

The Holocaust as a Starting Point (teacher training program)

Planning the Learning Activity

Camp Kampor on island Rab

I. GENERAL DATA

Name of the relevant document according to which the teaching is performed (National Curriculum)/Subject:

- **Croatia:** National Curriculum for History and National Curriculum for Croatian Language

History: POV SŠ A.4.1.

The student compares different social groups and dynamics in social change in Croatia, Europe and world in the first half 20th century; the student analyzes the causes, characteristics and consequences of anti-Semitism in the world, Europe and Croatia, and the Holocaust, the persecution and suffering of the people in totalitarian racial regimes, ideological, national and religious grounds.

Croatian language: OŠ HJ A.4.1.

The student discusses in accordance with the purpose of speaking.

- **Italy:** National Curriculum for History

Italian invasion of Kingdom of Yugoslavia during World War II, antislavic policies and fascist war crimes. The students analyze the characteristics and consequences of fascist occupation, repression and anti-slavic policies in Italy and in the Kingdom of Yugoslavia.

- **Slovenia:** National Curriculum for History

History: Slovenes during the Second World War.

Topic/Title of Learning Activity: *Camp Kampor on island Rab*

Target group: 18 years old students

Time: 2 school hours

II. TEACHING AIMS

Students expand their knowledge of the camps on the eastern coast of the Adriatic Sea during the fascist occupation and, following the fate of the detainees, explain the context that led to the creation and dissolution of the Kampor camp on the island of Rab. Students develop a positive attitude towards the importance of historical remembrance and reflect on collective and individual memory of the past.

III. LEARNING OUTCOMES

1. Students will explain the reasons for the creation of camp Kampor;
2. Students will describe the living conditions in the camp and the problems the internees faced;
3. Students will compare the testimonies of internees and explain the similarities and differences between them;
4. Students will explain why the camp was disbanded and what happened to the internees after the disbandment;
5. Students will discuss the importance of the culture of remembrance and the way it shapes collective and individual memory of the past.

IV. RATIONALE

The students are sometimes familiar with the Nazi extermination and concentration camps, whereas there is little or no knowledge about the system of Fascist camps in Italy and in the territory of Kingdom of the Yugoslavia, where thousands of people of different nationalities were imprisoned. In this respect, the aim of this workshop is to provide a well-rounded overview of the Rab concentration camp, focusing on one hand on its history and on the other hand exploring the living conditions of the inmates relying on primary sources and direct testimonies. The ultimate goal is that students (and teachers) are aware of the atrocities committed by the fascist occupation against Slovenes, Croats and Jews and that they can integrate this little-known part of history into their knowledge of the events of World War II. Also, the students are asked to

reflect on the different reasons for having forgotten for a very long time the history and the victims of the camp in Slovenian, Croatian and Italian public memory and of course, on the reason why these events are still forgotten in Italian narrative and memory.

Students are required to familiarize themselves and understand the main events of World War II pertaining the Fascist occupation of Kingdom of the Yugoslavia, focusing on the subsequent partition of Slovenia, the Treaties of Rome, and the three Italian zones in the NDH (Independent State of Croatia). They are also expected to possess a good understanding of the characteristics of Italian fascism and German Nazism, the alliance of Italy and Germany and the creation of the Axis powers, and of the main historical events regarding Jews in World War II.

The LA starts with a brief introductory activity, presenting to the students the key question, the motivation booster, a historical timeline describing the events preceding the construction of the Camp and the purpose, locations and nationality of inmates of the Fascist camps in Italy and in the territory of ex-Yugoslavia. The following section (Activity 1) aims to provide the students with a general understanding of the history of the Camp by means of collective research. The second activity (Activity 2) shifts the focus from past to present with a final discussion actualizing what has been learnt, focusing on the culture of remembrance. The LA terminates with students' self evaluation and KWL chart.

V. CONTEXT OF LEARNING ACTIVITY

General overview:

Timeline created in Sutori.com: the teacher describes the events that preceded the creation of the Kapor camp, providing a brief historical overview of Italian occupation on the east coast of the Adriatic Sea after 6th of April 1941. The aim is to consolidate the students' previous knowledge on the topic and to provide them with the necessary introduction to fully understand the history of Kapor concentration camp on island Rab.

SUTORI TIMELINE

<https://www.sutori.com/story/italian-expansion-after-world-war-i--rb5MCKNPLYZ8r89967CP3Jjw>

VI. KEY QUESTION

What was happening on Island Rab during Italian occupation?

VII. DEVELOPMENT OF LEARNING ACTIVITY («SCENARIO»)

Timing	Number of outcomes	Description of teaching activities (scenario)	Models, strategies and methods of learning and teaching	Teaching media
20 min	1	<p>Introduction</p> <p>An introduction to learning activity can be done in two ways, with different time frames, depending on the level of previously acquired knowledge on the topic. The period of Italian occupation on the eastern coast of the Adriatic Sea until the signing of the armistice in September 1943 is briefly repeated.</p> <p><i>Option 1</i> The teacher announces the repetition and summarization of previously acquired knowledge about the Second World War in the Kingdom of Yugoslavia. A timeline in the Sutori application and a list of key terms will be used for repetition.</p> <p><i>Option 2</i> If students are unfamiliar with the topic, the Sutori timeline with the attached maps can serve as the foundation material for the overview. The teacher gives a brief overview of events in the Kingdom of Yugoslavia from April 8th, 1941 to September 1943.</p>	<p>Discovered and conversational guided teaching (class discussion)</p> <p>method of working with visual historical sources</p>	<p>APPENDIX 1</p> <p>https://www.sutori.com/story/italian-expansion-irredentism-after-world-war-i--rb5MCKNPLYZ8r89967CP3jw</p> <p>APPENDIX 2</p> <p>List of Key Terms</p>

5 min		<p>The teacher can print the Sutori timeline - or at least the map of Yugoslavia from April 4th, 1941 - and distribute it to the students. The teacher asks the following questions to the students:</p> <ol style="list-style-type: none"> 1. What happened to the territory of the Kingdom of Yugoslavia on April 6th, 1941? Explain. 2. Which parts of the Kingdom of Yugoslavia were annexed and which were occupied by Italy after April 6th, 1941? Observe the map and color them in different colours. 3. Who resisted the Italian occupation and in what way? Find evidence in the Sutori timeline. 4. How did the Italian authorities treat the civilian population of the annexed and occupied territory? Find evidence in the Sutori timeline. <p>https://www.sutori.com/story/italian-expansion-irredentism-after-world-war-i--rb5MCKNPLYZ8r89967CP3Jjw</p> <p>Motivation</p> <p>The students are shown the picture of the spoon of Martina Košak.</p>	<p>method of drawing / illustrative works / graphic works</p> <p>Discovered and conversational guided teaching (class discussion)</p> <p>method of working with visual historical sources</p>	
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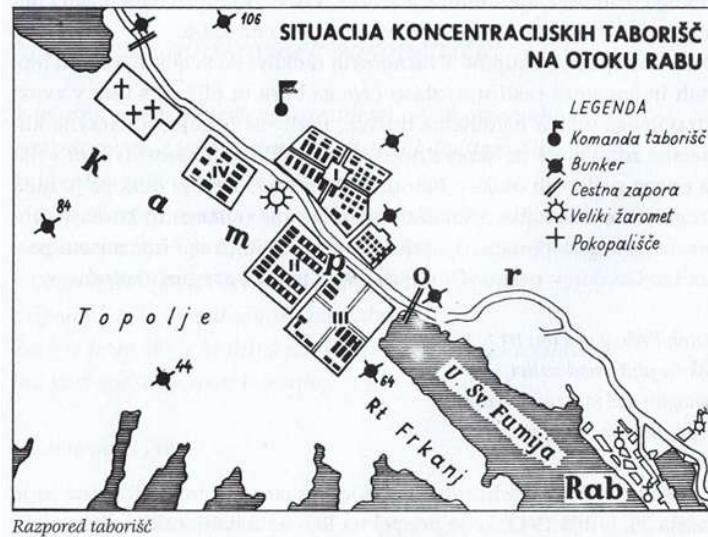
	<p>teacher-led discussion. Students can create a Mind Map in their notebooks or they can create it in one of the digital tools such as coggle Simple Collaborative Mind Maps & Flow Charts - Coggle or Popplet Popplet Mind maps made easy.</p> <p>Note for teachers I: During World War II, fascist authorities established dozens of camps that could be divided into two types depending on the authority over them and the manner in which the prisoners were interned. These are "regular" and "parallel" internment camps. The camps to which the prisoners came were "regularly" interned by the Ministry of the Interior, and the Italian royal army operated "parallel" internment camps. In the area of Yugoslavia occupied and annexed by Italy after April 1941, the fascist authorities established exclusively concentration camps which were accessed through "parallel" internment. Civilians who were classified as "former Yugoslavs" and partisan collaborators after the capitulation of Yugoslavia were interned in "parallel" internment camps. Partisans were taken and put in these camps, if they had not been not shot, because they were not considered war prisoners due to the guerrilla warfare method. The "parallel" internment camps had a dual role. For most detainees, they were concentration camps, but they were also internment camps where "protected" internees were imprisoned. These groups of "protected" internees were, for example, Jews in the occupied Yugoslav territory. The best example of the dual role of "parallel" camps is the Kampor camp on the island of Rab.</p> <p>The teacher needs to make the students understand what camp Kampor was also by putting it in the context of Fascist and Nazist mass violence in occupied territories. Although Kampor camp was created by the Italians, it</p>	<p>Independent learning (individual work)</p>	<p>Simple Collaborative Mind Maps & Flow Charts - Coggle</p> <p>Popplet Mind maps made easy.</p>
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15 min	1	<p>should not be isolated from the context of mass violence and of the Fascist and Nazi concentration camps during WWII. To let the detainees die as it happened in Kapor Camp is not the same action to systematically kill them, but the aim was similar: indeed, if internment conditions are inhuman, the final aim is the death of the prisoners. Therefore, one of the tasks in LA is to compare and confront Nazi and fascist camps.</p> <p>For other terms related to different types of camps and deportation, imprisonment and internment see the list of key terms among the appendices. Prepare yourself to present your findings to the class.</p> <p>PART ONE</p> <p>Time frame: 15 minutes</p> <ul style="list-style-type: none"> • Students are divided into three groups; • Each group is assigned questions to answer. <p>Task: Read the text carefully, analyze photos and graphics and find the answers to the following questions. Underline the answer to each question in a different color.</p> <p><u>Group 1:</u></p> <p>On the Sutori timeline, find a map showing and explaining the Italian camps.</p> <ul style="list-style-type: none"> • Were there any differences between Nazi and fascist camps? Look at the list of key terms for an explanation. • When and why was Camp Kapor founded on the island of Rab? 	<p>Collaborative learning (group work and pair work)</p> <p>method of oral presentation</p> <p>conversation method</p>	<p>APPENDIX 4</p>
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		<ul style="list-style-type: none"> • Look at the attached maps and determine how many parts the camp consisted of. Was the camp a single entity? <p>Sources:</p> <p>SUTORI TIMELINE https://www.sutori.com/story/italian-expansion-irredentism-after-world-war-i--rb5MCKNPLYZ8r89967CP3Jjw</p> <p>Marin Bolić, Italian camps on Yugoslav territory annexed in 1941 (https://repository.ffri.uniri.hr/islandora/object/ffri:479)</p> <p>The List of key Terms (see among the appendices at the end of the learning activity)</p> <p>Maps:</p> <ul style="list-style-type: none"> • http://campifascisti.it/scheda_img_full.php?id_img=124 • http://campifascisti.it/scheda_img_full.php?id_img=119 <p>Material:</p> <p>During 1942 and 1943, thousands of anti-fascists, local dissidents, members of marginalized groups, Jews and Slavs were held in the concentration camp Kampor, on the island of Rab. The idea of building a large concentration camp on the island was already discussed by Italian fascist forces in May 1942, when the camps in Lovran, Bakar, and Kraljevica started to become overpopulated. The initial plan envisaged the construction of a civilian internment camp for 20,000 people. Kampor, the</p>	<p>method of reading and working on the text</p> <p>method of working with historical text</p> <p>method of writing / written papers</p>	<p>https://www.sutori.com/story/italian-expansion-irredentism-after-world-war-i--rb5MCKNPLYZ8r89967CP3Jjw</p> <p>https://repository.ffri.uniri.hr/islandora/object/ffri:479)</p> <p>http://campifascisti.it/scheda_img_full.php?id_img=124</p> <p>http://campifascisti.it/scheda_img_full.php?id_img=119</p>
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	1	<p>place chosen for the construction of the concentration camp, was not far away from Rab, the largest urban center on the island, and was situated on a plain between two coves. Still, the selected site had numerous shortcomings: it was not easily reachable, the construction costs were high, and there were problems concerning the transport and logistics.</p> <p>The camp was supposed to be divided into four different zones or sectors (camp 1, camp 2, camp 3, camp 4) so that each of these could house 5000 internees. The "first" camp was located north of the road that divided the camp complex into two parts, and the "second", "third" and "fourth" camps were located on the south side of the road. The "first" camp, sometimes called "male" and "Slovenian", was the earliest to be set up and was also divided into four sectors. At first, the interned women, children and the elderly were in one sector of the "first" camp, but then in September 1942 they were placed in the "third" camp, which is often used as the "women" camp. The "second" camp housed Jews, so it is also called the "Jewish" camp, while the "fourth" camp was intended for penal work.</p>		
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Razpored taborišć

http://campifascisti.it/scheda_img_full.php?id_img=124



http://campifascisti.it/scheda_img_full.php?id_img=124

http://campifascisti.it/scheda_img_full.php?id_img=119

	2	<p style="text-align: center;">http://campifascisti.it/scheda_img_full.php?id_img=119</p> <p><u>Group 2:</u></p> <ul style="list-style-type: none"> ● Who were the inmates of the camp? ● What was the Italian military's attitude towards the inmates? ● Were inmates treated differently based on nationality (e.g. Slavs and Jews)? Explain and support your statement with evidence from the text. <p>Sources: Jozo Tomasevich, "War and Revolution in Yugoslavia 1941 - 1945, Occupation and Collaboration"; Andrea Giuseppini, "La memoria dolente del campo di Arbe. Una storia italiana"; Bozidar Jezernik, "L'internamento della popolazione civile della provincia di Lubiana 1942/43".</p> <p>Material:</p> <p>During 1942 and 1943, thousands of anti-fascists, local dissidents, members of marginalized groups, Jews and Slavs were held in the concentration camp Kampor, on the island on Rab, today a part of Croatia but at that time a part of the occupied "Italian Yugoslavia". Many other different people were interned by the Italians, as partisans, relatives of partisans, villagers accused of giving support to the partisans or of areas to be cleared in view of ethnic cleansing, mainly Slovenes and Croats. Special troops were used to crack down on the civilian population – women, children, elderly –</p>		APPENDIX 5
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	2	<p>and to see to their deportation. Treatments suffered – humiliation, torture, violence – led many of the victims to diseases and to death. The population of the camp varied over time because the prisoners would get transferred to other locations, however researchers found that at least 1500 men, women, and children lost their lives in Kampor, mostly due to starvation, the death rate being 34%.</p> <p><i>The cruel behavior of the Italian military</i></p> <p>Living conditions at the camp were extremely hard also because of the cruel behavior of the Italian military. Head of the camp was Lieutenant Colonel of the Royal Carabinieri Vincenzo Cujuli, indicated by various testimonies as a violent person, as well as a fervent fascist, who wandered around with a dog and whip, assigning punishments even for small infractions and who, together with the other men of the command, subtracted the food, parcels and money sent to the inmates. In the winter of '42, with many inmates without clothes and blankets, still housed in tents, the deaths were so frequent that the army commands themselves ordered the transfer of women, children and elderly men to concentration camps in Italy, in particular to Gonars. In March 1943, of the 2654 internees in Rab about a half were sick: 358 were hospitalized and 851 were held in the barracks set up for internees who did not have any specific symptoms but were suffering from</p>		
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	<p>3</p> <p>3</p> <p>3</p>	<p>malnutrition. At the time, the camp leadership claimed that the living conditions in Kampor were bearable and blamed the deaths on the fragile physical and psychological status of the internees or on their advanced age.</p> <p>Testimony of Ana Kovacic: “We were afraid every time they forced us to bath. We had to get fully undressed and naked. They screamed “<i>Giù le mutande!</i> take off your underwear”, and the water was freezing cold, or boiling hot. They were mean”.</p> <p>(From http://www.guardiansofthespoon.com/)</p> <p>Testimony of Anton Vratusa: “Every morning, the <i>capo</i> (chief) was to report on the situation on the barrack and the duty officer saluted and expected me to salute with the <i>saluto romano</i> (Fascist salute). And that’s where the trouble began. Because they couldn’t make me do it, they tied me up to a pole, hands behind my back - so that you could barely stand on your feet - completely isolated, without water, for several hours. Then they would let you go”.</p> <p>(From http://www.guardiansofthespoon.com/)</p> <p>Testimony of Eva Akerman - born into a Jewish family: “I can tell you that the Italians didn’t harass us. They let us work and spend the days like that, there was no humiliation and no harassment.”</p>		<p>http://www.guardiansofthespoon.com/</p> <p>http://www.guardiansofthespoon.com/</p>
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	<p>3</p>	<p>(From https://www.osobnasjecanja.hr/video-arhiva/eva-akerman/ min. 23:30-23:50)</p> <p><i>Different living conditions</i></p> <p>When it comes to the poor conditions and the treatment of the internees in Fascist camps, it was not Jews who were on the bottom rung but Slovenes and Croats, the ethnic minorities. Jews were held separately at Rab and were treated relatively better, survivors said. Indeed, the camp was not created specifically for Jews, and at that time the Jews were not included in the final solution for Italy who did not hand them out to its Germany ally in the occupied territories, as for instance happened in South France.</p> <p>On this account, it's important to read the following extract by Jozo Tomasevich (War and Revolution in Yugoslavia 1941 - 1945, Occupation and Collaboration, EPH LIBER, Zagreb 2010).</p> <p>After the Jews in the NDH realized what the new government was doing, a significant number of them fled from the German-controlled areas of the NDH to the areas under Italian control. The influx of Jewish refugees into the area under Italian control, especially into the Second and Third Zones, meant a multitude of problems for the Italian authorities. (...) The Germans wanted the Italian commands in the Second and Third Zones to hand over all Jews to the NDH authorities. General Giuseppe Picche, a representative of the</p>		<p>https://www.osobnasjecanja.hr/video-arhiva/eva-akerman</p>
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		<p>Carabinieri in the NDH, said that handing over the fugitive Jews to the Croatian authorities would mean sentencing them to death. In October 1942, the Italians decided to detain Jews from the Second Zone in camps on the Adriatic coast (Kraljevica, Lovran, Korčula, Vela Luka, Brač, Hvar, Dubrovnik camps). These camps reportedly proved too expensive and inefficient. According to memoranda of the II Army from February 1943 plan was to gather all the captured Jews in a single camp in Kampor on Rab. As of March 1, 1943, there were 2,721 Slovenian detainees in the camp, mostly from partisan families. The new camp became the only accommodation for Jews under Italian control.</p> <p>When 2244 Jews also arrived on the island starting from May 28th, 1942, the Italian authorities kindly welcomed them. An astonished <i>carabiniere</i> writes in his diary: "They behave like this with the Jews because they have money, while with the others, the poor ones, things went differently". It was said that the Jewish International Association would repay Italy for its behavior. The Jews were housed in decent stone buildings built by the other internees. The living conditions of the Jews caused great envy among Slovenian and Croatian detainees.</p> <p><u>Group 3:</u></p> <ul style="list-style-type: none">● Describe the life of inmates in concentration camp Kampor.● Which surviving strategies inmates had?		
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	<p>4</p> <p>4</p>	<ul style="list-style-type: none"> • When and why was the camp disbanded? • What happened to the inmates after the camp was disbanded? <p>Source: https://documenta.hr/en/novosti/story-of-kampor/</p> <p>Material:</p> <p>Compared to the situation in other Italian camps, the situation for internees on Rab was the hardest. Among the acts of the camp command is General Robotti's instruction to kill one Slovenian internee for every Italian soldier who was killed in Slovenia.</p> <p>Each internee was given only a cubic meter of space in a weathered tent on bare earth, with a clump of straw and an old blanket, without protection from the sun and bora. Along with stinking latrines full of insects and bacteria, the internees were also deprived of water. Italian soldiers developed black market with food. The largest share of high mortality was contributed to hunger. Disciplinary offenses were punished by tying to a bar in a public market. They used chains that are still preserved.</p> <p>Since the constructions were not completed in time, the internees had to spend the beginning of winter in tents on an island notorious for Bura, a bitter north-easterly wind. In the autumn of 1942, the first wooden barracks started to be built and in November 1700 tents were set up along with 500 beds in the hospital and infirmary. However, winter clothing, shoes, and blankets were not available to a large number of internees.</p> <p>Life in the camp was characterized by food scarcity and terrible hygienic conditions which were the cause of many diseases and deaths. The main causes of death are related to heart and respiratory problems, such as</p>		<p>APPENDIX 6</p> <p>https://documenta.hr/en/novosti/story-of-kampor/</p>
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	<p>3</p> <p>4</p> <p>3</p> <p>4</p>	<p>bronchitis and pneumonia, infections, starvation, and organ failures mainly due to food scarcity.</p> <p>The testimony of Herman Janež – interned in Kampor when he was a child with his family, recalled:</p> <p>“In every war, a child is the biggest victim because he does not understand what war is, he did not contribute to the war, and still he suffers as much as an adult. An example of such suffering is the fascist concentration camp Kampor. You know what warmth means to a child. Rab is the island that has the biggest number of sunny days. When the Italians decided in early June 1942 to set up a camp for 16 000 people in Kampor, they filled everything by August. After that, they started destroying plants in the field along the barbed-wire fence. When the Italians began destroying the fields, the people lost all hope of ever returning home from the island. At that time, the temperatures were still high. The island had 376 springs and women and children could not understand why they could not get a drop of water anywhere, since they suffered from unbearable hunger and thirst.”</p> <p>The testimony of Eva Akerman - born into a Jewish family, was interned first in the Kraljevica camp, and then from July 1942 in Kampor. When the camp closed in 1943, she joined the partisans and worked as a nurse. She recalls: “We were there for a short time (Kraljevica) and then they put us all on a boat and took us to Rab. And so we ended up in that camp on Rab. Life on Rab somehow evaporated from my memory. I only remember funny things, that there were so many bed bugs in those barracks, that it was unthinkable, there were rats and mice, but in the end it didn't bother us at all, it was that we didn't care.</p>		
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The testimony of Ivan Zbašnik – born in Kapor, was registered in the Birth Register in the 1960s, until then he did not officially exist. "My mother used to tell me that they would be so hungry that they used to pluck lice from the dead and eat them. It is hard for me when I listen to some things, when I tell my grandchildren how there was no food after the war, how they burned a lot of villages. They intended to settle the Italian population in the area around Čabar, where most of the internees came from."

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<https://stareslike.cerknica.org/2014/07/07/1943-rab-cesen/https://stareslike.cerknica.org/2014/08/11/1943-rab-menazka/>

<https://stareslike.cerknica.org/2014/07/07/1943-rab-cesen/https://stareslike.cerknica.org/2014/08/11/1943-rab-menazka/>



4

<http://www.primorske.si/2013/09/14/70-obletnica-osvoboditve-taboriscnikov-na-rabu>

<http://www.primorske.si/2013/09/14/70-obletnica-osvoboditve-taboriscnikov-na-rabu>

4



<http://www.primorske.si/2013/09/14/70-obltnica-osvoboditve-taboriscnikov-na-rabu>

Since the winter of 1942, however, the number of internees on the island of Rab started to decrease steadily as the command of the *II Armata*, which controlled and supervised Kampor, decided to diminish its capacity and to convert it to a place of sorting and transit. This decision was taken due to the difficulties of reaching the island with the needed provisions and supplies. By

<http://www.primorske.si/2013/09/14/70-obltnica-osvoboditve-taboriscnikov-na-rabu>

		<p>July 1943, around 2661 Jews were held prisoner in Rab and then transferred in August to Italy or other annexed territories.</p> <p>With Italy's capitulation on 8 September 1943, the majority of Italian forces in the camp, guards and soldiers, as well as doctors and nurses, left Rab in a hurry. It was the perfect occasion for the prisoners to organize an uprising: they overpowered the remaining guards and took their arms and food. The uprising was being organized in secrecy for months by a group of about 160 camp internees.</p> <p>At the same time, over two hundred Jews founded a Rab Battalion which joined forces with the Slovene and Croat internees, who formed four battalions of their own. This brigade was then renamed the 16th Slovenian National Liberation Brigade of Rab. The Rab Brigade left the island on 12th and 13th September. Other volunteers joined, in many cases also former prisoners willing to fight.</p> <p>The majority of Jews who stayed in the camp because they were too weak to run away or join the brigades were captured by the Germans and sent first to the concentration camp Risiera di San Sabba and then to Auschwitz.</p>		
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Rab Partisan Battalion, September 1943

<https://documenta.hr/novosti/prica-o-kamporu/>

Note for teachers II: if there are more than 6 students in the group, then it is possible to divide the working material (texts, photographs, graphics and testimonies of the detainees) to work in pairs according to the think-pair-share method. It is also possible to use additional video testimonials available in Croatian, Slovenian and English at the links

<https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761349>

<https://documenta.hr/novosti/prica-o-kamporu/>

<https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761349>

<https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761346>

20 min	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>3</p>	<p>https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761346</p> <p>https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761348</p> <p>https://www.youtube.com/watch?v=riEnc-3I lgo</p> <p>Priča o Kamporu – Documenta</p> <p>https://www.osobnasjecanja.hr/video-arhiva/eva-akerman/ from 21:40 to 23:44 and from 26:28 to 28:20 min</p> <p>PART TWO</p> <p>Students, working in pairs, are required to summarize all the findings through a Mind Map, after brainstorming with the class through a teacher-led discussion. Students can create a Mind Map in their notebooks or they can create it in one of the digital tools such as coggle Simple Collaborative Mind Maps & Flow Charts - Coggle or Popplet Popplet Mind maps made easy.</p>	<p>Independent learning (individual work)</p> <p>method of oral presentation</p> <p>conversation method</p> <p>method of reading and working on the text</p> <p>method of working with historical text</p> <p>forming a thought pattern</p>	<p>https://4d.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniski-program/174761348</p> <p>https://www.youtube.com/watch?v=riEnc-3I lgo</p> <p>Priča o Kamporu – Documenta</p> <p>https://www.osobnasjecanja.hr/video-arhiva/eva-akerman/ from 21:40 to 23:44 and from 26:28 to 28:20 min</p>
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Timing	Number of outcomes	Description of teaching activities (scenario)	Models, strategies and methods of learning and teaching	Teaching media
20 min	5	<p>Activity 2: Reflection</p> <p>The aim of Activity 2 is to have the students reflect on the meaning of ‘historical consciousness’ through the critical analysis of the commemoration from the Slovenian, Croatian and Italian side, of the events that took place in Kapor Camp. The model of work will be based on individual reflection, mutual exchange of thoughts and teacher’s led discussion. After comparing their previous knowledge about Kapor Camp – as written initially in the post-its – with what they have learned so far in the workshop, the students are faced with seven true-or-false questions pertaining to culture of remembrance of the Camp. They are required to produce their answers individually and share it with the class, and it will be the teacher’s duty to problematize and explain the correct answer for each question.</p> <p>Activity 2: Note for teachers</p> <p>When approaching culture or remembrance regarding the Italian Camps and the Italian occupation of the Kingdom of Yugoslavia, it is important to start with a few historical notes. Firstly, the teacher should emphasize how these events are still a much under-researched topic, especially in Italy. Historians have attributed responsibility for this huge case of amnesia to a conscious strategy of denial propagated by Italy’s postwar elites, as well as the unwillingness of the Italians to deal with this part of their past. Indeed, the</p>	<p>Discovered and conversational guided teaching (class discussion)</p> <p>Learning by self-discovery and research</p>	

		<p>memory of the war has been strongly obfuscated by a feeling of shame for the committed atrocities.</p> <p>It is also very important that the teacher stresses the fact that resolutions as creating the Camps were not dictated by a logic of power alone. The Italian government aimed at obtaining absolute and undisturbed domination in the occupied areas, but its decisions were implemented also in sake of the supposed superiority of the Italian, Arian, Christian origin of the perpetrators, regarding themselves ethnically superior to the Slavs. Therefore, also the construction of Rab Camp is justified by not only political, but also ethnic goals. Thus the history of Fascist camps (such as the Rab one) has to be understood in the wider panorama of anti-Slavism, starting from discrimination and violence targeting Slavs living in Trieste, as far back as the fire of the Narodni Dom in 1920.</p> <p>The teacher should then focus on the meaning of culture of remembrance and historical consciousness, referring to IHRA Recommendations 3.3.3., creating the opportunity to reflect on the role of history for the constitution of meaning and identity in the present. In particular, it should be pointed out how historical consciousness recognizes that our understanding of the past has meaning for individuals and groups in the present and will shape expectations for the future, and that it is influenced by the context in which the narrative about a specific event is produced.</p> <p>Secondly, the teacher should focus on the meaning and importance of the creation of collective memory of an historical event, as the direct consequence of its historical consciousness. The students understand that 'collective memory' is how a group of people remember a historical</p>		
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	<p>experience, often reflecting that society’s values, and pass that memory from one generation to the next. A collective memory is embodied, for example, in public remembrance days, museums and memorials, and other kinds of established national narratives.</p> <p>After providing the students with a general overview of the aforementioned key concepts, the teacher guides them through the final discussion of Activity 2. The aim is to critically evaluate the extent to which historical consciousness and collective memory are carried out for what concerns specifically Kapor Camp and the Italian invasion of the Kingdom of Yugoslavia.</p> <p>Reflection</p> <p>The teacher returns to those post-it papers on the school board or lino.it boards and reads the students' answers aloud.</p> <p>If the answers were mostly that they didn't know anything about Kapor camp until now, then their answers will serve as a link for the last activity that deals with the culture of remembrance and historical consciousness.</p> <p>The teacher hands out to the students a piece of paper on which are written 7 statements. Another possibility is to make a Kahoot quiz. Students should decide which of the statements is true or not.</p> <p>7 statements:</p> <ol style="list-style-type: none"> 1. The Italian Prime Minister Bettino Craxi 1987 laid a wreath on behalf of the Italian government at the memorial of the victims of the Kapor camp on Rab. (F) 	<p>method of oral presentation</p> <p>conversation method</p>	<p>APPENDIX 7</p>
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	5	<p>2. In the Slovenian primary school, students learn about Kampor camp in two school hours. (F)</p> <p>3. The Kampor monument complex was built in 1953 in part thanks to the forced labor of Yugoslav political prisoners who were imprisoned in the neighboring Goli otok. (T)</p> <p>4. In 2020, Slovenian and Croatian presidents Borut Pahor and Zoran Milanovic paid tribute to the victims and internees. It was the first joint participation of two high-ranking political guests from both countries in the commemoration. (T)</p> <p>5. There is a large entry about the Kampor camp in the Croatian encyclopedia. (F)</p> <p>6. The Italian occupation of the eastern Adriatic coast and the opening of camps for the civilian population are a separate topic in the Italian history curriculum. (F)</p> <p>7. The history and the victims of the camp Kampor in Slovenian, Croatian and Italian public memory have been forgotten. (T)</p> <p>After the students have expressed their opinions, the teacher problematizes each of the above statements and discusses that.</p> <p>The teacher asks the students:</p> <ul style="list-style-type: none"> • What do these statements and their accuracy tell us about the culture of remembrance in Italy, Croatia and Slovenia? What can we do to change that? <p>These questions open the class discussion.</p>	<p>method of reading and working on the text</p> <p>Discovered and conversational guided teaching (class discussion)</p>	
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10 min		<p>Evaluation of learning The teacher asks students to reflect about their first input about Kampor camp at the very beginning of the learning activity and to do self-evaluation with the KWL Chart.</p> <p>KWL Chart</p>			Independent learning (individual work) method of writing APPENDIX 8
		What I KNOW about Kampor camp	What I WANT TO KNOW more about Kampor camp	What I LEARNED about Kampor camp	

VIII. BIBLIOGRAPHY AND OTHER RESOURCES OF KNOWLEDGE USED IN TEACHING PREPARATION

VIII. BIBLIOGRAPHY AND OTHER RESOURCES OF KNOWLEDGE USED IN LEARNING ACTIVITY PREPARATION

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IX. APPENDICES

1. <https://www.sutori.com/story/italian-expansion-irredentism-after-world-war-i--rb5MCKNPLYZ8r89967CP3Jjw>

2. LIST OF KEY TERMS

Concentration camps: The term *concentration camp* refers to a camp in which people are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional

democracy. Imprisonment in a concentration camp was of unlimited duration, was not linked to a specific act, and was not subject to any judicial review.

Institutions developed in Nazi Germany to imprison political enemies and opponents. Often situated in suburbs of major cities, the camps were a very visible indicator of the Nazi regime's willingness to use violence and terror. Inmates in concentration camps were held in inhumane conditions and subjected to torture, starvation, and, in certain camps, medical experimentation. After the outbreak of World War II, the German authorities expanded their concentration camp network. By the end of the war the network of camps included labor camps intended to exploit the forced labor of inmates; transit camps to assemble large numbers of victims prior to deportation, as well as camps of the pre-1939 type. The death camps were established in late 1941/early 1942 with the specialized function of mass murder.

Death camps/killing centers: camps that were established for the systematic murder of Jews and Roma. The Kulmhof (Chelmno) gas van station and the Belzec, Sobibor and Treblinka camps served this purpose exclusively. Auschwitz, Majdanek and MalyTrostinets contained facilities similar to those in the death camps as well as playing roles as concentration camps, labor camps or transit camps.

Internment camp: Internment is the imprisonment of people, commonly in large groups, without charges or intent to file charges. The term is especially used for the confinement "of enemy citizens in wartime or of terrorism suspects". The internment camp differs from the concentration camp, but it still contains its elements (i.e. fascist camps on the eastern part of Adriatic).

Italian fascist camps: During World War II, fascist authorities established dozens of camps that could be divided into two types depending on the authority over them and the manner in which the prisoners were interned. These are "regular" and "parallel" internment camps. The camps to which the prisoners came were "regularly" interned by the Ministry of the Interior, and the Italian royal army operated "parallel" internment camps. In the area of Yugoslavia occupied and annexed by Italy after April 1941, the fascist authorities established exclusively concentration camps which were accessed through "parallel" internment. Civilians who were classified as "former Yugoslavs" anpartisan collaborators after the capitulation of Yugoslavia were interned in "parallel" internment camps. Partisans were taken and captured in these camps, if they were not shot, because they were not considered prisoners of war due to the guerrilla method of warfare. The "parallel" internment camps had a dual role. For most detainees, they were concentration camps, but they were also internment camps when "protected" interns were imprisoned. These groups of "protected" internees were, for example, Jews in the occupied Yugoslav territory.

Perpetrators: individuals who planned, organized, actively promoted and/or implemented acts of persecution and murder.

Racism: institutional and/or individual prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Resisters: individuals who actively opposed Nazi policies and programs through various means.

Survivors: individuals who lived through the events of the Holocaust, understood as the statesponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945. As well as those who survived concentration camps, ghettos and Einsatzgruppen shooting operations, this category includes Jewish refugees from Germany and Austria in the 1930s and those rescued in operations such as the Kindertransport. It also includes children kept in hiding or given up for adoption to conceal their identity. Secondgeneration and third-generation refer respectively to the children and grandchildren of survivors.

Victims: individuals who were murdered by the Nazis or their collaborators, or who suffered severe losses because of their acts of persecution.

Recommendations for Teaching and Learning about the Holocaust, the International Holocaust Remembrance Alliance (IHRA), 2019

3. <http://varuhizlice.si/o-projektu>



Activity 1

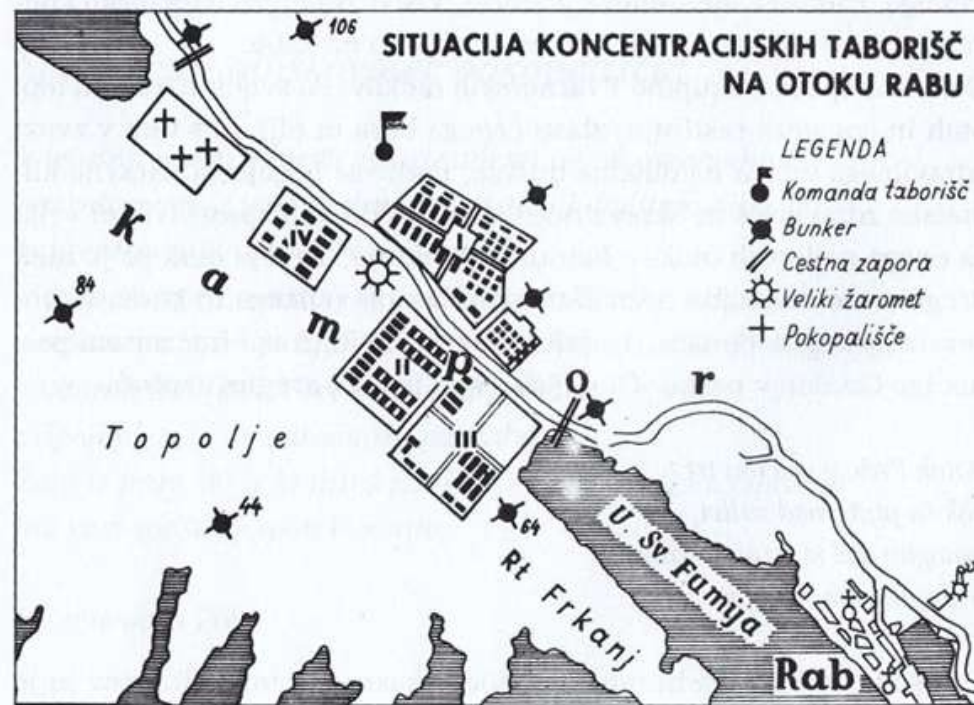
4.

Group 1:

- On the timeline in the Sutori, find a map showing and explaining the Italian camps. Were there any differences between Nazi and fascist camps?
Look at the list of key terms for an explanation.
- When and why was Camp Kampor founded on the island of Rab?
- Look at the attached maps and determine how many parts the camp consisted of. Was the camp a single entity?

During 1942 and 1943, thousands of anti-fascists, local dissidents, members of marginalized groups, Jews and Slavs were held in the concentration camp Kampor, on the island of Rab. The idea of building a large concentration camp on the island was already discussed by Italian fascist forces in May 1942, when the camps in Lovran, Bakar, and Kraljevica started to become overpopulated. The initial plan envisaged the construction of a civilian internment camp for 20,000 people. Kampor, the place chosen for the construction of the concentration camp, was not far away from Rab, the largest urban center on the island, and was situated on a plain between two coves. Still, the selected site had numerous shortcomings: it was not easily reachable, the construction costs were high, and there were problems concerning the transport and logistics.

The camp was supposed to be divided into four different zones or sectors (camp 1, camp 2, camp 3, camp 4) so that each of these could house 5000 internees. The "first" camp was located north of the road that divided the camp complex into two parts, and the "second", "third" and "fourth" camps were located on the south side of the road. The "first" camp, sometimes called "male" and "Slovenian", was the earliest to be set up and was also divided into four sectors. At first, the interned women, children and the elderly were in one sector of the "first" camp, but then in September 1942 they were placed in the "third" camp, which is often used as the "women's" camp. The "second" camp housed Jews, so it is also called the "Jewish" camp, while the "fourth" camp was intended for penal workshops.



Razpored taborišč

http://campifascisti.it/scheda_img_full.php?id_img=124



http://campifascisti.it/scheda_img_full.php?id_img=119

5

Group 2:

- Who were the inmates of the camp?
- What was the Italian military's attitude towards the inmates?

- Were inmates treated differently based on nationality (e.g. Slavs and Jews)? Explain and support your statement with evidence from the text.

Material:

During 1942 and 1943, thousands of anti-fascists, local dissidents, members of marginalized groups, Jews and Slavs were held in the concentration camp Kapor, on the island on Rab, today a part of Croatia but at that time a part of the occupied "Italian Yugoslavia". Many other different people were interned by the Italians, as partisans, relatives of partisans, villagers accused of giving support to the partisans or of areas to be cleared in view of ethnic cleansing, mainly Slovenes and Croats. Special troops were used to crackdown on civilian populations – women, children, elderly – and to see to their deportation. Treatments suffered – humiliation, torture, violence – led many of the victims to diseases and to death. The population of the camp varied over time because the prisoners would get transferred to other locations, however, researchers found that at least 1500 men, women, and children lost their lives in Kapor, mostly due to starvation, the death rate being 34%.

The cruel behavior of the Italian military

Living conditions at the camp were extremely hard also because of the cruel behavior of the Italian military. Head of the camp was Lieutenant Colonel of the Royal Carabinieri Vincenzo Cujuli, indicated by various testimonies as a violent person, as well as a fervent fascist, who wandered around with a dog and whip, assigning punishments even for small infractions and who, together with the other men of the command, subtracted the food, parcels and money sent to the inmates. In the winter of '42, with many inmates without clothes and blankets, still housed in tents, the deaths were so frequent that the army commands themselves ordered the transfer of women, children and elderly men to concentration camps in Italy, in particular to Gonars. In March 1943, of the 2654 internees in Rab about a half were sick: 358 were hospitalized and 851 were held in the barracks set up for internees who did not have any specific symptoms but were suffering from malnutrition. At the time, the camp leadership claimed that the living

conditions in Kampor were bearable and blamed the deaths on the fragile physical and psychological status of the internees or on their advanced age.

Testimony of Ana Kovacic: “We were afraid every time they forced us to bath. We had to get fully undressed, get naked. They screamed “*Giù le mutande!* take off your underwear”, and the water was freezing cold, or boiling hot. They were mean”.

(From <http://www.guardiansofthespoon.com/>)

Testimony of Anton Vratusa: “Every morning, the *capo* (chief) was to report on the situation on the barrack and the duty officer saluted and expected me to salute with the *saluto romano* (Fascist salute). And that’s where the trouble began. Because they couldn’t make me do it, they tied me up to a pole, hands behind my back - so that you could barely stand on your feet - completely isolated, without water, for several hours. Then they would let you go”.

(From <http://www.guardiansofthespoon.com/>)

Testimony of Eva Akerman - born into a Jewish family: “I can tell you that the Italians didn’t harass us. They let us work and spend the days like that, there was no humiliation and no harassment.”

(From <https://www.osobnasjecanja.hr/video-arhiva/eva-akerman/> min. 23:30-23-50)

Different living conditions

When it comes to the poor conditions and the treatment of the internees in Fascist camps, it was not Jews who were on the bottom rung but Slovenes and Croats, the ethnic minorities. Jews were held separately at Rab and were treated relatively better, survivors said. Indeed, the camp was not created specifically for Jews, and at that time the Jews were not included in the final solution for Italy who did not hand them out to its Germany ally in the occupied territories, as for instance happened in South France.

On this account, it's important to read the following extract by Jozo Tomasevich (War and Revolution in Yugoslavia 1941 - 1945, Occupation and Collaboration, EPH LIBER, Zagreb 2010).

After the Jews in the NDH realized what the new government was doing, a significant number of them fled from the German-controlled areas of the NDH to the areas under Italian control. The influx of Jewish refugees into the area under Italian control, especially into the Second and Third Zones, meant a multitude of problems for the Italian authorities. (...) The Germans wanted the Italian commands in the Second and Third Zones to hand over all Jews to the NDH authorities. General Giuseppe Pieche, a representative of the Carabinieri in the NDH, said that handing over the fugitive Jews to the Croatian authorities would mean sentencing them to death. In October 1942, the Italians decided to detain Jews from the Second Zone in camps on the Adriatic coast (Kraljevica, Lovran, Korčula, Vela Luka, Brač, Hvar, Dubrovnik camps). These camps reportedly proved too expensive and inefficient. According to memoranda of the II Army from February 1943 plan was to gather all the captured Jews in a single camp in Kampor on Rab. As of March 1, 1943, there were 2,721 Slovenian detainees in the camp, mostly from partisan families. The new camp became the only accommodation for Jews under Italian control.

When 2244 Jews also arrived on the island starting from May 28, 1942, the Italian authorities kindly welcomed them. An astonished *carabiniere* writes in his diary: "They behave like this with the Jews because they have money, while with the others, the poor ones, things went differently". It was said that the Jewish International Association would repay Italy for its behavior. The Jews were housed in decent stone buildings built by the other internees. The living conditions of the Jews caused great envy among Slovenian and Croatian detainees.

6

Group 3:

- Describe the life of inmates in concentration camp Kampor.
- Which surviving strategies inmates had?
- When and why was the camp disbanded?

- What happened to the inmates after the camp was disbanded?

Compared to the situation in other Italian camps, the situation for internees on Rab was the hardest. Among the acts of the camp command is General Robotti's instruction to kill one Slovenian internee for every Italian soldier who was killed in Slovenia. Each internee was given only a cubic meter of space in a weathered tent on bare earth, with a clump of straw and an old blanket, without protection from the sun and bora. Along with stinking latrines full of insects and bacteria, the internees were also deprived of water. Italian soldiers developed black market with food. The largest share of high mortality was contributed to hunger. Disciplinary offenses were punished by tying to a bar in a public market. They used chains that are still preserved.

[file:///C:/Users/Dell-6/Downloads/Zgodovina_v_soli-2010-19-3-4%20\(3\).pdf](file:///C:/Users/Dell-6/Downloads/Zgodovina_v_soli-2010-19-3-4%20(3).pdf)

Since the constructions were not completed in time, the internees had to spend the beginning of winter in tents on an island notorious for Bura, a bitter north-easterly wind. In the autumn of 1942, the first wooden barracks started to be built and in November 1700 tents were set up along with 500 beds in the hospital and infirmary. However, winter clothing, shoes, and blankets were not available to a large number of internees.

Life in the camp was characterized by food scarcity and terrible hygienic conditions which were the cause of many diseases and deaths. The main causes of death are related to heart and respiratory problems, such as bronchitis and pneumonia, infections, starvation, and organ failures mainly due to food scarcity.

The testimony of Herman Janež – interned in Kampor when he was a child with his family, recalled:

"In every war, a child is the biggest victim because he does not understand what war is, he did not contribute to the war, and still he suffers as much as an adult. An example of such suffering is the fascist concentration camp Kampor. You know what warmth means to a child. Rab is the island that has the biggest number of sunny days. When the Italians decided in early June 1942 to set up a camp for 16 000 people in Kampor, they filled everything by August. After that, they started destroying plants in the field along the barbed-wire fence. When the Italians began destroying the fields, the people lost all hope of ever returning home from the island. At that time, the temperatures were still high. The island had 376 springs and women and children could not understand why they could not get a drop of water anywhere, since they suffered from unbearable hunger and thirst."

The testimony of Eva Akerman - born into a Jewish family, was interned first in the Kraljevica camp, and then from July 1942 in Kapor. When the camp closed in 1943, she joined the partisans and worked as a nurse. She recalls: "We were there for a short time (Kraljevica) and then they put us all on a boat and took us to Rab. And so we ended up in that camp on Rab. Life on Rab somehow evaporated from my memory, I only remember funny things, that there were so many bed bugs in those barracks, that it was unthinkable, there were rats and mice, but in the end it didn't bother us at all, it was that we don't care.

The testimony of Ivan Zbašnik – born in Kapor, was registered in the Birth Register in the 1960s, until then he did not officially exist. "My mother used to tell me that they would be so hungry that they used to pluck lice from the dead and eat them. It is hard for me when I listen to some things, when I tell my grandchildren how there was no food after the war, how they burned a lot of villages. They intended to settle the Italian population in the area around Čabar, where most of the internees came from."



<https://stareslike.cerknica.org/2014/07/07/1943-rab-cesen/><https://stareslike.cerknica.org/2014/08/11/1943-rab-menazka/>



<http://www.primorske.si/2013/09/14/70-oblentnica-osvoboditve-taboriscnikov-na-rabu>



<http://www.primorske.si/2013/09/14/70-obltnica-osvoboditve-taboriscnikov-na-rabu>

Since the winter of 1942, however, the number of internees on the island of Rab started to decrease steadily as the command of the *II Armata*, which controlled and supervised Kampor, decided to diminish its capacity and to convert it to a place of sorting and transit. This decision was taken due to the difficulties of reaching the island with the needed provisions and supplies. By July 1943, around 2661 Jews were held prisoner in Rab and then transferred in August to Italy or other annexed territories.

With Italy's capitulation on 8 September 1943, the majority of Italian forces in the camp, guards and soldiers, as well as doctors and nurses, left Rab in a hurry. It was the perfect occasion for the prisoners to organize an uprising: they overpowered the remaining guards and took their arms and food. The uprising was being organized in secrecy for months by a group of about 160 camp internees.

At the same time, over two hundred Jews founded a Rab Battalion which joined forces with the Slovene and Croat internees, who formed four battalions of their own. This brigade was then renamed the 16th Slovenian National Liberation Brigade of Rab. The Rab Brigade left the island on 12 and 13 September. Other volunteers joined, in many cases also former prisoners willing to fight.

The majority of Jews who stayed in the camp because they were too weak to run away or join the brigades were captured by the Germans and sent first to the concentration camp Risiera di San Sabba and then to Auschwitz.



Rab Partisan Battalion, September 1943

<https://documenta.hr/novosti/prica-o-kamporu/>

APPENDIX 7

1. Reflection

Decide which of the statements is true or not.

The Italian Prime Minister Bettino Craxi 1987 laid a wreath on behalf of the Italian government at the memorial of the victims of the Kampor camp on Rab.

T F

In the Slovenian primary school, students learn about Kampor camp in two school hours.

T F

The Kampor monument complex was built in 1953 in part thanks to the forced labor of Yugoslav political prisoners who were imprisoned in the neighboring Goli otok.

T F

In 2020, Slovenian and Croatian presidents Borut Pahor and Zoran Milanovic paid tribute to the victims and internees. It was the first joint participation of two high-ranking political guests from both countries in the commemoration.

T F

There is a large entry about the Kampor camp in the Croatian encyclopedia.

T F

The Italian occupation of the eastern Adriatic coast and the opening of camps for the civilian population are a separate topic in the Italian history curriculum.

T F

The history and the victims of the camp Kampor in Slovenian, Croatian and Italian public memory have been forgotten.

T F

APPENDIX 8

Evaluation of Learning

What I KNOW about Kampor camp	What I WANT TO KNOW more about Kampor camp	What I LEARNED about Kampor camp

