



# ART AND RESISTANCE

Peter Ginz and „Vedem“

**Anastasiia Belyaeva**  
**Zaporizhzhya National University, Ukraine**

# What does 'resistance' mean?

- ▣ Take 2 minutes to think write down your associations with the word 'resistance' (resistance- "the act of fighting against something that is attacking you, or refusing to accept something). Compare your lists with other students' words. Did you have similar ideas?
- ▣ What or whom can people resist? What situations can people resist or oppose?

- ▣ Is resistance always a matter of choice? Is it always possible to resist?
- ▣ Does resistance mean being brave or courageous?
- ▣ How can people resist? Does resistance always mean using force? Can you think of any examples that prove your point of view?
- ▣ How can art be used in resistance? What is the role of art in helping people to build courage to resist? Is it true only for professional artists?

# Elements of art. Analogue drawing

A) Take a separate sheet of paper. On this sheet of paper draw the lines and shapes that you associate with the concepts, feelings, and emotions listed below. You have to express and portray the emotion using only lines or shapes:

- 1) anger;
- 2) sadness;
- 3) peace;
- 4) loneliness;
- 5) hope;
- 6) energy;
- 7) love for your family.

B) Choose 3 emotions or feelings from the list. Compare your drawings that portray those emotions or feelings with the images that other students created. What types of lines and shapes did you use? What are the similarities and differences between your drawings?

# Analyse the drawings

- ▣ Look at the drawings below. They were created by the teenagers at the time when they were going through terrible events in their lives. The drawings were one of the only ways those children could resist the horrible reality.
- ▣ What can you see in the images? What colours, shapes, and lines are used?
- ▣ What feelings do you have when you look at those images? What effect and atmosphere does the choice of lines and shapes create?
- ▣ In your opinion what were the horrible events that the teenagers tried to resist? Try to predict what events and reality the images represented.



# Vocabulary focus.

Match the terms and the definitions. Copy the words into your exercise books.

	Word		Definition
1	Jew	A	to put someone in prison
2	concentration camp	B	a member of a people whose religion is Judaism
3	barracks	C	to defend yourself
4	Nazi	D	immediately, at that moment
5	precious	E	very bad
6	Yellow Star	F	an area of a city where people of a particular race or religion live together and apart from other people
7	ghetto	G	a member of the National Socialist Party, led by Adolf Hitler
8	starvation	H	of great value
9	appalling	I	the state of having no food for a long period
10	imprison	J	a badge Jews were forced to wear for identification
11	consolation	K	a group of buildings where soldiers live
12	on the spot	L	a place where large numbers of people are kept as prisoners
13	fight back	M	something that makes someone who is sad or disappointed feel better

# The Boys of Vedem

Watch the [video](#) (00.45-07.20) and answer the question.

What type of horrible reality did the authors of the drawings live in?

## Comprehension. Numbers, dates, people and places.

Work in pairs Can you remember what is said about these numbers, dates, people, and places? Watch again and check your answers.

Peter Ginz

1939

Terezín

Professor Eisinger

Czechoslovakia

50,000

Prague

“Vedem”

# Comprehension questions

Answer the questions.

1. What were the ways the boys chose to fight the appalling conditions they lived in?
2. Why did the boys decide to create the magazine? Who were the authors and what did the magazine include?
3. How many copies did the magazine have?
4. Was it dangerous to read that magazine? Why was it dangerous to create such a magazine?

# Nazi Treatment of Jews

Look at the list of some of the steps that the Nazi power took in the treatment of the Jews. Tick the actions, decrees or laws that were mentioned in the [video](#). Watch (03.21-04.35) and check . What effects did those actions have on the boys' lives emotionally, socially, physically?

- ❑ random attacks on Jews and Jewish property;
- ❑ April boycotts of Jewish shops - for one day, Germans are told not to buy from shops and business owned by Jews;
- ❑ Jews excluded from military service;
- ❑ Jews banned from parks, restaurants and swimming pools;
- ❑ Jews excluded from cinema, theatre, concerts, exhibitions, beaches and holiday resorts;
- ❑ Jewish children expelled from German schools;
- ❑ Jews' radios confiscated;
- ❑ Jews over 6 years of age forced to wear a Yellow Star of David with 'Jew' written on it ;
- ❑ deportations to concentration camps.

## Life in the Concentration Camp

What were the conditions in the concentration camp like? Watch the [video \(4.29-05.22\)](#) and note down what the numbers below refer to?

*4,000*

*50,000*

*33,000*

*87,000*

*900*

*140,000*

*90%*

*15,000*

# Elements of art analysis

1. Look at the drawings from the 'Vedem' magazine that show scenes from the concentration camp. What do you notice about the use of colours, lines, and shapes? Why do you think young artists chose to draw the conditions in the camp using certain colours (remember the information from task IX)? What feelings and emotions does the use of colours, lines, and shapes express?
1. What were other subjects that Peter and the boys who created 'Vedem' included into their drawings? Why do you think they drew mountains and space that they had never seen? Focus on the psychological associations of lines, shapes, and colours used in those drawings.





# Assignment

- ▣ Go to <https://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem> and watch the video till the end. Find out what happened to Peter Ginz and the boys who wrote and edited 'Vedem'. What part of the story impressed you the most?
- ▣ Write an essay and/or produce a creative response (a drawing, a painting or a collage) that expresses their feelings and reflections on the role art played in fighting back persecution and preserving moral and dignity amid the horrors of the concentration camp.

# References

PETER GINZ AND THE BOYS OF VEDEM film

<https://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem>

or

[https://www.youtube.com/watch?v=Hu8TftxqAvk&feature=emb\\_logo](https://www.youtube.com/watch?v=Hu8TftxqAvk&feature=emb_logo)

Anti-Jewish Decrees

<https://www.bl.uk/learning/histcitizen/voices/info/decrees/decrees.html>

Ghetto Dwellings by Petr Ginz <https://www.facinghistory.org/resource-library/image/ghetto-dwellings-petr-ginz>

Ghetto Barracks by Petr Ginz <https://www.facinghistory.org/resource-library/image/ghetto-barracks-petr-ginz>

Prague at Night by Petr Ginz <https://www.facinghistory.org/resource-library/image/prague-night-petr-ginz>

Memories of Prague by Petr Ginz <https://www.facinghistory.org/resource-library/text/memories-prague-petr-ginz>

Vedem by Petr Ginz <https://www.facinghistory.org/resource-library/image/vedem-petr-ginz>

Vedem images [https://www.vedemunderground.com/portfolio\\_page/newsroom/](https://www.vedemunderground.com/portfolio_page/newsroom/)