

teaching file  
2

## History and vigilance

visit the  
European Centre  
on  
Resistance and  
Deportation

Y13 and over

Dear Teachers and Assistants,

This file is designed to accompany your pupils  
in their visit to the European Centre on Resistance and Deportation  
and to the site of the former Natzweiler-Struthof concentration camp.

By tracing back through the history of Europe from 1919 to the present time, it proposes,  
with as guides

the **commitment** against Nazism and  
the fight for **freedom** during the 30's and 40's,

**vigilance**

against any xenophobic, racist and anti-Semitic shift and ideology today.

It encourage the **reflection** and involvement of each person,

of each young future **citizen** that you bring here,  
in a process which is both collective and personal:

what does it mean to live **together?**

The European Centre is therefore a gateway,  
providing historical information and analysis keys

**before** the visit to the historical site of the former Natzweiler camp.

The visit to the historical site will then be completed by the visit to the museum,  
dedicated to the history of the camp and its 70 external *Kommandos*.

Teaching file 1 is also proposed by downloading from [www.struthof.fr](http://www.struthof.fr):  
*What is a concentration camp? the KL-Natzweiler*

**This file** is intended for **middle-school** and **high-school** students.

Most of the **answers** to the questions posed can be found in the **European Centre exhibition spaces**  
(touch terminals, films, permanent exhibition),  
and some in the museum located inside the former camp.

**Questions beyond the scope of the exhibition?** ... as an invitation to reflect and broaden your knowledge!  
*(indicated by this font)*

... So do not hesitate to also use this file in class to **prepare** or **complete** your visit.

The questions will be tackled both chronologically and by theme.  
You are recommended to work through the file from start to finish

We thank you for your interest in this document. Please do not distribute it without mentioning your source!

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MINISTÈRE DE LA DÉFENSE

Direction régionale des Anciens combattants et victimes de guerre d'Alsace  
*(Alsace regional administration of War Veterans and War Victims)*

## CONTENTS

<b>Agents and players in the oppression</b>		<b>6</b>
<b>1</b>	Establishment of totalitarian regimes in Europe	6
	Italy	
	Germany	7
<b>2</b>	European relays	9
	Belgium	
	Romania	
	France	
	Elsewhere in Europe	10
<b>3</b>	The instruments of oppression	
	Propaganda and racism	11
	Civilian policies of the Reich from 1936	12
	The concentration and extermination camps	13
	The final solution ( <i>Endlösung</i> )	14
<b>Commit, resist and fight</b>		<b>15</b>
<b>4</b>	Say no before the start of the conflict	
	Alert public opinion	
	The political commitment	16
	Religious commitments	17
<b>5</b>	The war, 1939-1942	18
<b>6</b>	The end of the war: victory changes camp, 1943-45	20
<b>7</b>	The resistance	
	Civilian resistance	
	Organised resistance	21
	The armed fight	23
<b>8</b>	Repression	24
	Torture and executions	
	Deportation and extermination	26

<b>From history to memory</b>		<b>28</b>
9	The liberations	
	German capitulation	
	Discovery of the camps	
	Dignity restored	29
	The memory	
10	From the Nuremberg Tribunal to the International Criminal Court	30
	The notion “crime against humanity”	
	Nuremberg witnesses	32
	Franco-German reconciliation	33
	European construction	34
	The Council of Europe (COE)	35
	The European Union	36
	From cooperation to integration	37
	Transmission of memory	38
<b>Vigilance and citizenship</b>		<b>39</b>
11	The commitment after the war	
12	Be vigilant, today, what for?	40
	Peace, a precious, fragile and precarious possession	
	The United Nations	42



## ICONOGRAPHIC RESOURCES

Unless otherwise indicated, the documents presented are those of the exhibitions and multimedia of the European Centre on Resistance and Deportation and the Struthof museum.

They are therefore used here for documentary purposes to simplify the visit.

To use them in another context you must obtain permission from the lenders and assignees.

These persons or authorities are duly mentioned in the exhibitions. Please contact them.

## DESIGN

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## ACKNOWLEDGEMENTS

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This file of 43 numbered pages is provided free of charge for visitors  
by downloading in *.pdf* format and on line *via*

[www.struthof.fr](http://www.struthof.fr)

to accompany the visit to the Centre and the historic site.



MINISTÈRE DE LA DÉFENSE

# Agents and players in the oppression

## 1 Establishment of totalitarian regimes in Europe

### Italy

*“We are a voluntary militia at the service of the nation, we will be with the State and for the State whenever it acts scrupulously as the custodian, defender and promoter of our national traditions, national feeling and national will; capable of imposing its will at any price. We will replace the State every time it finds itself incapable of taking on and fighting, without disastrous indulgence, the causes and effects of internal crumbling of the principles of national solidarity. We will be beside the State if it should fall into the hands of those who threaten the country and the life of the nation”.*

Manifesto of the Partito nazionale fascista  
(National Fascist Party),  
23 November 1921.

Outline the political situation in Italy in 1919.

.....  
.....  
.....

Who was Mussolini?

.....  
.....  
.....

What did he found in the aftermath of the First World War?

.....  
.....  
.....

Why?

.....  
.....  
.....

Who was the leader of the NFP?

.....  
.....  
.....

In this text, what makes Fascism appear as a conservative doctrine?

.....  
.....  
.....

Find this photograph in the exhibition.

What does it symbolise?

.....  
.....  
.....

Who is the person wearing a tie in the front?

.....  
.....  
.....

What happened after this event?

.....  
.....  
.....



# Germany



What does the title of this book mean?

.....  
.....  
.....

Who is the author?

.....  
.....  
.....

Under what circumstances was it written?

.....  
.....  
.....

What ideology does it develop?

.....  
.....  
.....

Who are the two men on the photograph opposite?

.....  
.....  
.....

When did HITLER become Chancellor of Germany?

.....  
.....  
.....

Which party did he lead?

.....  
.....  
.....

How did Hitler come into power?

.....  
.....  
.....

Why do we speak of the 3rd Reich after HITLER came to power?

.....  
.....  
.....



What event happened after the decree of 23 February 1933?

.....  
.....  
.....

Read the text and indicate:  
the type of document:

.....  
.....  
.....

the context:

.....  
.....  
.....

Which *fundamental rights* were suspended by this decree?

.....  
.....  
.....

What for?

.....  
.....  
.....

**Decree of the President of the Reich  
for defence of the people and the State,  
28 February 1933.  
(Verordnung des Reichspräsidenten zum  
Schutz von Volk und Staat) (extracts).**

*In virtue of paragraph 2, article 48, of the Reich  
Constitution, the following is decreed as a  
defensive measure against communist acts of  
violence, endangering the State:*

**§1**

*Sections 114, 115, 117, 118, 123, 124, and 153  
of the Constitution of the German Reich are  
suspended until further notice. Thus, restrictions  
on personal liberty, on the right of free  
expression of opinion, including freedom of the  
press, on the right of assembly and the right of  
association, and violations of the privacy of  
postal, telegraphic, and telephonic  
communications, and warrants for house-  
searches, orders for confiscation as well as  
restrictions on property, are also permissible  
beyond the legal limits otherwise prescribed...*



What can you see on this photograph?

.....  
.....  
.....

Who are “*the enemies of the Reich*”?

.....  
.....  
.....

Which party becomes the “unique party” in Germany?

.....  
.....  
.....

*What were the “wild camps”?*

*Who were they guarded by?*

.....  
.....  
.....

What changed in the purpose of camps after the start of the  
Second World War, and why?

.....  
.....  
.....

>>> see also page 13



## 2 European relays

### Belgium

What is rexism?

.....  
.....

Who was its leader?

.....  
.....  
.....

What relations did this movement develop with the Third Reich?

.....  
.....  
.....  
.....



### Romania



Find this photograph in the exhibition. Who is this man?

.....  
.....

He was the leader of which Fascist movement?

.....  
.....

How did King Charles II of Rumania oppose this movement?

.....  
.....  
.....

### France

Who was Jacques DORIOT?

.....  
.....

Describe the circumstances under which he founded the French Popular Party (PPF) in 1936.

.....  
.....

What was the ideology developed by the PPF based on?

.....  
.....

From which other European country did Doriot's PPF receive substantial funding?

.....  
.....



# Elsewhere in Europe

Give some other examples of European pre-war Fascist movements.

.....  
.....  
.....  
.....  
.....

## 3 The instruments of oppression

### Propaganda and racism

Describe photograph 2.

.....  
.....  
.....

What does the salute given by the children symbolise?

.....  
.....  
.....

Who is facing the children, on the left of the photograph?

.....  
.....  
.....

What is the meaning of this photograph?

.....  
.....  
.....

Why did Hitler attach so much importance to youth?

.....  
.....  
.....



1



2



3

Look at photographs 1 and 3.

How do these scenes evoke the German laws of 1935 and 1938? (Give a brief summary of these laws)

.....  
.....  
.....  
.....  
.....

*Define the term "discrimination"*

.....  
.....  
.....



What does this photograph represent?

.....  
 .....

When did it become compulsory to join the youth organisations in Italy? In Germany?

.....  
 .....

What role was played by youth in the totalitarian regimes?

.....  
 .....

Why?

.....  
 .....

On this drawing, intended for German schoolchildren, who are the people on the right?

.....  
 .....

What differences are there compared with the little boys on the left of the drawing?

.....  
 .....

Who is the message on the sign intended for?

.....  
 .....

What does it mean?

.....  
 .....

What is the purpose of this type of caricature?

.....  
 .....

*Can you define the term "anti-Semitism"?*

.....  
 .....



# Civilian policies of the Reich from 1936



Look at the above organisation chart. Give it a title.

.....

.....

.....

*What do the following abbreviations stand for:*

- ORPO:.....
- SIPO:.....
- GESTAPO:.....
- KRIPO:.....

What was the role of the *Gestapo*?

.....

.....

.....

What was its role at KL-Natzweiler, which was also a place of executions, from 1942?

.....

.....

.....

>>> see also page 24



Who are these two men?

.....

.....

.....

.....

.....

What were their respective functions?

.....

.....

What roles did they play in the repression, deportation and extermination of millions of human beings?

.....

.....

.....

.....



# The concentration and extermination camps

Who are the people lined up on the right?



Where are they?

When was this photograph taken?

*What do you know about the Dachau and Oranienburg camps?*

When were the Buchenwald, Mauthausen and Natzweiler camps open?

How many main camps were there?

Can you explain the increase in the number of concentration camps?

What are the meanings of the two "mottos" on the gates of Dachau and Buchenwald?

*Why do you think the Nazis had expressions like this written at the entrances of some camps?*

Was anything similar written on the gate of KL-Natzweiler?



# The final solution (*Endlösung*)

*“The final solution of the Jewish question in Europe will have to be applied to about 11 million people [...]. As part of the final solution of the question, the Jews must be transferred under a good escort to the east and assigned to work camps (...). History has shown that, if allowed to go free, this natural elite that would turn into a germ cell of renewed Jewish revival.*

*In the course of the practical implementation of the final solution, Europe will be combed through from West to East. (...).”*

Reinhard HEYDRICH,

Interministerial conference held on 20 January 1942

Describe the document (type, author, context, general idea, etc.)

What did the members of the Wannsee conference set up?

Explain the sentence underlined. Does it correspond to reality?

What can you see on this photograph?

What is Zyklon B? What did the Nazis use it for?

In which camps?



Where were the extermination camps located?

Why?

Read the text opposite. Describe what happened to the victims when they arrived at the camp.

Define the term “*Sonderkommando*”.

What do you know about the camps of Auschwitz-Birkenau and Lublin-Majdanek?

*“They were all taken to the undressing room, the SS ordered them to take off their clothes. They were told they had to wash (...). Women and children were always first. When they were naked, the SS took them to the gas chamber. They were told they had to wait until the water was switched on. The men then also had to undress and go the gas chamber (...). Most of them did not know what was happening to them. Sometimes, however, they knew what their fate was to be. In this case, they often prayed. We were forbidden to talk with the prisoners in the convoys [...]. Often, the gas did not come out when it was supposed to. The victims then had to wait quite a long time in the gas chamber. You could hear them screaming from a long way off [...]. When the gas chamber was too full, they often threw the children who could not go in over the heads of the people who were already inside. Being so crowded together, some people were trampled to death. The SS often told us that they were not going to allow even one witness to survive.”*

Testimony of Don PAISIKKOWICK,  
survivor of an Auschwitz *Sonderkommando*,  
in Léon POLIAKOV, Auschwitz.

# Commit, resist and fight

## 4 Say *no* before the start of the conflict

### Alert public opinion

Find this document in the exhibition. Indicate:  
the type of document:

.....  
the author:

.....  
the context:

.....  
the date of publication:

.....  
the general idea expressed (look carefully at the dates at the top of the photograph):

.....  
What is the meaning of the sentence written in the bubble on the left?

.....  
What do you think was the author's intention?



Find this document in the exhibition. Who published it, in which country?

.....  
When?

.....  
Who is represented in the caricature in the centre section of this front page?

.....  
*Explain the headline on the front page*

# The political commitment



Who is this man?

.....  
.....  
.....

For which conflict did he join the cause in 1937?  
How?

.....  
.....  
.....

*What is the name of the book relating his experience?*

.....  
.....

*“Do not try to make your enemies understand that different things cannot be compared, and that there is no point in claiming to establish any relation whatsoever between the bloody massacre perpetrated by an infuriated people, after a military rebellion, and the bombardment of an open town [Barcelona] decreed, decided and planned in the silence of a cabinet room (...).*

*We see these bodies every day at the cinema, in between a football match and an ice skating performance. Not a cry, not sigh rises from the dull, well-fed crowd.*

*Tomorrow, maybe, we could be the ones being filmed by the Pathé-news cameramen, leaning over a row of bodies trying to identify a face. If we can only be able to show emotion when our own fate is at stake, now has come the time to tremble, good people.”*

François MAURIAC  
*Le Figaro*  
2 February 1938



What event does this photograph symbolise and represent?

.....  
.....  
.....

What is the attitude of France faced with this?

.....  
.....

Give the title and the author of a famous painting denouncing this conflict.

.....  
.....  
.....



*Which political figure said this?*

.....  
.....  
.....

Explain under what circumstances this speech was made.  
Who is he accusing, and of what?

.....  
.....  
.....

*Give comments, in particular on the last sentence?*

.....  
.....  
.....  
.....

*“The partition of Czechoslovakia under pressure from England and France amounts to the complete surrender of the Western Democracies to the Nazi threat of force. Such a collapse will bring peace or security neither England nor to France. On the contrary, it places these two nations in a weaker and more dangerous situation (...). The belief that security can be obtained by throwing a small state to the wolves is a fatal illusion. They had to choose between war and dishonour. They chose dishonour. They will have war.”*

## Religious commitments

*“When the Nazis came for the communists,  
I remained silent;  
I was not a communist.*

Find this text in the exhibition. Who is the author?

.....  
.....

*When they came for the trade unionists,  
I remained silent;  
I was not a trade unionist.*

When and where did he write this poem?

.....  
.....

*When they came for the Jews,  
I remained silent;  
I was not a Jew.*

When did he start to fight against Nazism?

.....  
.....

*When they came for the Catholics,  
I remained silent;  
I was not a Catholic.*

*What lesson can you draw?*

.....  
.....

*When they came for the freemasons,  
I remained silent;  
I was not a freemason.*

*When they came for me,  
there was no one left to speak out.”*

Who is this religious figure?

.....  
.....

What is the encyclic "*Mit brennender Sorge*"? (translate the title)

.....  
.....  
.....



## 5 The war, 1939-1942



Find this picture in the exhibition. What event does it represent?

.....  
.....  
.....

When did it occur?

.....  
.....  
.....

How did the European countries react?

.....  
.....  
.....

Who are the two men in the foreground?

.....  
.....  
.....

When and where did they meet?

.....  
.....

In what context?

.....  
.....

At the time, what was the situation of France?

.....  
.....

and in particular of the two departments in Alsace? and of the Moselle department?

.....  
.....

Find the answer on a map



*“A new Europe will inevitably emerge out of this war. We often speak of Europe. In France, it is a word which we are still not quite used to. We move our country because we are attached to our village. For me, as a Frenchman, I would like us, tomorrow, to be able to love a Europe in which France will play a role worthy of its name.*

*To build this Europe, Germany is engaged in a gigantic fight. With others, it must make immense sacrifices and it does not spare the lives of its youth: it is pulled away from the factories and the fields to be thrown into battle.*

*I want to see a German victory since, without it, Bolshevism will spread everywhere.”*

Pierre LAVAL,  
Speech given on 22 June 1942.

Who was Pierre LAVAL?

.....  
.....

What were the “immense sacrifices” which would have to be accepted by the European countries?

.....  
.....

To which “gigantic fights” was he referring?

.....  
.....

What is “collaboration”?

.....  
.....

What does it imply in the relations between Nazi Germany and the “French State”?

.....  
.....

## 6 The end of the war in Europe: victory changes camp, 1943-1945

Why was the Battle of Stalingrad one of the major turning points in the Second World War?

.....  
.....  
.....

In the exhibition, find another major event which marked another turning point.

.....  
.....

Justify.

.....  
.....  
.....  
.....



## 7 The resistance

### Civilian resistance

Who are these two people?

.....  
.....

What do they symbolise?

.....  
.....

What is the name of their movement?

.....  
.....

What happened to them in 1943?

.....  
.....  
.....





Find this photograph in the exhibition.  
When did these events occur, and in which country?

.....  
.....  
.....

Do you know any other types of passive resistance to Nazi occupation?

.....  
.....  
.....

Who is the person in the foreground of this image, which you will find in the exhibition?

.....  
.....

Where is he, what he is doing?

.....  
.....  
.....



## Organised resistance

Do you recognise this man?

.....  
.....  
.....

What did he represent after France was defeated in 1940?

.....  
.....  
.....

What role would he play in the liberation of France?

.....  
.....  
.....



*“The Council welcomes with great satisfaction the decision taken by General de Gaulle and General Giraud to meet shortly at Algiers to unify of all the French troops [...]. By virtue of this decision, the government will be entrusted to General de Gaulle who was the soul of the Resistance in the dark days and who, since 18 June 1940, has strived unceasingly to prepare, in full knowledge and in full independence, the revival of the broken country and of the torn Republican liberties. It expresses the earnest hope that General Giraud, who prepared and secured the victory with the Allies, will assume the command of the re nascent French army.”*

Motion of the National Resistance Council, 27 May 1943.

What is the National Resistance Council (CNR)? When was it created?

.....  
.....  
.....

What was its role? List 3 of its members.

.....  
.....  
.....

Who was its first president? What was his pseudonym?

.....  
.....  
.....

What happened to him in 1943?

.....  
.....  
.....

Which resistance fighter, arrested at the same time as him, managed to escape thanks to help from his wife?

.....  
.....  
.....

Read the text in red. What does this motion of the National Resistance Council explicitly recognise?

.....  
.....  
.....

What were the "dark days" mentioned in this extract?

.....  
.....  
.....

Who is Marie-Madeleine FOURCADE? What was her role in the French Resistance?

.....  
.....  
.....

Why is her story unusual?

.....  
.....  
.....

What is her link with Natzweiler camp?

.....  
.....  
.....

*Define the term "network".*

.....  
.....  
.....

*What is the difference compared with a resistance movement?*

.....  
.....  
.....



Look at the text opposite. What type of text is it, under what circumstances was it written?

.....  
.....

Who are the authors?

.....  
.....

*What is the purpose of this type of song?*

.....  
.....

*What is the meaning of this other extract:*

*“Ami si tu tombes un ami sort de l’ombre à ta place.” (Friend, if you fall, a friend comes from the shadows in your place.)?*

*“Ami, entends-tu le vol noir des corbeaux sur nos plaines? Ami, entends-tu les cris sourds du pays qu’on enchaîne? (...)”*

(Friend, do you hear the crows’ dark flight over our plains? Friend, do you hear the muffled cries of the country being shackled?...)

Extract from the Song of the Partisans

## Armed combat



Using the information you have found in the exhibition, give some examples of armed resistance, in France and in Europe.

.....  
.....

Explain the origin of the *Maquis*.

.....  
.....

Define the term “*work-shy*”.

.....  
.....

Read the text opposite. What do you think is the purpose of this message?

.....  
.....

What implicit judgement is made on the policy implemented by the Vichy regime in this extract?

.....  
.....

What is the “BBC”?

.....  
.....

What was its role in the war and the Resistance?

.....  
.....

*“Loving France, means abandoning your family, your work and your possessions for your country; loving France, means accepting being condemned to death for your country by those who claim to govern it; loving France, means offering your life every day in sometimes dark and sometimes glorious battles which will restore its liberty, its empire and its Alsace-Lorraine; loving France, means dying while raising up its mutilated flag.”*

Pierre BROSSOLETTE,  
Extract from a speech broadcast  
by the BBC.

### Torture and executions



Describe this image.

.....  
.....

What fate was reserved for the resistance fighters?

.....  
.....

Why?

.....  
.....

Where was the photograph opposite taken?

.....  
.....

What event led this massacre? When did the massacre occur?

.....  
.....

Give another example of a martyr village.  
Explain the circumstances under which its population was executed.

.....  
.....



Where is this place?

.....  
.....

Can it still be seen today?

.....  
.....

What was it used for?

.....  
.....

Who were the young people shot there on 17 February 1943?

.....  
.....  
.....  
.....

Who by, under what accusation?

.....  
.....





*“It was the next morning, in my cell at Montluc, that I met Klaus BARBIE. He was accompanied by a squad of three SS. Barbie then got down to business: I was suspended by my hands, they had put handcuffs with claws around my wrists. After each question, they were tightened. I kept to the same story: I was in the Resistance, but I was helping a friend. What was his name? Louis Guérin. It was the name of a street. After that, they kept asking me who was Louis Guérin. They took me to a small room. There was dry blood on the floor. I saw ropes, pulleys hanging. They started again with the clawed handcuffs: my arms, my hands, my nails had gone black. I was then suspended by my wrists with a harness on my shoulders. Barbie pulled the chair, I went up to the ceiling. My shoulders were pulled apart ... I still suffer from the effects of this torture. After these sessions, I always regained consciousness on the floor, with my nose in other people's blood. Barbie's boot would lift me up (...).”*

Lise LELIEVRE

Indicate the type, context and general idea of Lise LELIEVRE's text

.....  
 .....

Why do you think the Gestapo tortured the prisoners?

.....  
 .....

Who was Klaus Barbie?

.....  
 .....

What happened to him after the war?

.....  
 .....

*“It's the end ... They've come to take me to the firing squad. Too bad ... Dying when victory is at hand, it's a bit of a shame, but never mind! ... (...).”*

J. BAUDRY, 18 years old

*“I am dying for France, I have no regrets (...).”*

L. LEGROS, 16 years old

Find these testimonies in the exhibition. Who were these young people?

.....  
 .....

Why were they executed by the Nazis?

.....  
 .....

Who were their last words intended for?

.....  
 .....

How would you qualify their state of mind as they were about to die?

.....  
 .....

*What values did they fight for?*

.....  
 .....

Give the names of their friends who, like them, were murdered.

.....  
 .....

What do you know about Guy MOQUET?

.....

What happened at Châteaubriant on 22 October 1941?

.....

Have you read Guy MOQUET's last letter? What feelings does it evoke?

.....

Give the names of other young European resistance fighters who fought against Nazi oppression.

.....

.....

.....

## Deportation and extermination



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N.B.: Schirmeck, *Erziehungslager* or *Umschulungslager* then *Sicherungslager*. re-education then security camp.  
K-L Na, short for *Konzentrations Lager Natzeweiler*. Natzeweiler camp concentration.

Look at the map.

What can you say about the distribution of the extermination camps compared with the concentration camps?

.....  
.....  
.....  
.....

What was the reason for this distribution?

.....  
.....  
.....  
.....

Give the definition of a concentration camp and an extermination camp.

.....  
.....

To what extent can we speak of “*extermination through work*” in the concentration camps?

.....  
.....  
.....



Who made this drawing?

.....  
.....

What is his nationality? His category?

.....  
.....

Write a few sentences about the “NN procedure”.

What does this abbreviation stand for.

.....  
.....  
.....

## 9 The liberations

### German capitulation



When did the German capitulation actually occur?

.....  
.....

Where was it signed?

.....

Why was there a second signature the next day?

.....  
.....

Who were the signatories:

for France?.....

For Germany?.....

For the United States?.....

For the USSR?.....

### Discovery of the camps



What can you see on this photograph? Which camp is it?

.....  
.....  
.....

What did the Allies discover on the site of KL-Natzweiler just before the liberation of Strasbourg?

.....  
.....  
.....

How did European public opinion react when the camps were discovered?

.....  
.....  
.....  
.....

Who wrote this text?

.....  
.....  
.....

What does it describe?

.....  
.....  
.....

Why was there a forensic doctor at Auschwitz?

.....  
.....  
.....

*"The room revealed a horrible spectacle. The bodies were (...) piled in a mass to the ceiling (...). The reason for this was that the gas first inundated the lower layers of air and rose but slowly towards the ceiling. This forced the victims to trample one another in a frantic effort to escape the gas. Yet a few feet higher up the gas reached them. What a struggle for life there must have been! (...) Their gestures were no more than the reflexes of the instinct of self-preservation (...)"*

Dr Nyzsli, forensic doctor at Auschwitz, *Souvenirs d'un médecin déporté (Souvenirs of a deported doctor)*, Julliard, 1961.

## Dignity restored

What is the man on the left of the photograph doing?

.....  
.....

Why?

.....  
.....

When was this distinctive sign imposed in Nazi Germany?

.....

In France?

.....  
.....

What makes this image symbolic?

.....  
.....



## The memory

What is the revival of the flame?

.....  
.....

How long has it existed for? Where?

.....  
.....

Why do you think it is important to perpetuate it?

.....  
.....

In France, do you know:

- where is the resting place of the Unknown Soldier?

.....  
.....

- where is the resting place of the Unknown Deported?

.....  
.....



Where is this monument?

.....  
.....  
.....  
.....  
.....

Who does it commemorate?

.....  
.....  
.....  
.....



## 10 From the Nuremberg Tribunal to the International Criminal Court

### The notion of “crime against humanity”

Give a precise definition of *crime against humanity*.

.....  
.....

On what occasion was this reason for indictment defined?

.....  
.....

*Which international organisation, created after the Second World War, progressively included crime against humanity in international law?*

.....  
.....

*Today, what is considered as a crime against humanity?*

.....  
.....

*In which famous trials, since the 1960's, have sentences been passed for crimes against humanity? Give some precise examples.*

.....  
.....  
.....  
.....



What can you see on this photograph?

.....  
 .....

Who decided to create the Nuremberg International Military Tribunal?

.....  
 .....

Give one or two examples of people tried at Nuremberg. Specify their functions during the war.

.....  
 .....

*What did the Nuremberg Code establish after the "Doctors Trial"?*

.....

*On the pattern of the Nuremberg tribunal, what did the United Nations set up in May 1993 and November 1994?*

.....  
 .....

*What is the role of these organisations?*

.....  
 .....

*What is the main difference between the Nuremberg International Military Tribunal and contemporary international criminal courts?*

.....  
 .....

Article one  
 THE COURT

*"An International Criminal Court is hereby established. It shall be a permanent institution and shall have the power to exercise its jurisdiction over persons for the most serious crimes of international concern, as referred to in this Statute, and shall be complementary to national criminal jurisdictions (...)."*

Article 4  
 LEGAL STATUS AND POWERS OF THE COURT

*"The Court shall have international legal personality (...)."*

Article 5  
 CRIMES WITHIN THE JURISDICTION OF THE COURT

*"(...) The jurisdiction of the Court shall be limited to the most serious crimes of concern to the international community as a whole. The Court has jurisdiction in accordance with this Statute with respect to the following crimes:*

- *The crime of genocide*
- *Crimes against humanity*
- *War crimes*
- *The crime of aggression (...)"*

Extracts from the *Rome Statute* of the International Criminal Court  
 17 July 1998.

Read the above text. Indicate its type, context and general idea.

.....  
.....

*What in your opinion is the purpose of this type of international institution?*

.....  
.....

*It complements which other institution?*

.....  
.....

*Where is the seat of the ICC?*

*Do you know of any inquiries opened by the ICC concerning crimes committed during contemporary conflicts? Give examples.*

.....  
.....  
.....

## Nuremberg witnesses

*"We arrived at Auschwitz at dawn. The seals on our cars were broken, and we were driven out by blows with the butt end of a rifle, and taken to the Birkenau Camp, a section of the Auschwitz Camp. It is situated in the middle of a great plain, which was frozen in the month of January. During this part of the journey we had to drag our luggage. As we passed through the door we knew only too well how slender our chances were that we would come out again, for we had already met columns of living skeletons going to work; and as we entered we sang "The Marseillaise" to keep up our courage."*

Testimony of  
Marie-Claude VAILLANT-COUTURIER,  
Nuremberg, 28 January 1946.



Marie-Claude VAILLANT-COUTURIER after her arrest on 9 February 1942  
© Musée de la Préfecture de Police de Paris (Paris Police Prefecture Museum)

Who is Marie-Claude VAILLANT-COUTURIER?

.....  
.....

Why was she deported to Auschwitz?

.....  
.....

On what occasion did she testify her life as a deportee?

.....  
.....

Why?

.....  
.....

*What makes this act so courageous?*

.....  
.....



Who was François de MENTHON?

.....  
.....  
.....

To what position was he appointed in General de Gaulle's provisional French Government in September 1944?

.....  
.....  
.....

What was his main responsibility?

.....  
.....  
.....

What role did he play in the Nuremberg trial?

.....  
.....  
.....



© Musée de l'Ordre de la Libération.

## Franco-German reconciliation



Who are these men? What are their functions and nationalities?

.....  
.....  
.....

What treaty confirmed the Franco-German cooperation? When and where was it signed?

.....  
.....  
.....  
.....  
.....

What is the objective of this text?

.....  
.....  
.....

Today, can we qualify Franco-German relations as "privileged"?

.....  
.....  
.....

Why is this important?

.....  
.....  
.....

# and the construction of Europe



Pierre Sudreau 6 months after his liberation from Buchenwald

*I became European in the camps.  
The same misery shattered boundaries and united men of  
different nationalities. (...)  
Borders will always be part of the history of humanity. But the  
most important thing is for them to be bearable and especially  
that they not become lethal.  
Whatever our education, we intuitively know that we have  
inherited centuries of civilisation.  
Whatever our nationality, we are Europeans.  
Whatever our problems in daily life, we have the impression, at  
least in the Community, of living in a more advanced world: as  
collective tragedies continue to unfold in the four corners of the  
globe, we are lucky to live in a privileged area. Why not save  
and promote it?*

Pierre SUDREAU  
Testimony  
quoted on [www.struthof.fr](http://www.struthof.fr)

*Who is Pierre SUDREAU?*

.....  
.....  
.....

Why do you think that many deportees believe that “Europe was born in the camps”? To what extent is it true?

.....  
.....  
.....  
.....  
.....

Is this “sufficient” to account for the construction of Europe after the war?

.....  
.....  
.....  
.....  
.....

Which “community” were Pierre SUDREAU and Stéphane HESSEL speaking about?

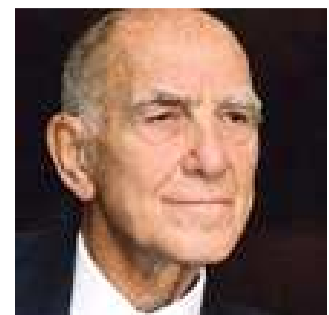
.....  
.....  
.....

Why was it created?

.....  
.....

*Expansion of the European Community. [...] I  
have been moving towards that goal since  
returning from Buchenwald: the formation of a  
European federation putting the huge potential  
of Western societies, reconciled at last in their  
fertile diversity, at the service of a great  
planetary ambition. The driving force behind that  
ambition would no longer be the lust for power,  
but the thirst for justice, no longer geographical  
or political hegemony, but respect for the rights  
of every human being to have a place in a  
society that is as spiritually as fulfilling as  
possible.*

Stéphane HESSEL  
Testimony  
quoted on [www.struthof.fr](http://www.struthof.fr)



>>> see also page 40

*The Council of Europe (COE)*

What was the first European organisation, created by the Treaty of London in May 1949?

.....  
.....  
.....

Where is its seat?

.....  
.....  
.....

Which important text, still currently in force, did it write in 1950?

.....  
.....  
.....

What difference(s) are there between this organisation and the European Union institutions set up since then?

.....  
.....



*What are the symbols of Europe?*

.....  
.....  
.....  
.....  
.....

Who was Robert SCHUMAN?

.....  
.....

*What was his nickname? Can you explain why?*

.....  
.....  
.....  
.....

*Since 1985, what is special about the 9th of May?*

.....  
.....  
.....

*Why? (read the following text carefully!)*

.....  
.....  
.....

*“It is no longer a time for vain words, but for a bold, constructive act. France has acted, and the consequences of her action may be immense (...).*

*We hope they will.*

*She has acted essentially in the cause of peace. For peace to have a real chance, there must first be a Europe. Almost five years to the day since Germany’s unconditional surrender, France is taking the first decisive step to rebuild Europe and is inviting Germany to play its part (...). Europe will emerge from all this; a Europe that is firmly united and solidly built. a Europe where living standards will rise as a result of the pooling of production and the expansion of markets leading to lower prices.*

*A Europe where the Ruhr, the Sarre and the French basins will work together and allow all Europeans, without distinction, whether from the East or the West and all territories, especially Africa, that looked to the Old Continent for their development and prosperity, to benefit from their peaceful work, monitored by observers from the United Nations (...).”*

Robert SCHUMAN  
Introduction to the Speech given in the Salon de l’Horloge,  
09.05.1950

## The European Union

*Which treaty, signed in 1951, marks the first step of European construction?*

.....

Which member countries of this institution signed the Treaties of Rome in March 1957?

.....

What are the ambitions of the European Economic Community?

.....

.....

## From cooperation to integration



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What event led to the integration of the former eastern European countries in 1990?

.....  
.....

*“By this Treaty, the High Contracting Parties establish among themselves a European Union.*

*Article A:*

*This Treaty marks a new stage in the process of creating an ever closer union among the peoples of Europe.*

*Article B:*

*The Union shall set itself the following objectives:*

- *to promote economic and social progress which is balanced and sustainable, in particular through the creation of an area without internal frontiers [...] and through the establishment of economic and monetary union, ultimately including a single currency;*
- *to assert its identity on the international scene, in particular through the implementation of a common foreign and security policy including the eventual framing of a common defence policy. [...]*

*Article C:*

*A citizenship of the Union shall be introduced. EU Citizenship is destined to be the fundamental status of nationals of the Member States. Every citizen of the Union shall have the right to move and reside freely within the territory of the Member States.”*

Read the above document.

Which countries are referred to by “*High contracting parties*”?

.....

What did this treaty set up?

.....  
.....

Identify the objectives of the European Union.

.....  
.....

*The right of citizens of the Union to move within the territory of the Member States specified by the treaty had already been laid down by another text, in 1985. Which?*

.....  
.....

*Why can the Maastricht Treaty be considered as the foundation of a European identity under construction?*

.....  
.....

*What does Europe mean to you?*

.....  
.....

## Transmission of memory



What was Wiesel referring to when he spoke of “*crimes against memory*”?

.....  
.....

Why did he feel obliged to “*defend his right to testify*”?

.....  
.....

Why does transmitting the memory of what these deportees lived through seem important to you today?

.....  
.....

*“What is worse than oblivion? In the same way as there are crimes against humanity, there are crimes against memory. While I am able to fight against injustice, I have no idea how to go about fighting against ugliness. Denying the living memory of the survivors is unjust, offensive, outrageous and, above all, ugly, morally ugly (...).”*

*If someone had told me that the day would come when I would be forced to defend my right to testify, I would not have believed it. Man is defined by his individual memory, linked to the collective memory.*

*Memory is linked to identity. The two are interdependent. Denying it is taking sides with death and the enemy. We must repeat it again and again, to forget the dead would be akin to killing them a second time. It would be akin to denying the life they lived, the hope they bore, the faith that drove them (...).”*

Elie Wiesel,  
*Why remember,*  
International Forum on Memory and History,  
1999.

## Vigilance and citizenship

### 11 The commitment after the war

*“If I survived, it was largely and mainly out of luck, and then from anger, the desire to reveal these crimes and, finally, because of a coalition of friendship (...). There were chains of solidarity which extended beyond nationalities, circulated observations (...). To fight these invisible chains of solidarity, there was the organised chain of murderers (...).”*

Germaine TILLION,  
*Ravensbrück,*  
Le Seuil. 1988.

What was the profession of Germaine TILLION?

What combat did she take up after the war?

What did she denounce to French public opinion?

Stéphane HESSEL was born in Berlin in 1917.

A German Jew, he became a naturalised French citizen in 1937.

In 1941, he joined General de Gaulle.

After being arrested he was deported first to Buchenwald then Dora. He escaped while being transferred to the camp of Bergen Belsen.

In 1948, he helped draft the *Universal Declaration of Human Rights*.

He is a diplomat, fond of languages and poetry, and a Ambassador of France. He remains vigilant and attentive to problems throughout the world. He continues to fight for the defence of human rights. He also gives numerous conferences on diplomacy and on his own experience, as a resistance fighter, deportee and man of conviction.

What do you find interesting about the life of Stéphane Hessel?

.....  
.....

How would you define his “commitment” after the war?

.....  
.....

How did his life as a resistance fighter-deportee affect his future choices?

.....  
.....

Do you know any other deportees who decided to engage in the defence of a special cause, after returning home? Give examples.

.....  
.....  
.....

## 12 Be vigilant, today, what for?

### Peace, a precious, fragile and precarious possession



Do you know this image?

.....  
.....

During which conflict was this bridge destroyed?

.....  
.....

Explain the reasons for the conflict.

.....  
.....

What was the attitude of the European Union and the United Nations faced with this war?

.....  
.....



Why did the President of France address his message to young generations in particular?

.....  
.....  
.....

In what context?

.....  
.....

In your opinion, what are the main commitments today?

.....  
.....  
.....

*What was the President referring to when he spoke of those "who deny the horror"?*

.....  
.....  
.....

*What are these people trying to do?*

.....  
.....  
.....  
.....

*"With contemplation and emotion, I have come here to recall that memory will always be stronger than oblivion. Here, at the European Centre on Resistance and Deportation, the message I want to send to the youngest generations is: always remember!  
Never forget the victims of human history's darkest times! Always remain vigilant, resist and commit yourselves when the essential is at stake.  
Never take anything for granted.  
Always bring the full force of the law to bear against those who deny the horror of what happened.  
Relentlessly fight those who preach hatred, racism, anti-Semitism and intolerance in France and the world.  
That is your honour and your duty, in homage to the victims and for the sake of the future."*

Extract from the speech of  
Mr. Jacques CHIRAC  
during the inauguration  
of the European Centre on Resistance and Deportation,  
at Struthof, on 3 November 2005.

*What events undermine democracy throughout the worlds, and in Europe in particular?*

.....  
.....  
.....

Do you find that democracy is sometimes jeopardized in countries like France, Germany, Spain and Great Britain?

.....  
.....

If yes, under what circumstances?

.....  
.....

## - The United Nations



Do you recognise this flag?

What does it symbolise?

When was it created?

Who are the Blue Helmets?

What is their nickname?

In what types of mission are they involved?

Give examples.

Under what mandates are they deployed?

*“We, the people of the United Nations, determined:*

- 1. to save succeeding generations from the scourge of war [...];*
- 2. to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small; [...]*
- 3. to promote social progress and better standards of life in larger freedom.*

*[...] And for these ends:*

- 4. to unite our strength to maintain international peace [...];*
- 5. to employ international machinery for the promotion of the economic and social advancement of all peoples [...];*

*Accordingly, our respective Governments [...] hereby establish an international organisation to be known as the United Nations [...] and have adopted the Charter of the United Nations [...].”*

Extracts from the Preamble of the Charter of the United Nations,  
San Francisco,  
26 June 1945

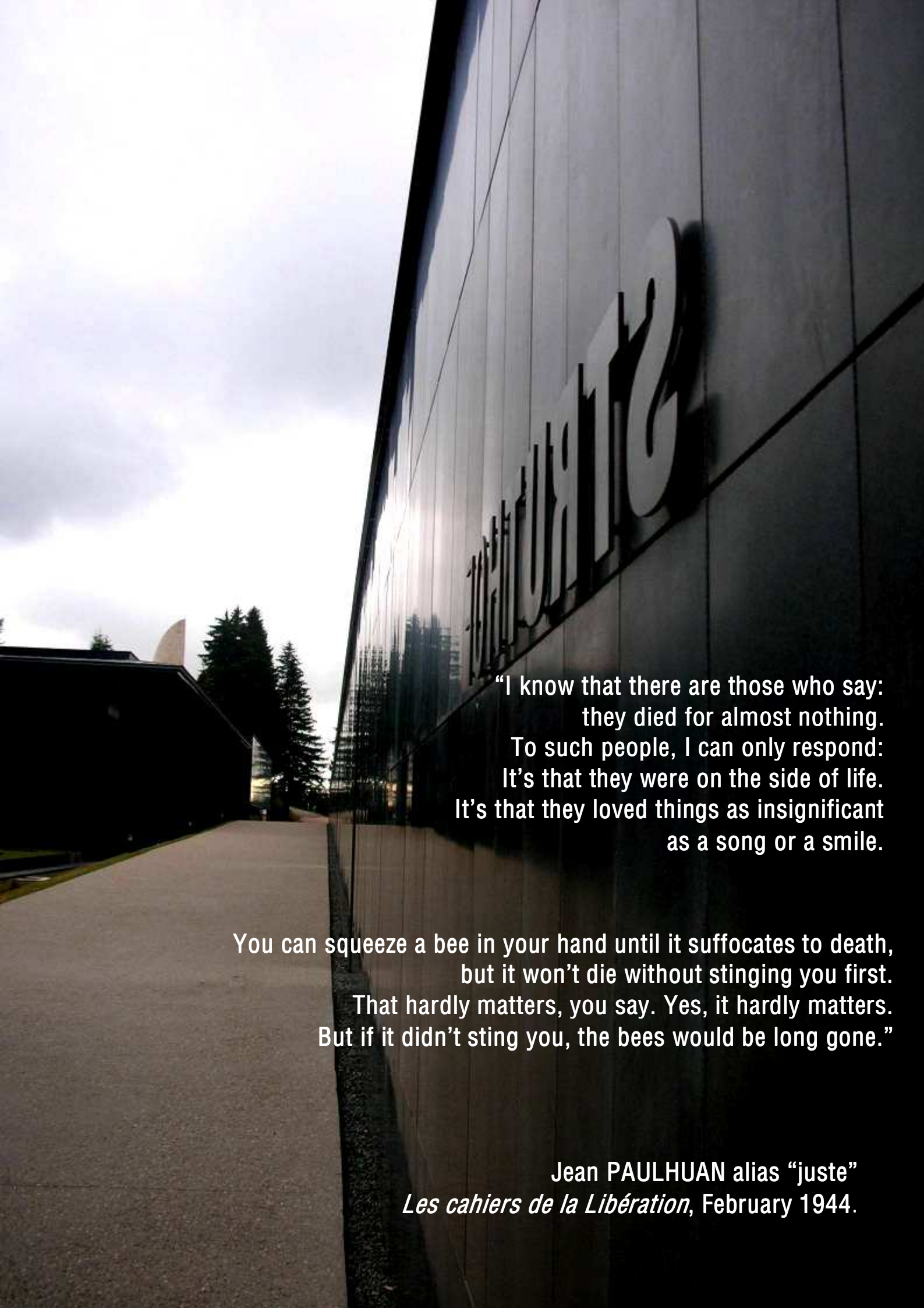
Do all member countries of the UN have the same power?

Is the Charter of the United Nations respected?

Which UN declaration will be celebrating its 60th anniversary this year?

*You have just travelled through history and had time to reflect on many issues which are still relevant today: the role of education, the values of commitment, threats to democracies, freedom of expression, defence of human rights and SO MANY OTHERS...!*

*After this trip through history and before visiting the site of the former camp, what word springs to mind?*



**“I know that there are those who say:  
they died for almost nothing.  
To such people, I can only respond:  
It’s that they were on the side of life.  
It’s that they loved things as insignificant  
as a song or a smile.**

**You can squeeze a bee in your hand until it suffocates to death,  
but it won’t die without stinging you first.  
That hardly matters, you say. Yes, it hardly matters.  
But if it didn’t sting you, the bees would be long gone.”**

**Jean PAULHUAN alias “juste”  
*Les cahiers de la Libération*, February 1944.**