



The Camps of Goli Otok and Sveti Grgur

in the written sources and biographies
of the witnesses of their time

Subject(s):	Social and political changes following WW2. The second Yugoslav state (DFJ, FNRJ, SFRJ): repression and crimes in the post-war period; political violence in Yugoslavia
Target group:	Students in upper secondary education; youth groups in informal education
Time period:	45 or 90 minutes
Correlation with school subject(s):	Politics and Economics, Civic Education, Geography
Results:	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Cite the reasons for the formation of the camps on Goli Otok and St Grgur • Explain why people were interned in these camps • Analyse written sources - biographies and testimonials - by the camp in-mates and descriptions of the locations on Goli Otok • Think critically about the treatment of the camp inmates during their time in Goli Otok and St Grgur, as well as their treatment after liberation • Develop an individual view about the importance and influence of the camps on Goli Otok and St Grgur on Yugoslav society
Methods:	Working in pairs, lectures, conversation, discussion, written work, group work
Activities:	<p>Students work in pairs, matched according to the seating plan (or own choice), they revise studied material. They primarily focus on the establishing of the political order in Yugoslavia at the end and just after WW2, on the position of the new state in the international context, on the political and economic measures that were introduced with regard to the general state in the country and society after the WW2. The students note the most relevant answers into a notebook. (5 minutes)</p> <p>The teacher introduces a new topic (1 min)</p>

INTRODUCING TEACHING TOPIC IN FOUR POSSIBLE WAYS

OPTION 1:

The teacher uses verbal methods, conversation, discussion and different sources, to explain the events around the Cominform Resolution of June 1948 and how it came about, how it reflected on Yugoslavia, the reasons for the forming of the Goli Otok and St Grgur camps, and the reasons people were sent there

(10 minutes)

OPTION 2:

The students will independently read and write down the most important facts from three chapters on the history of Goli Otok from the webpage, in order to get to know the historical context of the workings of the camp.

(10 minutes)

After the students read the texts and write down the most relevant information, their understanding can be checked via conversation and asking questions. If there is a lack of clarity, more explanations can be offered.

(10 minutes)

OPTION 3:

The teacher projects an image of Goli Otok on the board and asks: what do you see, which island is this? The students answer with possibilities. The teacher explains it is Goli Otok and asks what they know about the place. The students express their views. The teacher then says that the subject of that day's class is the prison camp on Goli Otok island and briefly outlines the course of that day.

The teacher brings up the page www.goli-otok.net and introduces it as the source of information for that day's class **(10 minutes)**.

OPTION 4:

The teacher introduces the topic of Goli Otok and projects the webpage www.goli-otok.net. The teacher has cut out pieces of paper with the key words stated below (Cominform Resolution, Reactions to the Resolution in Yugoslavia, Stalin's Reaction to the Resolution, the Founding and Functioning of Goli Otok, the supporters of the Resolution, etc.). Students pick out a piece of paper, and if they know anything about the particular topic they talk about it, and if the topic is entirely new, the teacher explains it

(10 minutes).

The information and characters that need mentioning:

- Cominform Resolution of June 1948
 - Reactions to the Resolution in Yugoslavia (fear of military conflict, collectivisation, fear of internal conflict, etc.)
 - Reactions to the USSR and Stalin to the Resolution (the isolation of Yugoslavia, the events in Hungary and other neighbour states...)
 - The founding and functioning of Goli Otok and St Grgur camps
 - The Resolution supporters and the reasons why people were imprisoned, plus conditions in the camps.
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DIFFERENT POSSIBILITIES ON TEACHING THE UNIT:

Following the explanation of the most important terms and processes that lead to the founding of the camps of Goli Otok and St Grgur, the teacher can choose one out of three options for group work. Thereby, the duration of the unit is 45 minutes. The additional option is that the teacher decides, together with the students, to work on two selected options in a group. Then the unit would need two lessons, or rather, 90 minutes. Also, the unit can be done using a block lesson.

OPTION 1

The teacher divides the students into groups of 4-5. Each group is given a location from the Virtual Guide to the history of the camp. If there are not enough groups for each location, the students pick out the locations they find most interesting and want to research further. After they make their choice, they check the other groups' choices, in order to make sure that they all have a different location and there is no overlap.

The students access the webpage via tablets or mobiles and read the text regarding their location. Also, they research more information on their location via the internet.

The questions they should answer are:

1. When was the location built?
2. What was its purpose during the camp's existence?
3. How did the inmates experience it?
4. Does this location still exist on the island?

(10 minutes)

After the allocated time for the activity is finished, each group presents what they found out to the whole class. This way all students learn about all of the locations.

(15 minutes)

After each group has presented their location, the teacher can open up a discussion and guide it with the following questions, leading towards a conclusion of all of the presentations.

(5 minutes)

1. What were the life conditions of the inmates in Goli Otok and St Grgur? How was their daily life in the camp?
2. What do you find the most shocking about the life of the inmates - explain why?
3. Why do you think it is not possible to form a working prison camp like this in current-day Croatia / nowadays in your country?

OPTION 2

The teacher separates the students into groups of 4-5 and gives each group a different biography of one of the prison inmates. After reading it, the students can answer the following questions:

(10 minutes)

1. Where was the camp inmate born, what was his or her ethnicity?
 2. What did they do before/during/right after WW2?
 3. Why were they taken to Goli Otok/St Grgur?
 4. How were they treated after being released?
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After their allocated time is finished, the students present the individual they read about, focusing on the questions above. Each group presents its answers and other information regarding the person, if they find that something important was missed.

(15 minutes)

After each group has presented their answer, the closing discussion takes place. The students are invited to respond to the following questions. The questions are related to the earlier activity, and should lead the students to bring their own conclusions about the diversity of the inmates and their experience inside the camp and after it.

(5 minutes)

What did you notice from the presentations, who were the Goli Otok and St Grgur inmates?

Can we talk about the inmates as one homogenous group with a common ideology and a political programme?

OPTION 3:

The students are given the following task, they form pairs or small groups and write an article about one of the biographies of their choice.

You are the grandchild of one of the inmates in Goli Otok. You are a journalist writing for a famous daily newspaper. You have been asked to write an article about your grandmother or grandfather for the anniversary of the first arrival of the prisoners to Goli Otok. The article can have a maximum of 400 words.

(30 minutes)

The articles are then read out loud in small groups.

(15 minutes)

CONCLUSION:

The students read the chapter on the Goli Otok webpage under the heading 'Goli Otok in the contemporary Croatian Culture of Remembrance' and answer the following questions:

Question:

Is Goli Otok remembered today in Croatia (alternatively: in your country) or has it been forgotten? Please, explain.

In case there is not enough time, this task has been given as homework.

Materials and equipment:	A computer and projector, mobile/tablet and printed biographies of the inmates, notebooks.
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Notes:

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The educational materials are produced as part of the project 'GOLI OTOK - Virtual guide to the history of the camp.'

All materials are available on the webpage:

<https://goli-otok.net/>

Recommended biography choice:

- 1) Đina Markuš
- 2) Ženi Lebl
- 3) Eva Grlić
- 4) Petar Komnenić
- 5) Kadri Halimi
- 6) Zanini Eligio