



A Story About The Red Race Car: www.ester.rs

Investigating Tasks

Historical Newspapers:

Historical editions of the newspaper can be found at the following links:

[National Library of Serbia](#)

[Belgrade University Library – University library “Svetozar Markovic”](#)

Valid for all tasks in which research of old editions of newspapers is recommended.

Scene 1 – A Day at the Races

1. Investigate why September 3rd is important to the beginning of World War II.
2. What was the position of the Jews in Nazi Germany in that historical moment?
3. Analyze posters from the picture and conclude why pre-war Belgrade was considered one of the important cultural capitals in the Balkans?
4. German drivers Manfred von Brauchitsch and European champion Herman Lang, both from the German Mercedes-Benz team, were considered favorites at the big car race in Belgrade. But the race took an unexpected, dramatic course and the victory eluded both of them. Investigate who won the race and what happened? Did any Serbian driver take part in the race? How long was the trail around Kalemegdan? What is the fastest speed that the race cars reached during the race? How many spectators attended the race?
5. Did any French and English driver take part in the race? Explain why?
6. Investigate what passenger cars looked like at the time. Which car models were the most popular in Serbia and in Europe?
(Suggestion: as part of the research you can visit the Auto Museum in Belgrade).
7. Investigate who Sava Šumanović was?

Historical Newspapers

1. Newspaper “Политика“ (Politika) (September [3rd](#) and [4th](#)) and newspaper “Време” (Vreme) from September [3rd](#) and [4th](#), 1939.
 - 1.1. Find and analyze car racing news.
Analyze the other most important news published in newspapers in those two days.
 - 1.2. Find news about the opening of the exhibition of painter Sava Šumanović.
How many works were displayed? To whom is all the income from the exhibition intended for?
2. “Vreme”, March 9th, 1939 [page 10](#) – “Пољска још није отказала утакмицу са Југославијом” (News of the match between Yugoslavia and Poland)
 - 2.1. Explore other articles in that issue. Conclude why it is uncertain whether the match will take place
3. Browse other articles in this newspaper.
 - 3.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?
 - 3.2. What can we conclude about everyday life?

Scene 2 – Visiting the Car Exhibition

1. When was the Belgrade Fair founded?
2. Why is the Belgrade Fair considered one of the most significant modernization achievements of pre-war Belgrade?
3. What was the position of the Jews in the Kingdom of Yugoslavia when World War II began in Europe?
4. What was the position of the Jews in the Kingdom of Yugoslavia when World War II began in Europe?
5. What was the position of the Jews in the Kingdom of Yugoslavia when World War II began in Europe?
(What was the position of the Jews in the Kingdom of Yugoslavia when World War II began in Europe?)
6. What was the position of the Jews in the Kingdom of Yugoslavia when World War II began in Europe?
Choose a few examples and make a presentation.

On the Location

Investigate what the Belgrade Fair looked like before World War II. Find historical photographs and a map of the various pavilions of the fair on the internet. Some of the buildings were demolished after the war, some new buildings were built, and some of the original ones from that time are still there. In the location, find historic buildings that existed before the war during the Belgrade Fair. Investigate where the entrance to the Fair was, and which way the citizens of Belgrade came to visit the Fair. Make a photo report.

Historical Newspapers

1. Newspaper “Београдске општинске новине” (“Belgrade Municipal Newspaper“), May 1st, 1940 page 7 – ”ПОВОДОМ ОВОГОДИШЊЕГ БЕОГРАДСКОГ ПРОЛЕЋНОГ САЈМА” (“On the occasion of this year’s Belgrade Spring Fair“)
 - 1.1. Investigate in which pavilions Alexander and his father could see cars.
 - 1.2. Explain what difficulties the organizers of the Fair faced. They even thought about whether it should be organized at all that year.
 - 1.3. Investigate how many visitors were at the spring Belgrade Fair?
Give some examples of domestic and foreign companies that were there, as well as the products they exhibited at the spring Fair.
2. Newspaper “Време” (“Vreme”), March 10th 1940. column ”Београдски живот” – (“Belgrade Life”) –”Предавања” (“Lectures”), as well as newspaper “[Политика](#)” (“Politika”) from the same day.
 - 2.1. Investigate what Mr. Demajo was lecturing about in the Jewish Library.
3. Browse other articles in this newspaper.
 - 3.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?

3.2. What can we conclude about everyday life?

Scene 3 – Bar Mitzvah

1. Search the internet and find out what a Bar Mitzvah is?
2. Search the internet and figure out what the difference is between a traditional Jewish calendar and the one we use?
What is the name of the calendar we use? Investigate and list some of the different calendars used in the world today?
3. Investigate why Pavle can no longer study in Prague, but is thinking about studying in Switzerland?
4. Why are Jewish refugees from Vienna coming to Belgrade?
5. Kristallnacht and Anschluß Österreichs are mentioned in conversations in front of the Synagogue. Explore those events.
Why are Belgrade Jews worried?

Historical Newspapers

1. On that day (May [12th](#), 1940) an article was published in newspaper "Политика" (Politika) stating that Charlie Chaplin was making a new film "in utmost secrecy."
 - 1.1. Investigate which movie it was? Which scene is best known in this film?
 - 1.2. Think about why Charlie Chaplin made that film at that time and what did he want to say with it?
2. See the section "Женски свет" ("Women's World") in the newspaper "Politika" from that day.
 - 2.1. Investigate how people dressed in Belgrade and other European cities at that time
3. Review the breaking news published in "Politika" that day and analyze what was happening in Europe at that time.
 - 3.1. Compare the sections "Женски свет" (Women's World), "Шта мора знати савремени борац" ("What a Modern Fighter Must Know"), and "Туђи хумор" ("International Humor"). Think about what connects them.
 - 3.2. Conclude the extent to which the war raging in Europe is present in the newspapers. Explain your conclusions.
 - 3.3. Think about whether the entire situation worried the citizens of Serbia? Why?
4. Newspaper "Време" (Vreme), January [26th](#), 1940. – "У Петровграду је јуче суђено секретару Љотићевог "Збора"" (Trial in Zrenjanin against the antisemitic Newspaper „Ljotićev zbor” run by the fascist organization led by Dimitrije Ljotić)
5. "Време", February 5th, 1940. – "Скупштина Јеврејске читаонице у Београду" (Report of the annual assembly of the Jewish Library in Belgrade)
 - 5.1. Investigate what kind of newspaper "Ljotićev zbor" is? Why was the editor in chief of "Ljotićev Zbor" tried in Zrenjanin?
Which experts were summoned by the court to use their expert knowledge to determine whether the allegations of the accused were true? What conclusions did they present to the

court? What is such a criminal offense professionally called?
Is the law against such acts valid in Serbia today?

- 5.2. Investigate and conclude what was the position of the Jewish community in Serbia at that time.
6. "Vreme", March [6th](#), 1940. – "Велика афера са лажним пасошима" (Fake passports for Jewish refugees)
7. "Vreme", March [13th](#), 1940. – "Због фалсификовања држављанства..." (The epilogue of the affair with forged passports)
8. "Vreme", April [2nd](#), 1940. – "Двеста педесет хиљада румунских Јевреја треба да се иселе у Палестину" (250,000 Romanian Jews are preparing to emigrate to Palestine)
 - 8.1. Investigate who the defense attorney is at the trial for obtaining fake passports.
 - 8.2. Why do Jews from various European countries need fake passports? Where did they come from in Yugoslavia?
 - 8.3. Investigate what the situation is for the Jewish community in Germany, Austria and Romania.
9. Browse other articles in this newspaper.
 - 9.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?
 - 9.2. What can we conclude about everyday life?

Сцена 4 – Ханука 1940.

1. Search the internet for what Hanukkah is? Why are those days celebrated?
2. What are the traditions related to this holiday?
3. Investigate what toys looked like at the time? Compare with toys today.
(Suggestions: visit the Museum of Science and Technology in Belgrade and view the collection in the department of the Toy Gallery.)
4. Find out more about the Tivar store. What kind of company was it and what was its main activity?
5. Find the “Шонда” (Šonda) advertisement in the illustration.
Investigate what “Šonda” is? Who was Mihailo Mika Šonda and what was his fate?
6. Which tram lines were running through Belgrade at that time?
Investigate how city traffic in Belgrade developed before World War II?
How many trams were ruined in the bombing of Belgrade in 1941?
7. Compare Terazije before the war and today.
Do trams still pass through Terazije even today?
8. For Hanukkah, the “hanukkiah” candlestick is used, which has eight holders and a ninth in the middle.
But in addition to the hanukkiah, which is used for the Hanukkah holiday, Jews use other specific candlesticks on other occasions.
Investigate what a candlestick is, what it is called and when it is used.

Historical Newspapers

1. Newspaper “Политика” (Politika) October 5th, 1940 [page 6](#).
 - 1.1. “Влада је прописала Уредбу о мерама које се односе на Јевреје” (Analyze the Decree Restricting Jews in Yugoslavia from Trading in Food).
2. “Politika” October 6th, 1940 [page 8](#).
 - 2.1. “Данас ће бити објављена Уредба о школовању ученика јеврејског порекла” (Analyze the Decree on the Restriction of Education of Persons of Jewish Origin).
3. Newspaper “Време” (Vreme) October 6th, 1940 [page 6](#) and [page 7](#).
 - 3.1. Analyze these two pages of newspapers.
4. “Vreme” October 16th, 1940 [page 6](#).
 - 4.1. Analyze the articles “Сомборску чаршију држе Јевреји” (“The Sombor Bazaar is Held by Jews”) and “Без продужетка дозволе страним држављанима Јеврејима у Скопљу” (“No Extension of the Permit for Foreign Jewish Citizens in Skopje”).
 - 4.2. Remember the articles from the last scene: “Vreme” January 26th, 1940. – Trial in Zrenjanin against the antisemitic Newspaper „Ljotićev Zbor”, and “Vreme” February 5th, 1940 – Report of the Annual Assembly of the Jewish Library in Belgrade.
Compare and conclude how individual articles present Jews in Yugoslavia in February and how they portray them in October 1940. Consider what influenced this change.

5. Browse other articles in this newspaper.
 - 5.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?
 - 5.2. What can we conclude about everyday life?

Сцена 5 – Бомбардовање Београда

1. When did World War II begin in Yugoslavia?
2. Investigate on the internet what were the causes of the Axis Powers' attack on Yugoslavia.
3. Why was the codename for the bombing of Belgrade "Operation Revenge"?
4. What time did the bombing of Belgrade start?
5. Think about why the Germans bombed just then.
6. Investigate who Brick Bradford was.

Historical Newspapers

1. Newspaper "Политикин забавник" ("Politikin zabavnik")
 - 1.1. Find on the internet "Politikin zabavnik" which Alexander reads with Selma.
On what date did that issue of "Политикин забавник" come out?
What comics appeared in that issue?
Investigate when the first issue of "Politikin zabavnik" came out?
2. Newspaper "Политика" (Politika) April [3rd](#), 1941 and April [5th](#), 1941
 - 2.1. Find the articles "Лажне вести страних радио-станица" and "Докле у ширењу неистина о нашој земљи..." (Lies in foreign newspapers about the situation of the German minority in Yugoslavia).
Conclude why some foreign newspapers publish such articles about Yugoslavia?
 - 2.2. Find the articles "Уредба о војној дисциплини" (Decree on Military Discipline), "Више него икад, данас смо уједињени" (More than ever, we are united today) and "Велики војни указ – унапређен велики број активних и резервних војника" (Large Military Decree: A Large Number of Active and Reserve Soldiers Promoted).
Conclude to what extent the danger of war had seriously approached Yugoslavia.
 - 2.3. Find the article "Француска влада и даље уклања Јевреје из државне службе" (The French Government Continues to Remove Jews from the Civil Service).
3. Browse other articles in this newspaper.
 - 3.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?
 - 3.2. What can we conclude about everyday life?

Scene 6 – Occupation

1. Investigate on the internet how many victims there were in the bombing of Belgrade in 1941.
What happened to the National Library building and to the books and historical documents of inestimable cultural value that were kept in it?
What happened to the Zoo?
2. Who are the Volksdeutscher?
3. Why did the Germans ask for Jews to register?
Why did they have to wear yellow ribbons? What do ribbons symbolize?
4. List all the restrictions imposed on Jews on the basis of orders from the occupying authorities.
5. Research on the internet for what the inscription “V” on the tram means?
Think about why the occupiers hung flags with that sign on the streets and buildings and on the trams in Belgrade?
6. What was the goal of the occupiers’ repressive measures (threats, arrests, hangings, public executions) against the civilian population?
7. What actions against the occupier and their helpers did the resistance movement organize in Belgrade during the summer of 1941?
What are the goals of these actions? List a few concrete examples of resistance movement actions.
8. Analyze and compare scene 4 and scene 6. What does Terazije look like before and after the occupation?
What kind of posters are pasted on the pillars?

On the Location

Find on the internet and among other sources, historical photographs of the consequences of the Belgrade bombing. Make a comparative photo-report about the most important locations and buildings that were destroyed in the bombing, using old photographs and contemporary ones in the same places.

Historical Newspapers

1. Newspaper ”Општинске новине” (“Municipal Newspaper“), April [26th](#), 1941
 - 1.1. State what anti-Jewish measures are published in this issue.
 - 1.2. Analyze classified ads on [page 4](#) and conclude where so many ads of this kind come from.
2. “Opštinske novine“, April [30th](#), 1941
 - 2.1. State what anti-Jewish measures are published in this issue.
 - 2.2. Analyze ”Саопштење о правним прописима које издају немачки заповедници” (Notice of Legal Regulations Issued by German Commanders).
3. ”Opštinske novine” May 9th, 1941
 - 3.1. State what anti-Jewish measures are published in this issue.

4. "Opštinske novine", May [11th](#), 1941 number 29.
 - 4.1. Analyze the introductory article "План за операције на Западу..." ("Plan for operations in the West...") and some of the articles on page 1 and [page 2](#).
Consider whether these articles objectively convey the real state of affairs?
Investigate what propaganda is and what distinguishes it?
Investigate who was the most famous creator of propaganda in Nazi Germany.
 - 4.2. See the ad under "Miscellaneous" on [page 4](#) in German and Serbian.
Notice the discriminatory elements in the ad. What elements of Nazi ideology permeate this ad?
5. "Opštinske novine", May [27th](#), 1941 number 35.
 - 5.1. State what anti-Jewish measures are published in this issue.
 - 5.2. Analyze what kind of program is played on the radio during the occupation.
 - 5.3. Read the warning of the Regional Command to the citizens of Belgrade regarding the treatment of German soldiers.
Conclude what kind of atmosphere reigns in Belgrade and what is the relationship between the occupiers and the population of the city?
 - 5.4. Investigate who Dragomir Dragi Jovanović was. He is the signatory of several orders published in this issue.
6. "Opštinske novine" June 2nd, 1941 number 51 [page 3](#).
 - 6.1. Read the report about the movie "Вечити Јуда" (Eternal Juda).
Conclude for what purpose did the Film Department of the German Ministry of Propaganda make this film?
Why are Jews portrayed and described as "not human beings but parasites"?
Think about why such a film is being shown in Serbia at this very moment.
7. "Opštinske novine" June [7th](#), 1941 number 56.
 - 7.1. Find the order that all Jews must report to the police in Tasmajdan.
Conclude for what purpose were the lists of Jews made?
 - 7.2. Find an order for citizens to report radios.
Think about why the occupier demands that all radios register?
8. Browse other articles in this newspaper.
 - 8.1. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?
 - 8.2. What can we conclude about the political situation in the world, in Yugoslavia and Serbia?

Scene 7 – The Escape

1. Why did the Jews have to report to the assembly point in Tasmajdan every morning?
2. Explain what the order “100 for one“ meant?
3. Why are they being transported to Autokomanda?
What was there during World War II?
4. When he jumped out of the van, think about where Pavle could have escaped?
Think about where he was until he reached the partisans?
Did anyone have to help him with that?
5. Investigate what the recognition of the “Righteous Among the Nations” is?
Give some examples of “Righteous” people in Serbia.
6. Analyze which same character appears in illustrations 2, 4, 6, and 7, other than Alexander’s father?
Analyze what his role was before and during the occupation?

On the Location

Make a photo report on scene 7:

- Where the Jews checked in every morning,
- Where they were forced to work during the day
- Where they were forced to work during the day

We cannot know exactly where Pavle escaped because we have no information about that. Make an analysis of the location and make a photo story about which way Pavle may have escaped to and where it was most convenient for him to hide until the Germans gave up the chase and drove on with the rest of the prisoners towards Topovske Šupe.

Scene 8 – The Synagogue during Occupation

1. Investigate more about the everyday life of the citizens of Belgrade during the occupation.
What difficulties had befallen them?
Conclude how the Jews managed and survived during the occupation, given that they were denied many rights.
Think about which anti-Jewish measures and orders particularly affected the Jews when it came to supplies.
2. What was the purpose of the Synagogue during the occupation?
Why did the Germans choose the Synagogue building?
3. Investigate whether that building still exists today and what is its purpose?
4. Compare the situation in which the Jews found themselves before and after the occupation through a comparative analysis of scenes 2 and 8.
Analyze the meeting of Aleksandar's father Rihard with Mr. Demajo at the Belgrade Fair (scene 2) to how Alexander's mother prepared to leave the apartment and how she felt on the street (scene 8).
5. Compare the illustrations of scene 3 and scene 8.
Describe the difference. Explain what happened.
6. Investigate what Rosh Hashanah is and what customs are associated with that holiday.

On the Location

Make a photo report about Synagogue Sukkat Shalom.

Investigate whether there were synagogues in Belgrade before World War II?

What happened to them? Make photographs of these locations.

(Suggestion: visit Jewish historian museum in Belgrade)

Scene 9 – Parting with the father

1. What was the primary purpose of Topovske Šupe concentration camp?
2. What were the motives that led the Germans to shoot Jews in occupied Serbia?
3. Who were the prisoners in Topovske Šupe camp?
4. Analyze which same character appears in illustrations 2, 4 and 6, and how we can conclude that he was also imprisoned in Topovske Šupe camp? Conclude why is he imprisoned.
5. Investigate the location of Topovske Šupe camp? What is there today?
6. The day before, on September 29, 1941 one of the most horrific crimes against Jews during World War II took place in another country. Investigate which crime it is. Investigate where the mass killings of Jews in Eastern Europe took place from the beginning of Operation Barbarossa (the attack on the Soviet Union) till the end of October 1941.
7. According to Jewish belief, Yom Kippur is a day when a person may pray for forgiveness of vows that he cannot fulfill. What vow is Rihard talking about? Why does he think he will not be able to fulfill that vow? Think about why Rihard says that “there is no time” for Alexander to be a child anymore?
8. Investigate why Yom Kippur is considered one of the biggest Jewish holidays.
9. Who was Jonah according to biblical tradition?

On the Location

Make a photo report about the place where Topovske Šupe camp was.

Investigate which buildings that once served as a part of the camp are still there? What do they look like today?

Find a memorial plaque dedicated to the victims of the camp.

Scene 10 – Departure to the concentration camp at Sajmiste

1. Why is December 8th considered one of the key dates when we talk about the Holocaust in the area of Serbia under the German occupation?
2. Investigate what previously happened to most Jewish men in Serbia?
3. State what the Germans ordered the Jews to take with them when registering in the yard of the Special Police in George Washington Street.
4. Conclude why the Germans asked the Jews to “lock the apartments well” and why they were ordered to hand over the keys? Investigate what happened to Jewish property afterwards?
5. Investigate what is today in the place where the Special Police for Jews used to be?
6. Investigate when and how King Alexander Bridge was demolished?
7. What do you think why Alexander left his red car to Bogdan?
8. Another event that happened the day before, far from Belgrade, practically on the other side of the planet, was of great significance for the further course of World War II. What event is it? Conclude why this event is important for the further course of World War II.

On the Location

1. Make a photo report on the Frelj family’s journey on December 8th, 1941:
 - from their apartment
 - to the Special Police for Jews,
 - to the place where the pontoon bridge next to the demolished King Alexander Bridge was
 - all the way to the Jewish camp at Sajmište.

Find historical photographs of Jews being taken to the Sajmište camp, as well as historical photographs of locations and buildings along the way. Take photos of those locations and buildings and present what those places used to look like and what they look like today.

Scene 11 – The Gas Van

1. For what purpose was the camp at “Staro Sajmište“ (“Old Fairground“) established?
2. Investigate where the Germans first used gas vans to kill detainees.
3. What were the names of the two SS officers who drove the gas van.
Why did the German officer hand out candy to the children when entering the gas van?
4. What brand was the gas van? Where did Alexander see a bus of the same brand earlier in the story?

On the Location

Investigate what the Jewish camp at Sajmište looked like. On the internet, find a map of the camp and the layout of the pavilions. Some of the buildings were demolished after the war, some new ones were built and some of the original buildings from the time of the camp are still there. At the location, find historic buildings that existed and were used during the camp’s existence. Investigate where the entrance to the camp was and which way the gas van reached the camp. Find memorial plaques and monuments to the victims. Make a photo report.

Scene 12 – New Belgrade

1. Why is October 20th an important date in the history of the city of Belgrade?
2. Which military units took part in the struggle for the liberation of Belgrade?
3. Among the characters we met in the story, analyze who of Pavle's family perished in the Holocaust?
4. How did Pavle manage to survive the war, while practically all of his family members were killed?
Investigate the surviving strategies of the Jews in occupied Serbia?
Give a few examples.
5. Conclude in what way Pavle and Bogdan contributed to the preservation of the memory of the victims of the Holocaust with their works and in overcoming the consequences of war and suffering?
6. Compare the illustrations of scenes 10, 11 and 12. Explain in your own words what is happening in those illustrations.

On the Location

Make a photo report of all the locations mentioned in all 12 scenes of "A Story about the Red Race Car". Conduct an interview with passers-by on the street (record a video interview, or just a sound recording) and ask them if they know what happened at these locations during World War II. Afterwards, in class, make a comparative presentation of the illustrations, location photos and a report on the interviews collected.

Additional Tasks

A Story about the Red Race Car in Broader Historical Context

1. Make a chronology of all the scenes (graphic representation in time) in and enter the exact dates by scenes on the timeline. Conclude which events in Europe and Serbia had an important impact on the events in the story and the fate of the main characters. Put those events in your “Red Race Car timeline”. Present and explain why you think these historical events are important for the story about the Red Race Car.

Responsibility for the Crimes

1. Investigate which German officers and commanders were arrested for crimes committed in Serbia and extradited to Yugoslavia to stand trial. Give some examples.
2. Investigate which German officers and commanders were arrested for crimes committed in Serbia, but were tried elsewhere. Give some examples.
3. Investigate which German officers and commanders who committed crimes in Serbia were released or never captured. Give some examples.
4. Investigate which Serbian collaborators were arrested and tried for their participation in crimes committed in Serbia. Give some examples.

Resistance and Help

1. Investigate how many Yugoslav Jews took part in the Partisan Resistance Movement the liberation of Yugoslavia? Find a few examples of famous (female and male) Jewish fighters. Choose one of them and prepare a presentation about her or his life and struggle.
2. Find examples of people who risked their lives to help and save Jews in Serbia during the Holocaust -“Righteous Among the Nations”. Choose one of the examples and prepare a presentation. Explain who helped, to whom, in what way, and what happened in the end, whether someone was successfully rescued and what happened to the rescued after the war. Also, investigate what punishments were threatened to those who helped Jews during the occupation.

Staro Sajmište after the War

1. Investigate what happened at the site of the former Old Fairground and the former concentration camp in the post-war period. What was the space used for? What new buildings were built there?
Which famous Serbian artists used that space? Which famous theater play had its premiere there in 1953?
2. Investigate what the facilities of “Staro Sajmište“ are used for today (the old, original buildings from the time of the Fair and the camp, as well as new ones, built after the war until today). Make a map and mark old and new objects and their purpose.

3. Make comparative maps of the facilities of the Belgrade Fair, the concentration camp, and today. Mark what the objects were called, that is, what they were used for, in the past and today.

Special workshop:

Perpetators Perspective

Statements of German officers and soldiers about the executions of Jews in Serbia

(given at interrogations and trials after the war)

1. Statement of a German lieutenant:
“When they (the civilians) were brought to the pit in which they will be thrown after the shooting, following the instructions I received, I told them that they had been sentenced to death by the orders of the Führer Adolf Hitler as a punishment for their participation in the Partisan Resistance Movement. On that occasion, I spoke German. Whether the prisoners understood that eludes my knowledge.”
2. Report of German Lieutenant Walter:
“The killing did not leave an impression on my soldiers at first. But on the second day, it could already be noticed that some did not have the nerve to perform shooting for a longer period. My personal impression is that there is no mental resistance during the shooting, but it happens later when a person thinks about it in peace at night.”
3. Testimony of a German soldier from the unit that provided soldiers for the shooting of hostages:
On the question of, what he did when he saw that (among those who will be killed) there were many older civilians who, obviously, could not even take part in the fight against the German army, he answered, casually: “I did not object to that, because here in Serbia it was safer than going to Russia, even at the cost of the suffering of innocent people, and for those who were not killed immediately during the shooting, in order not to suffer, a bullet in the head shortened the suffering”.
4. Speaking in 1962 about the executions of Jews in Serbia, the German major said:
“I did not experience the execution of these orders as something inhuman or unjust. I was brought up to carry out orders, and according to the understanding at the time, I had no right to refuse orders.”

(Source: Teodor Kovač “Banat Germans and Jews”, Proceedings No. 9 of the Jewish Historical Museum in Belgrade in 2009)

Covering Up and Destroying Traces of Crime

Almost all Jews in Serbia were killed by the end of May 1942.

In November 1943, the “special command 1005” arrived in Belgrade with the main task of erasing the traces of mass murders. At the execution sites around Belgrade, Nis, Petrovgrad (today’s Zrenjanin)

and other places, the excavation of corpses lasted for four months. They made bonfires and burned corpses to make it nearly impossible to identify, or determine the exact number of victims. This included the bodies of Jewish victims: those shot, and those who were suffocated in the gas vans.

Assignment:

Analyze the attitude of German soldiers and officers towards the victims. How do they justify murders? Do they feel guilty? Are they aware that they are committing a crime?