

Unit 7 / Lesson 7.1 / Overview

Unit 7: Collaboration and its Limits

Lesson 7.1: Collaboration During the Holocaust

Background:

Collaboration existed in every country occupied by the Germans and was essential for Nazi Germany to accomplish its goal of removing the country's Jews from society. The Nazi regime could not conduct the dispossession and murder of Europe's Jews alone. For that, it lacked sufficient personnel, local knowledge, and sometimes even jurisdiction. Hitler's minions therefore often depended on the active or passive cooperation of collaborators: national governments, organizations, and individuals that chose to aid or, at least, not impede the killing.

This lesson discusses collaboration during the Holocaust. It begins by defining the term, then examines the three levels of collaboration that existed: national, organizational, and individual. The collaborations of the national governments of France, Hungary, and Norway are discussed. This is followed by the role that non-governmental or para-governmental organizations, such as Poland's Blue Police and the Hungarian Arrow Cross, among others, played in several countries. The lesson continues with a discussion of individual collaboration, which occurred in every country occupied by the German army. The lesson ends by reinforcing the idea that collaboration was an essential feature of the Holocaust and was, in fact, necessary for the Holocaust's deadly efficiency.

Video Running Time: 11:58

Goal:

Students will be able to explain the essential role that collaboration played in the "Final Solution."

Essential Questions:

- How did collaboration at the national, organizational, and individual levels make it possible for Nazi Germany to carry out the "Final Solution?"
- Why would an individual choose to collaborate with the enemy?

Learning Goals:

- Students will explain how collaboration at the national, organizational, and individual levels made it possible for Nazi Germany to carry out the "Final Solution."

Success Criteria:

- Students will define and understand the role that collaboration played at the national level.
- Students will define and understand the role that collaboration played at the organizational level.

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- Students will define and understand the role that collaboration played at the individual level.
- Students will assess how each level of collaboration contributed to the Germans' ability to carry out the "Final Solution."

Topics For Further Discussion:

- What did collaboration look like in countries in the East?
- Why did some people not collaborate?

Recommended Background Reading from *How Was It Possible? A Holocaust Reader*

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Chapter 7

- Introduction to **Chapter 7: Collaboration and its Limits**
- The Polish "blue" police from *Hunt for the Jews: Betrayal and Murder in German-Occupied Poland* by Jan Grabowski

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Question	
What is the definition of collaboration?	
What are the three types of collaboration discussed in the lesson?	
What are examples of national collaboration?	
What are examples of organizational collaboration?	
What are examples of individual collaboration?	
What were the motives for individuals to collaborate with the Germans?	

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Answer Key

Question	Possible Answers
What is the definition of collaboration?	<ul style="list-style-type: none"> Cooperating and working with an enemy occupier against one's own country. (Slide 4)
What are the three types of collaboration discussed in the lesson?	<ul style="list-style-type: none"> National Organizational Individual (Slide 5)
What are examples of national collaboration?	<ul style="list-style-type: none"> Deliberate steps by the government to collaborate with the Germans. Countries had a puppet government run by Nazi sympathizers Passing antisemitic laws Rounding up and deporting Jews (Slide 6, 7, 8, 9)
What are examples of organizational collaboration?	<ul style="list-style-type: none"> Police forces or other official or semi-official groups which collaborated with the Germans Political parties that collaborated with the puppet governments (Slide 10, 11, 12)
What are examples of individual collaboration?	<ul style="list-style-type: none"> Individuals who made the choice to collaborate Identified Jews in hiding Worked for the German administration Served as concentration camp guards Participated in pogroms Participated in killing actions against Jews (Slide 13, 14)
What were the motives for individuals to collaborate with the Germans?	<ul style="list-style-type: none"> Fear Personal or professional gain Antisemitism Ideological sympathies with the Nazis Rewarded with money, food, or other benefits (Slide 14)

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Lesson 7.1: Collaboration During the Holocaust

Slide 1 – Collaboration During the Holocaust

Welcome to Lesson 7.1 of *How Was it Possible? A Holocaust Curriculum For and By Teachers™*, from The Jewish Foundation for the Righteous. This presentation will give you an overview of “Collaboration During the Holocaust.” This lesson was prepared by Maureen Carter, who teaches Holocaust Studies at Boca Raton Community High School in Boca Raton, Florida.

Slide 2 – Collaboration During the Holocaust

This photograph shows Belgian civilians and members of the resistance watching as a barber shaves the head of a woman who collaborated with the Nazis. The woman at left, another collaborator, had a swastika painted on her head after her head was shaved.

After the war, citizens of occupied countries punished collaborators in several ways. The shaving of women’s heads was one way of marking and publicly humiliating someone who collaborated.

Slide 3 – Collaboration

This presentation will examine the extent to which collaboration took place during World War II and the Holocaust.

In this photograph we see Marshall Henri Philippe Pétain, head of the French collaborationist government based at Vichy, shaking hands with Adolf Hitler in June 1940.

Slide 4 – Defining Collaboration

As Peter Hayes, a Holocaust historian, has explained, “The Holocaust would not have been possible without collaboration.”

Collaboration in this context means cooperating and working with an enemy occupier against one's own country.

The photograph shown on this slide is that of Vidkun Quisling, a Norwegian politician, and a dedicated Nazi, who worked to bring about and firmly establish a Nazi state in Norway.

Slide 5 – Collaboration Existed at All Levels of Society in Occupied Countries

This presentation will explore three levels of collaboration:

- National – collaboration on the part of the national government;
- Organizational – collaboration by independent organizations within a country; and
- Individual – collaboration by people acting individually on their own initiative, usually locally.

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In this photograph, we see Ferenc Szálasi, the pro-German premier of Hungary who assumed control after Miklós Horthy, the leader of Hungary, resigned in October 1944. He is shaking hands with his troop commander in Budapest, the capital of Hungary. After the war Szálasi was tried by a Hungarian court and executed for war crimes and crimes against humanity committed during World War II.

Slide 6 – National Collaboration

On the level of national collaboration, we will focus on three countries:

- France;
- Hungary; and
- Norway.

What makes these examples of national collaboration? The governments of these countries took deliberate steps to collaborate with the Germans. Each of these countries had a puppet government run by Nazi sympathizers during the war. A puppet state is a region whose government is controlled in fact, if not in name, by another government.

In this photograph you see Hermann Göring, Commander in Chief of the Luftwaffe (German Air Force) being met by Minister of Defense Darlan and Marshal Pétain of the Vichy government, as he arrived for discussions with Pétain.

Slide 7 – Vichy France

Let us look at Vichy France, a model of national collaboration. The map shows the German-occupied zone of France located in the north and west and the “unoccupied” part of France, called “Vichy France,” after its administrative capital in Vichy, in the south. Marshal Pétain headed this puppet state of Vichy, which was established on July 10, 1940, shortly after France signed an armistice with Germany dividing France into occupied and unoccupied zones.

Vichy France passed antisemitic laws and aided in the rounding up of Jews who were taken to transit camps in France, such as Drancy and Gurs, from which they were deported to Auschwitz-Birkenau or other killing centers in Eastern Europe. Some French Jews were able to flee to the far southeastern part of France, which was under Italian occupation, and found temporary safe haven there.

Historian Michael Marrus has noted that although “the 'Final Solution' in France was a Nazi project from beginning to end,” it is unlikely that German authorities would have been successful in deporting such a large number of Jews from France without the aid and cooperation of French police and administrators.

In November 1942, German troops occupied Vichy France. Jews who had fled to the south were now again at risk.

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Slide 8 – Hungary

In Hungary, anti-Jewish legislation, including the concept of *numerus clausus*, or quotas, had been initiated in the 1920s, well before the start of World War II. The Hungarian government, like many others, was known to be antisemitic.

Miklós Horthy was the Regent, or head of state, of Hungary during most of World War II. Horthy allied Hungary with Germany, primarily out of hatred for the Soviet Union, but as the war went on the Hungarian-German alliance began to cool. In October 1944, Horthy was forced out of office by Germany, and Ferenc Szálasi, the head of the ultranationalist far-right political party the Arrow Cross, became the premier. The Arrow Cross was a fascist group in Hungary that carried out the antisemitic policies of the government and was known for its brutality.

This photograph shows Robert Mandel being arrested by Hungarian police and members of the Arrow Cross.

Slide 9 – Norway

Norway is an interesting example of collaboration after Germany invaded in 1940.

When Germany invaded Norway, Vidkun Quisling, shown in this photograph meeting with Adolf Hitler, was the head of the Norwegian Nazi Party. Shortly after Germany occupied Norway, Quisling was removed from power by the Germans after he attempted to take over the government. In 1942, the Germans reinstated him, giving him the title of Prime Minister. His government willingly cooperated with the Germans and took part in the rounding up and killing of Norway's Jews.

Quisling was captured after the war and executed by a firing squad in 1945. Today, the word quisling is used in English and in Scandinavian languages, meaning a traitor or collaborator.

Slide 10 – Organizational Collaboration

The second level of collaboration was organizational; in other words, at the level of organizations within the nation. This involved certain non-governmental groups established by the Nazi regime and the respective national governments. Most of these were police or paramilitary organizations.

In this photograph we see a Jewish man presenting his documents to a member of the Polish Blue Police.

Slide 11 – Poland: The Blue Police

One such organization in Poland was The Blue Police, so called because of the color of their uniforms. This was a group established by Hans Frank, who was the Governor General of what was called the General Government, a large territorial unit created by the Germans in Poland. The Blue Police searched for Jews in hiding and would participate in killings throughout Poland.

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In this photograph, we see the Polish Blue Police checking documents in Kraków, Poland.

Slide 12 – Other Countries

Other countries also had organizational collaborationist groups.

- In the Netherlands there was the Henneicke Column, a group of Dutch Nazi collaborators within the Central Office for Jewish Emigration, who searched for Jews in hiding and were paid for each person they identified.
- In Romania they were called the Iron Guard, a militant fascist organization responsible for brutal pogroms in Bucharest and Iasi.
- In Slovakia they were called the Hlinka Guard.
- In Croatia they were called the Ustaša, a fascist organization and political party. In 1941, the Ustaša came to power as a puppet government, and thus moved from the organizational to the national collaborationist role.

The photograph shows Hlinka guardsmen keeping watch over a group of Jewish refugees.

Slide 13 – Individual Collaboration

The third level of collaboration was individual; ordinary citizens also made the choice to become collaborators.

The photograph shows a French woman having her head shaved at the end of the war in retribution for her collaboration.

Slide 14 – Individual Collaboration

Individuals collaborated with the Germans in all occupied countries.

Among their motives were fear, personal or professional gain, antisemitism, and ideological sympathies with the Nazis. Collaborators were often rewarded with money, food, or other benefits.

Collaboration in these cases might involve identifying Jews in hiding to soldiers or other agents of the state; working with or for the German administration of the occupied country; serving as concentration camp guards, or participating in pogroms or killing of Jews, among other activities. Willing collaborators were fully aware of what they were doing, and after the war there was a backlash against collaboration. Many collaborators were humiliated, killed, or tried and executed.

In this photograph, the Hungarian Minister of Finance, who was tried for his role in both the destruction of the Hungarian Jews and the sacrificing of his country's interests by collaborating with Nazi Germany, is being executed in March 1946.

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It is critical to remember that collaboration was an essential component of the “Final Solution.” The Nazis did not, and most likely could not have, carried out the Holocaust on their own.

Slide 15 – Summary – Collaboration

Collaboration was integral to the implementation of the “Final Solution.” In other words, the “Final Solution” could not have happened without collaborators, at either the individual, organizational, or national level, in Nazi-occupied countries.

Thank you for joining us today as we learned about “Collaboration During the Holocaust.” Please continue your educational journey with us. This concludes our presentation of Lesson 7.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers™*. On behalf of The Jewish Foundation for the Righteous, thank you.

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Name: _____

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Circle the correct answers below.

1. What is the definition of collaboration?
 - a. Hiding Jews and others to save lives
 - b. Fighting with partisans to save your country
 - c. Cooperating and working with an enemy occupier against one's own country
 - d. Cooperating and working with an enemy occupier against someone else's country
2. Countries having a puppet government run by Nazi sympathizers, passing antisemitic laws, rounding up, and deporting Jews are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
3. A police force that collaborated with the Nazis, rounding up and participating in killings and terror programs, and political parties that collaborated with the puppet governments are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
4. People who identified Jews in hiding, worked for the German administration, as concentration camp guards, participated in pogroms, and/or killed Jews are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
5. How important was collaboration to the "Final Solution?"
 - a. The Germans most likely could have done this on their own
 - b. Collaboration was a small part of the "Final Solution"
 - c. Collaboration was an essential component of the "Final Solution"
 - d. Collaboration was not important to the "Final Solution"

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Lesson Quiz with Answers Highlighted and Bolded

1. What is the definition of collaboration?
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 - b. Fighting with partisans to save your country
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Link to Google Form Quiz (Instructions Available in the Appendix)

https://docs.google.com/forms/d/1UZ1B78IXXTjm5-Otwm2KPLkm_6-aPP3B9oVuAlpi9HY/copy

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Slide 1 - Yevgeny Khaldei via Getty Images

Slide 2 - United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, MD

Slide 3 - Bundesarchiv, Bild 183-H25217 / Fotograf(in): Hoffmann, Heinrich,
<https://www.bild.bundesarchiv.de/dba/en/search/?yearfrom=&yearto=&query=183-H25217>

Slide 4 - United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, MD

Slide 5 - United States Holocaust Memorial Museum, courtesy of Eva Hevesi Ehrlich

Slide 6 - Library of Congress, Prints & Photographs Division, LC-DIG-ds-14422,
<https://www.loc.gov/pictures/item/91728903/>

Slide 7 - The Jewish Foundation for the Righteous

Slide 8 - United States Holocaust Memorial Museum, courtesy of Eva Hevesi Ehrlich

Slide 9 - Riksarkivet (National Archives of Norway), RA/RAFA-3309/U 39A/4/4-1 img189

Slide 10 - Bundesarchiv, Bild 183-L22984 / Fotograf(in): o.Ang,
<https://www.bild.bundesarchiv.de/dba/en/search/?yearfrom=&yearto=&query=Bild+183-L22984>

Slide 11 - Bundesarchiv, Bild 101I-030-0781-07 / Fotograf(in): Iffland,
<https://www.bild.bundesarchiv.de/dba/en/search/?yearfrom=&yearto=&query=Bild+101I-030-0781-07>

Slide 12 - United States Holocaust Memorial Museum, courtesy of Ehud Nahir

Slide 13 - United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, MD

Slide 14 - United States Holocaust Memorial Museum, courtesy of Herbert C. Kaplan