work, checking facts and sources, dealing with current injustices affecting Sinti and Roma, addressing issues around unequal treatment and privilege.

### *The task for students*

Even today, young Sinti and Roma in Germany, the Czech Republic and around the world are campaigning for equal rights. And that is urgently needed: It is not uncommon that even today many young Sinti and Roma do not dare to openly declare their identity as Sinti and Roma. They fear resentment and rejection. Start an independent research and search for activists or interesting video clips / podcasts / influencers who use their strength and power to actively participate in the public debate. Are they making the world a better place by doing so? Get together in a Pro Action Café where you introduce the selected activist and tell each other why you chose that particular activist.

### *Pro Action Café*

After their research phase, the students get together in a Pro Action Café. One by one, they change roles from listener to advisor, etc. The students discuss their decision-making process and explain to each other why they chose the influencer or activist. If time is limited, students can be provided with a list of current influencers and activists so they can choose the person they want to learn more about. This eliminates the need for research time. You will find such a list in the attached handout.

**Objectives of the units listed below:**

Raising students' awareness of racism against Sinti and Roma, strengthening their own critical thinking about racism, educating them to value diversity.

**6. UNIT** *45 min***Objective of the unit**

Through conversations in mini-groups, the students' own prejudices and stereotypes are uncovered and critically questioned. Their own sensitivity with regard to racism against Sinti and Roma is broadened and strengthened.

**The task for students**

You get together in mini-groups of six people and discuss: Where does your own knowledge about Sinti and Roma come from? Does it come from the media, social media, your parents, stories, friends or from school? Ask each other: Where did I get my knowledge from? And correspondingly – where did I not get my knowledge from? Then search for a video that actively opposes discrimination against Sinti and Roma. A video clip that does not feature third-party attributions, but rather shows the self-empowerment of Sinti and Roma and makes it tangible for you.

**Method-66**

The students form small groups of six people each. The small groups discuss a precisely formulated question for six minutes. All small groups remain in the room and just turn their chairs towards each other. Each small group then briefly reports on the results of their discussion. Afterwards, the students search for video clips or other media content that actively opposes discrimination against Sinti and Roma.

**7. UNIT** *90 min***Objective of the unit**

Dealing with (one's own) responsibility. Dealing with one's own possible stereotypes towards Sinti and Roma. Developing a critical view of everyday *-isms* associated with Sinti and Roma.

**The task for students**

In pairs, you discuss the following questions: To what extent does Germany continue to bear responsibility for the crimes committed even today, decades after the Second World War? How relevant is the topic today, and what is your experience, e.g. when you are abroad and talk about the Second World War? Do you think that National Socialism was a lasting lesson for people and that such brutal crimes will no longer be possible in the future of Europe? Do you fear that the right-wing movement in Europe will lead to a resurgence of fascism? How important is remembrance work to you, how relevant is this educational activity for you? Outline your findings and at the end of the unit create a picture on the blackboard or Smart Board with your suggestions for constructive, sustainable remembrance work.

### *Pulling strings*

Random principle for group work: everyone grasps one string from a bundle of strings. The person at the other end of the string will be the team partner. The students discuss questions regarding their own collective responsibility for National Socialism in Germany. In the discussion, they make the connection to present-day life and think about how racism and discrimination can be exposed and actively confronted today.

## 8. UNIT *45 min*

### **Objective of the unit**

Self-reflection and sensitisation for discriminatory statements and actions in everyday life against Sinti and Roma, developing preventive measures, dealing with anti-racist thinking.

### **The task for students**

Stereotypical images and clichés about minorities are widespread and often deeply ingrained in our minds, even if we don't want them to be. Have you heard of prejudice against Sinti and Roma? Or have you personally witnessed racist discrimination against Sinti and Roma in the street, at school, at work or in the supermarket? Outline the situations that come to your mind and then discuss in small groups how to respond to each situation. Collect different possible responses (even those that seem not very helpful at first!) and critically discuss them. How do the reactions affect the people involved? Which possible responses do you think are most effective? Which ones are less useful? And why? Document your experiences and discuss the solutions with the whole group.

### *Discussion in mini-groups & group discussion*

The students get together in small groups to discuss their own experiences of discrimination against Sinti and Roma. In a creative brainstorming process, they develop active and preventive measures to discourage and counter discrimination in everyday life.

## 9. UNIT *45 min*

### **Objective of the unit**

A first examination of present-day discrimination against Sinti and Roma, promoting critical thinking about racism.

### **The task for students**

You sit in a circle; one student stands in the middle and names a type of discrimination that Sinti and Roma are still faced with today. Alternatively, you can name emotions, fears, and stereotypes. Also think about the graphic novel and the circumstances of discrimination mentioned there. Which of these issues continue to exist in today's society for Sinti and Roma? What has changed in the meantime? Those of you who agree with what has been said stand up and change seats. The person who can no longer find a seat must now stand in the middle and continue the list.

### *Memory fruit salad game*

All students sit in a circle, one student stands in the middle and names something. All students who agree to this get up and change their seats. The person who cannot find a seat stands in the middle next. In preparation, video clips or podcasts can be shown in which Sinti and Roma talk about their current experiences of discrimination. You will find a list in the appendix.

## 10. UNIT 90 min / Project day

### Objective of the unit

Reflection on options for action, effective research work, source and fact checking.

### The task for students

While many people turned a blind eye or became perpetrators, some also helped Otto and Emilie. Take a look at the scenes in the two graphic novels! What might have happened if people had intervened more vehemently on behalf of Otto or Emilie? Where might intervention have made a difference?

Think about alternative developments in the graphic novels: Research in advance what options the majority society had! Find out about people who helped the Sinti and Roma or protected other minorities. Then create an alternative ending for your chosen chapter of a graphic novel and add texts and sketches! Use the cartoon tool *Pixton* for an online version, or just use the traditional method of drawing, sketching and writing. Afterwards, you get together for a discussion: What could have been the motivation to do something? And why did the majority of the population not intervene?

### *Designing their own graphic novel*

The students create an alternative ending for the graphic novels. The changes can be ideational or dramatic. Working individually, they sketch, draw or write another chapter of the graphic novels. *Pixton* would be a good tool to produce an online version. A link to the online tool can be found in the attached handout.

## 11. UNIT *Project day*

### Objective of the unit

Empowerment, promoting critical thinking about racism. Students are confronted with their own prejudices and face society's challenges.

### The task for students

You get together in small groups of 3 to 9 learners and create short scenes for a theatre performance on a particular conflict theme. You relate this to the graphic novels. You are free to vary the scope of conflict issues. In your small groups, think about which theme of the graphic novels particularly affected or touched you. One of you takes the role of the protagonist. The others take opposing positions and confront the main protagonist with their views. The protagonist reacts to these statements but cannot always find the right way out. In a first run-through, the protagonist fails to overcome his/her powerless situation. In a second run-through, the audience joins in: they actively introduce their own ideas and possible solutions to the scene in order to collectively work on a solution.

### *Forum theatre*

Forum theatre is a method of empowerment developed by Augusto Boal and aims to enable disadvantaged groups to assert and formulate their own interests and goals. In small groups of 3 to 9 students, the class develops different short scenes on a conflict issue related to the graphic novels. Alternatively, a topic related to present-day discrimination against Sinti and Roma may be used. The scene must be clear about what the protagonist wants. The protagonist should be confronted by people who oppose him/her resolutely. The protagonist reacts to these obstacles but does not always find the right way out. In a second round, the audience intervenes and helps the protagonist to solve the problem. Afterwards, participants reflect on their shared experience and discuss it.

## 12. UNIT *90 min*

### *Objective of the unit*

Recognising that Sinti and Roma are actively engaged in our society and actively campaign against discrimination, getting to know influencers and other activists who are Sinti or Roma or campaign in support of them.

### *The task for students*

Remember: Otto Rosenberg stood up for other Sinti and Roma after the Second World War. What have you learned about his life after the Second World War? What challenges did he face? Why do you think he became active? Conduct a fictional written interview with Otto and ask him about his commitment. Or make a short video (max. 5 minutes) where you as a journalist present Otto's fate to a broad audience. As you do so, think about what is particularly important to you and what impressed you most!

### *Fictional interview*

The students conduct a fictional written interview with Otto Rosenberg about his commitment after he received the Federal Cross of Merit. They interview Otto about everything that seems important to them or that they find interesting. Afterwards, their interviews are shuffled and distributed to the other students. So everyone reads a different fictional interview and gets an insight into the thoughts of the others. Alternatively, a video can be made about Otto to be watched together afterwards.

### Objectives of the units listed below:

Historical and political education on National Socialism, dealing with remembrance work and Germany's Nazi past, education for democracy and development of skills for social participation

## 13. UNIT *90 Min*

### Objective of the unit

Dealing with the motives of perpetrators, examining the Nazi past, raising students' awareness of perpetrators and accomplices and teaching democracy through concrete examples.

### The task for students

The graphic novels repeatedly feature people who have bullied, harassed or persecuted Otto and Emilie. Find a panel that shows such a situation. In teams of two, discuss with your fellow students which motives could have inspired a Nazi perpetrator to commit these crimes back then. You should discuss the following questions: What does complicity mean? Are there any explanations that can make you understand such atrocities? How does a person become a perpetrator? Record your findings on a mood board (offline or online) to share and discuss your thoughts with the other students at the end of the lesson.

### Discussion in mini-groups

The students get together in small groups (up to four people) and, based on a guideline given by the pedagogical facilitator, freely discuss the motives / reasons that might have led the perpetrators to commit Nazi crimes. Afterwards, the groups present their results to each other on a flipchart or collaborative board. More information on the digital mood board version can be found in the attached handout.

## 14. UNIT *Project day, field trip*

### Objective of the unit

Talking to contemporary witnesses, active remembrance work, raising students' awareness of the German-Czech past.

### The task for students

You meet a contemporary witness or his/her relative. Prior to the meeting, you define questions that you are interested in and that seem important to you. For example, ask them how they felt when the Germans lost the Second World War and the concentration camps were liberated. Or: What may happen to German society when eyewitnesses are no longer alive and first-hand memories are no longer available? Will this have a noticeable negative effect on remembrance work?

### Interviewing key persons

The conversation with contemporary witnesses takes place in a personal setting. The students are invited to address their questions to the key persons in a precise and comprehensible way.

Note: The attached handout provides detailed information on how to conduct interviews with contemporary witnesses.

## 15. UNIT *Project day, field trip*

### Objective of the unit

Making the past a tangible experience and addressing Germany's responsibility at historical sites. Historical and political education about the Nazi past.

### The task for students

Together you will visit one of the historical places mentioned in the graphic novels - e.g. the Memorial Site to the Victims of the Berlin-Marzahn Detention Camp, Moabit Prison or the former Hodonín Detention Camp. During the field trip, you document your impressions and, if you have permission to film, you film special objects or areas that catch your eye (these can be just short video spots or snapshots). Look carefully; think about which objects, places or signposts could have been of special significance. You think of Emilie and Otto - which way did they go? Go in search of clues and record your findings on film. What can still be seen today? And what is no longer there? What can you find out about the history of the place after the Second World War? Back in the study group, you will combine your videos by means of an editing programme. As a result, you will have an impressive video capturing the atmosphere and emotions.

### *On-site visit and observation / field trip*

The group goes to a place together and films certain features, places and objects for later documentation. They recall their impressions from the graphic novels and remember the experiences of the protagonists at this very place. Teachers should prepare their groups well for the memorial site visits. These are places of remembrance and participants should treat them with respect.

## 16. UNIT *45 min*

### Objective of the unit

Historical reappraisal and examination of the term "collective memory", historical and political education, dealing with the Nazi past, education for democracy, concrete comparison of the graphic novels.

### The task for students

#### Graphic Novels Rosenberg and Danielová | Chapter 5

Half of the students have studied the graphic novel about Otto Rosenberg, the other half has read the graphic novel about Emilie Danielová. This exercise is specifically about chapter 5. In a discussion with your partners, you should find out if the culture of remembrance concerning the fate of the Sinti and Roma has entered our collective memory in the post-war years and up until today. Discuss with rotating partners how the biographies of Otto and Emilie convey a message to future generations. Consider together how it was possible for the two of them to go on living after their terrible experience and to build a life for themselves afterwards. What are the similarities and differences between the lives of the two protagonists after the Second World War? Can you understand how the protagonists acted? And what influenced their decisions? At the end of the lesson, come back together as a group and discuss your opinions: Do your opinions differ? Can you accept them? Do you want to argue against them?

### *Ball bearing ring*

The students have either read the graphic novel about Emilie Danielová or about Otto Rosenberg. In an inner and an outer circle, two students stand or sit opposite each other and briefly discuss a given topic. New pairs are formed through reciprocal rotation - have the learners heard different opinions and concepts?

An optional creative exercise can follow: The point of departure for this would be a fictional meeting of Otto and Emilie a few decades after the war. Participants think about how such a meeting could have happened and draft texts and sketches for a short additional chapter about their encounter.

## 17. UNIT *90 min*

### *Objective of the unit*

Examining the politics of memory, questioning previous remembrance and education work, conducting research and checking sources and facts.

### *The task for students*

Discuss in groups of four: What do you learn from the graphic novels about the politics of remembrance in Germany and the Czech Republic and how the genocide of Sinti and Roma was treated? What else can you find out? Is there a new and contemporary way of remembering the crimes of the National Socialists? Can you think of an appropriate form of remembrance? Design a concept for a memorial site or another place of remembrance. What should such a place of remembrance tell the visitors - what feelings should it inspire in them? You may draw inspiration from existing memorials, but you can also come up with completely new forms of remembrance. Think about how history can be remembered from different perspectives. Use all the materials at your disposal. You can draw, craft objects, make videos, etc.

### *Design concept*

The students design a concept for a memorial site /place of remembrance. What message should it convey? What do the students want to express? Where and what exactly would they commemorate?

## 18. UNIT *45 to 90 min*

### *Objective of the unit*

A close look at the lives of the protagonists, sensitivity to the protagonists' life stages and their respective significance for them.

### *The task for students*

After reading the graphic novels, let's try to take a closer look: What surprised/ irritated/ interested you most? Describe the content of the chapters in your own words. Find single-word headlines for the individual chapters that reflect the events or the mood of the chapter. Afterwards, pin your headlines in a row on a wall and vote on them during a Gallery Walk: Which headlines get most likes?

### *Single-word headlines, Gallery Walk*

The students briefly describe the contents of the chapters in their own words and find single-word headlines that best describe the chapters. Then a Gallery Walk is set up, i.e. the students post their headlines in a row on a wall and stick hearts to their favourites. Finally, there is a brief discussion. Which headlines were most popular? Why?

## 19. UNIT *90 min to full project day*

### Objective of the unit

Putting oneself in the place of victims, intensive emotional exchange, strengthening empathy

### The task for students

#### Graphic Novel: Emilie Danielová – the Fate of a Czech Romni | Chapter 3

In this chapter, Emilie's sister Berta dies while Emilie is sitting at her bedside. She says: "The worst thing was, I couldn't even cry. Nothing and nobody mattered there. All that mattered was your own survival." Now imagine Otto meeting Emilie at this particular moment. How would Otto react? Would he take Emilie in his arms, comfort her or agree with her? In teams of four, explore this fictional encounter and write a short concept. Then you record a short audio file / a kind of podcast episode where you reenact the conversation that might have taken place between Emilie and Otto in the course of the encounter described above. Edit and mix your audio files. Finally, you can play a fascinating audio document to your friends.

### Audio file / Podcast episode

The students invent a fictional conversation between Emilie and Otto. In teams of four, they write a short concept and then record a couple of audio files. They then edit and mix them. At the end of the session, the groups present their results to each other. More information and suitable audio editing programmes and podcast tools are provided in the attached handout.

## 20. UNIT *90 min*

### Objective of the unit

Enhancing research skills, conducting accurate fact checks, promoting critical historical research and civic engagement

### The task for students

#### Graphic Novel: Otto Rosenberg – The Fate of a German Sinto | Chapter 2

In this chapter, young Otto is chosen by the National Socialist 'race researcher' Eva Justin for her pseudo-scientific experiments. He is locked in dark rooms and has to describe pictures that Justin shows him. In teams of two, research which experiments and so-called investigations were carried out by the 'Racial Hygiene Research Centre - Rassenhygienische Forschungsstelle (RHF)' during the National Socialist era. Who else was involved in the 'research' besides Eva Justin? Where were these "investigations" carried out? What happened to the RHF after the Second World War? Were the main perpetrators and their accomplices prosecuted for their actions? See also supplementary information on the RHF published on the [website](#) of the project "Digital Lines of Life and Death". Task:

Write a petition or create a social media campaign demanding the clear condemnation of the perpetrators and accomplices of National Socialism. It doesn't matter whether you argue from a present-day or post-war perspective. Address a specific target group and think about which statements would be best suited to collect most signatures or to broaden your reach and your community.

### *Drafting a petition or social media campaign*

The students draft a petition on behalf of Rosenberg and Danielová. They demand the immediate arrest and punishment of Nazi perpetrators who actively and passively committed crimes against Sinti and Roma. Students should use convincing arguments to invite and encourage other citizens to sign the petition. This fosters their civic, participatory engagement. Alternatively, students can design a social media campaign to raise awareness of the issue.

## 21. UNIT *90 min to full project day*

### **Objective of the unit**

Addressing the politics of memory, increasing media and information literacy, improving digital media skills, studying post-war Germany, historical and political education.

### **The task for students**

#### **Graphic Novels Rosenberg and Danielová | Chapter 5**

Your group divides into two subgroups. One half reads chapter 5 about Emilie Danielová, the other half reads chapter 5 about Otto Rosenberg. Discuss in small groups: Why did it take so long for the Holocaust against Sinti and Roma to be acknowledged? How come so many perpetrators and accomplices were never punished? And what is the situation today? Which influencers do you know who are Sinti and Roma themselves or who stand up for them? Find young activists in the virtual space that oppose discrimination against Sinti and Roma and educate people about existing stereotypes. Let them inspire you! In teams of four, you film a *call to action* where you highlight current problems faced by Sinti and Roma in Germany and the Czech Republic and demand more governmental action for equal rights and recognition.

### *Call to Action*

The students film a short *call to action* (max. 45 seconds) in which they demand more respect and recognition for Sinti and Roma at the present time. By placing themselves in the position of Otto and Emilie after the Second World War and their liberation, they travel in a time capsule over 70 years into the future: What has changed in terms of rights for Sinti and Roma? What discrimination still prevails today? Against what and whom do Sinti and Roma still have to assert themselves today? What must happen for Sinti and Roma no longer to suffer from day-to-day stigmatisation in the 21st century? Afterwards, the calls are watched together and the group discusses them. Additional information on a *call to action* or on editing programmes is provided in the attached handout.

# HANDOUT

## LINKS FOR FURTHER STUDIES

### Overview of the culture & history of the Sinti and Roma

#### EN and CZ

The Museum of Roma Culture in Brno, Czech Republic, displays around 25 000 objects documenting Roma culture, life and history.

<https://www.rommuz.cz/en/>

#### DE

The Memorial to the Sinti and Roma in Berlin-Marzahn draws attention to the former detention camp for Sinti and Roma.

<https://www.gedenkstaette-zwangslager-marzahn.de/>

- Information material by the Federal Agency for Civic Education (bpb) on Sinti and Roma culture.  
<https://www.bpb.de/internationales/europa/sinti-und-roma-in-europa/179536/ein-unbekanntes-volk-daten-fakten-und-zahlen?p=all>
- Educational material on the resistance by Sinti and Roma published by the " German Resistance Memorial Center" and the "Education Center against Antigypsyism of the Documentation and Cultural Centre of German Sinti and Roma".  
[https://www.gdw-berlin.de/fileadmin/bilder/Bildungsangebote/GDW\\_Bildungsmaterialien\\_zum\\_Widerstand\\_von\\_Sinti\\_und\\_Roma\\_2019.pdf#](https://www.gdw-berlin.de/fileadmin/bilder/Bildungsangebote/GDW_Bildungsmaterialien_zum_Widerstand_von_Sinti_und_Roma_2019.pdf#)

#### EN

- The history of Sinti and Roma in Czechia by Jana Horváthová.  
<https://www.romarchive.eu/en/roma-civil-rights-movement/roma-czech-lands/>

#### EN and DE

- The digital *RomArchive* presents the cultures and arts of the Sinti and Roma in the context of European cultural history as well as exhibitions and other artwork.  
<https://www.romarchive.eu/en/>
- The Documentation and Cultural Centre of German Sinti and Roma demonstrates the exclusion of Sinti and Roma up until today and also provides educational materials.  
<https://www.sintiundroma.org/en/>
- The Central Council of German Sinti and Roma presents educational materials and the history of the Sinti and Roma as well as statements by politicians, Holocaust survivors and Sinti and Roma.  
<https://www.roma-sinti-holocaust-memorial-day.eu/>

## Relevant clips and documentaries

- <https://www.youtube.com/watch?v=3-S7Sor1LGM>, 1live Interview
- <https://www.youtube.com/watch?v=B-F4M7Pselg>, Frag einen Roma
- <https://www.youtube.com/watch?v=h0mMKhHq3m0>, Zeit Reportage (11min.)
- [https://www.youtube.com/watch?v=8vqUESWZ\\_g](https://www.youtube.com/watch?v=8vqUESWZ_g) Just Because Who I am, RomaniSupportClub

## Podcasts

- **RYMEcast** *Rassismus Erfahrungen* von Sejnur Memiši, Nino Novakovic  
Link: <https://open.spotify.com/show/2ZKrZlu8rFjPDly1TiVsn7>
- **Romanistan Podcast** by Jessica Reidy and Paulina Verminski  
Link: <https://open.spotify.com/show/4PjuCCf0ew-bsynPNvWN5cv?si=b05yTt3EQAemoUWwF3WXQg&nd=1>

## International Roma Empowerment

### Social Media

#### Instagram

- **@giannijovanovic78** *Influencer, Activist*  
Link: <https://www.instagram.com/giannijovanovic78/?hl=de>
- **@iamtaisiyaschumacher** *Actor, Activist*  
Link: <https://www.instagram.com/iamtaisiyaschumacher/?hl=de>
- **@tayosingerberlin** *Activist*  
Link: <https://www.instagram.com/tayosingerberlin/?hl=en>
- **@operroma** *Celebrating Roma history/culture*  
Link: [https://www.instagram.com/operroma/?utm\\_source=ig\\_embed&hl=de](https://www.instagram.com/operroma/?utm_source=ig_embed&hl=de)
- **@roma.culture** *Promoting Roma culture*  
Link: <https://www.instagram.com/roma.culture/>
- **@regina.lupu** *Creator of @roma.culture und @culturarroma*  
Link: <https://www.instagram.com/regina.lupu/>
- **@slavicroma** *Romani history, news, culture, and modern-day issues*  
Link: <https://www.instagram.com/slavicroma/>
- **@romaniuprising** *Owner is Juni Bergman*  
Link: <https://www.instagram.com/romaniuprising/>
- **@nenaromani** *Proudly romani*  
Link: <https://www.instagram.com/nenaromani/>
- **@the.future.is.roma** *Page devoted to Roma youth*  
Link: <https://www.instagram.com/the.future.is.roma/>
- **@gilbertcostache** *NYC, LA, Madird, Bucharest – Opre roma*  
Link: <https://www.instagram.com/gilbertcostache/>
- **@jezmina.vonthiele** *Mixed Roma-Sinti, writer, educator, fortune teller, art model*  
Link: <https://www.instagram.com/jezmina.vonthiele/>
- **@dianasirokai** *Plus size, Roma, Confidence in LDN*  
Link: <https://www.instagram.com/dianasirokai/>
- **@milduquelas** *Fashion, Opre Roma*  
Link: <https://www.instagram.com/milduquelas/>

- **@vanessasarkozi** *Singer*  
Link: <https://www.instagram.com/vanesssarkozi/?hl=de>
- **@memetovic** *Activist*  
Link: <https://www.instagram.com/memetovic/>

## TikTok

- **@marius\_elisei** *Video-Creator, Roma*  
Link: <https://www.tiktok.com/@mariuselisei?lang=en>

## Twitter

- **@hellobrigitta** *Influencer/ Activist from Hungary*  
Link: <https://twitter.com/hellobrigitta/status/1395656306149707781>
- **@em\_pontonnier** *Activist*  
Link: [https://twitter.com/em\\_pontonnier](https://twitter.com/em_pontonnier)

## Activist Work / Organisations

- **Dikh He Na Bister** (eng.) Roma Genocide Remembrance Initiative
- **Amaro Drom e.V.**  
Youth organisation for Roma and Non-Roma in Berlin
- **Amaro Foro e.V.**  
Youth organisation for Roma and Non-Roma in Berlin
- **Bundes Roma Verband**  
Umbrella organisation of various organisations and associations
- **Carmen e.V.**  
Roma International Cultural and Sports Association
- **Dokumentations- und Kulturzentrum Deutscher Sinti und Roma**  
Academic institution for research and documentation, political education and contemporary art and culture projects
- **Hildegard Lagrenne Stiftung**  
Foundation for the Promotion of Education, Inclusion and Participation of Sinti and Roma in Germany
- **Landesverband Deutscher Sinti und Roma Berlin-Brandenburg e.V.**  
Socio-pedagogical counselling centre and information and public relations work
- **Mingru Jipen e.V.**  
Association for the Promotion of Social Participation in Employment, Education and Culture
- **Roma Antidiscrimination Network**  
Anti-discrimination network, help and counselling for victims of discrimination
- **RomaniPhen e.V.**  
Sinti and Roma association with a focus on feminist work and a Romani archive
- **RomaTrial e.V.**  
Transcultural self-organisation for cultural and political education work and creative projects
- **ROMBLOG.net**  
Digital information portal and academy for knowledge exchange and networking
- **save space e.V.**  
Association for intersectionality, inclusion, digitisation and youth culture
- **Zentralrat Deutscher Sinti und Roma**  
Advocacy group representing the interests of the German Sinti and Roma
- **Museum der Roma Kulturen in Brno**

· **In IUSTITIA**

Organisation of lawyers and social workers against violence and hate crimes

**Romodrom Civic Association**

Rehabilitation programmes, professional social counselling

**Khamoro**

International Festival of Roma Culture

# GOOD TO KNOW / DIGITAL TOOLS

## Talks with contemporary witnesses | Conversations with key persons

Talks with contemporary witnesses pose special challenges in political and historical education. Such talks must be seen in light of the fact that the witnesses' testimonies are personal recollections. On the one hand they are subjective perceptions and by no means "historical truth" or objectified facts. Nevertheless, accounts of contemporary witnesses are valuable and meaningful sources that convey the subjective feelings of individual persons. The participants should be made aware of these particularities before the talk. It also makes sense to prepare and prioritise some questions with the participants before the talk. It goes without saying that treating the witness with respect and understanding is a basic prerequisite for a climate of trust in the discussion. An evaluation afterwards is of vital importance.

## What is a *Call to Action*?

The term *call to action* (CTA) means a call to a selected group of people with the aim of generating a certain reaction and stimulating a desired action. For this purpose, verbs are always used in their imperative form! In the context of environmental and climate activism, a CTA is meant to present various ideas for environmentally responsible action and to motivate students to get personally involved.

## Collaborative Boards

→ *Milanote*

Link: <https://milanote.com/>

→ *Padlet*

Link: <https://de.padlet.com/>

## Graphic Novel / Cartoon Tool

→ *Pixton*

Link: <https://www.pixton.com/>

## Video editing programme

→ *DaVinci Resolve* | Software Website:

Link: <https://www.blackmagicdesign.com/de/products/davinciresolve/>

## Copyright free images

→ *Unsplash*

Link: <https://unsplash.com/>

→ *Pixabay*

Link: <https://pixabay.com/de/>

## Picture editing and graphic design

→ *Canva*

Link: <https://www.canva.com/>

→ *Visme*

Link: <https://www.visme.co/>

# LEGAL NOTICE

## DIGITAL LINES OF LIFE AND DEATH

### Nazi persecution of Sinti and Roma in Hybrid Graphic Novels

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Dieter Ernst, chairperson of the Board

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Dr. Christian Johann, deputy chairperson, managing member of the Board

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