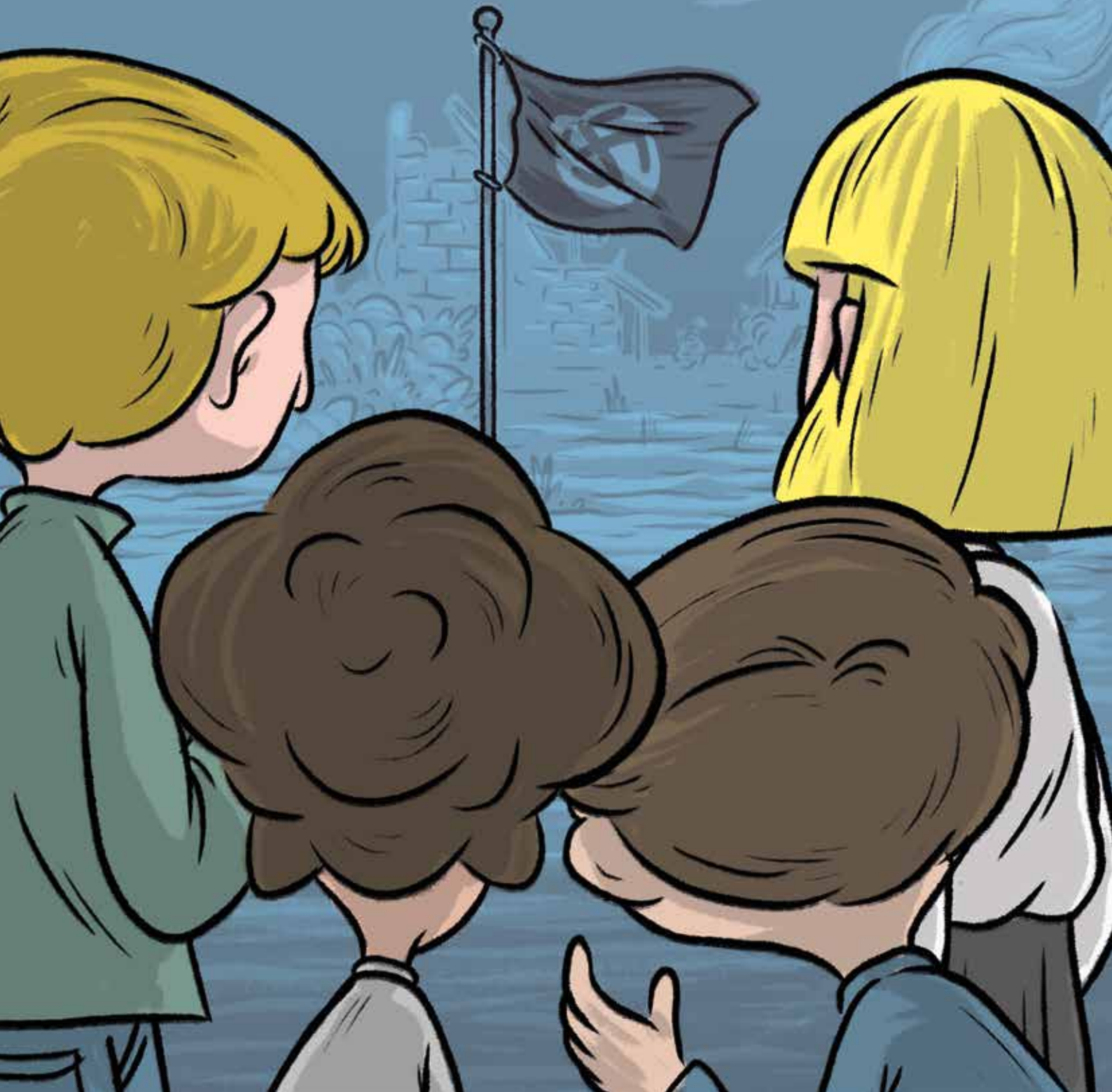


ACTIVITY BOOKLET
PRIMARY SCHOOL



SUDDENLY, EVERYTHING CHANGED

EXPLORING THE SECOND WORLD WAR



CHARLES KOENIG, BORN 23 MARCH 1931

Charles is always making jokes. He often uses humour to mask his insecurities. He is a keen footballer. At home in rue du Fort Neipperg, everyone is always discussing politics. His father, who works in a factory, and his mother, who is a seamstress, are very politically active. Charles has two older brothers, Jean-Pierre and Michel. He admires them a lot, but he often quarrels with them because they tend to treat him like a baby.



JEANNE MAROLDT, BORN 21 JANUARY 1931

Jeanne loves drawing, reading and daydreaming. She finds it difficult to confide in others and prefers writing about her life and feelings in her diary. An only child, she lives in rue Michel Rodange with her father, who is a local official, and her mother, a housewife. Her parents often talk about Mussolini and Hitler. They also say that there are too many Jews in Luxembourg. Jeanne doesn't dare contradict them, but when she thinks of her friend Kurt, she disagrees with them.



KURT BAMBERGER, BORN 16 JULY 1930

Kurt was born in Vienna into a Jewish family. His father is a doctor. His mother, who studied German literature, has looked after his education since he was born. He is an only child. When Nazi Germany occupied Austria, he was six years old. His father was arrested and only released after several months. After that, the family managed to escape to Luxembourg. Kurt, who has already been through some tough times, tends to be serious, but he can also be spontaneous and playful.




ROSE VENTURINI, BORN 27 JUNE 1931

Rose is the smallest in height and youngest in age, but she doesn't let people dwell on that. She talks loudly and acts quickly. Although her friends admire her energy, they also criticise her for always wanting to be first. Her father, who arrived from Italy at the age of 16, and her mother, who is originally from the Éislek, worked hard to open their grocery shop on Place Wallis. They live in the flat above the shop. Rose has a little brother called Marcel.



Suddenly, everything changed.

In 1939, Luxembourg is celebrating 100 years of independence. But no one is feeling very festive. Across the border in Germany, the Nazis have established a dictatorship. They are no longer concealing their ambition to 'make their country great again'. After invading Austria, will they attack Luxembourg? The adults are concerned. They had lived under the German occupation 20 years earlier, during the First World War. It was the case for Rose, Charles, Jeanne and Kurt's parents. Their children – four inseparable friends – are trying to figure out what is going on. It won't be long before their lives are turned upside down.



Something has happened that has really frightened the adults



13 MARCH 1938, THE DAY AFTER THE GERMAN INVASION OF AUSTRIA.



Photo of Gusti Kemp.

3:2! Charles couldn't believe it. True, the Luxembourg national team had been beaten by Belgium, but only by one goal and after leading 2:1 at half-time. After the crushing defeats of the past few years, this was practically a victory.

"With all the chances we had, we should've won," said Jean-Pierre.

"Yeah, if Gusti Kemp hadn't been such a wimp in front of the goal," Michel added.

Jean-Pierre and Michel were Charles' older brothers. They had taken him to the game because their parents had insisted, but they treated him like a baby. And now they were criticising his favourite player!

"Kemp is the best player on the team. He scored the second goal! You know nothing about football," said Charles.

"D'you hear that, Michel? Shorty here is going to teach us about life."

Jean-Pierre was about to reply when a man bumped into him.

"Can't you pay attention, you brat?" the man muttered.

"Look where you're going, you old dinosaur."

“The young people in this country are getting ruder and ruder. Just wait ’til Hitler arrives, he’ll sort you all out, just like he’s doing in Austria now!”

The exchange had only lasted a few seconds, but now Charles was afraid of the crowd leaving the stadium. He could feel the tension in the air. Something had happened in the past few days that had really frightened the adults, even his Dad, who was never afraid of anything. Yesterday, he had heard him tell Mum that the Nazis had invaded Austria and that they would soon be coming for Luxembourg if nobody stopped them.

“Is that man going to come back and hurt us, Jean-Pierre?” asked Charles.

“Don’t worry about him, he was just a grumpy old man. You’ll probably never see him again.”

“Do you think he was a Nazi?” asked Charles.

“No. You heard him speak Luxembourgish, right?” replied his brother.

“Does that mean there are no Nazis in Luxembourg?”

Jean-Pierre, who always had an answer for everything, said nothing. Finally, Michel spoke:

“Don’t worry. The French, Americans and British will come and whip the Nazis’ arses. They’ll help us, just like in the last war.”

He’d said it to reassure his little brother, but the word ‘war’ had the opposite effect.

Who are the Nazis?

Nazis are members of the National Socialist Party (NSDAP), which was founded in Germany after the First World War. Nazis are racist and believe that Germans are superior to others. In 1933, their leader Adolf Hitler comes to power. The Nazis persecute the Jews and all those they regard as enemies. They also create an army, to restart the war and make Germany the most powerful country in the world.





How do problems around the world make you feel?



Look at these pictures and for each one, choose the emoticon (or draw one) that reflects how it makes you feel. Draw a line between each picture and the emoticon you've chosen.



ANGRY



COMPASSIONATE



WORRIED



HAPPY



SAD

A blank sheet of white lined paper with a yellow circle drawn on it. A dashed green line is at the bottom.

What is news to you?

- ☐ Something that happens next door.
- ☐ Something that gets a lot of reshares on social media.
- ☐ Something bad that happens in the world.
- ☐ Something that involves famous people.
- ☐ Something nice that happens in the world.
- ☐ Something that is out of the ordinary.
- ☐ Every decision taken by politicians.
- ☐ _____



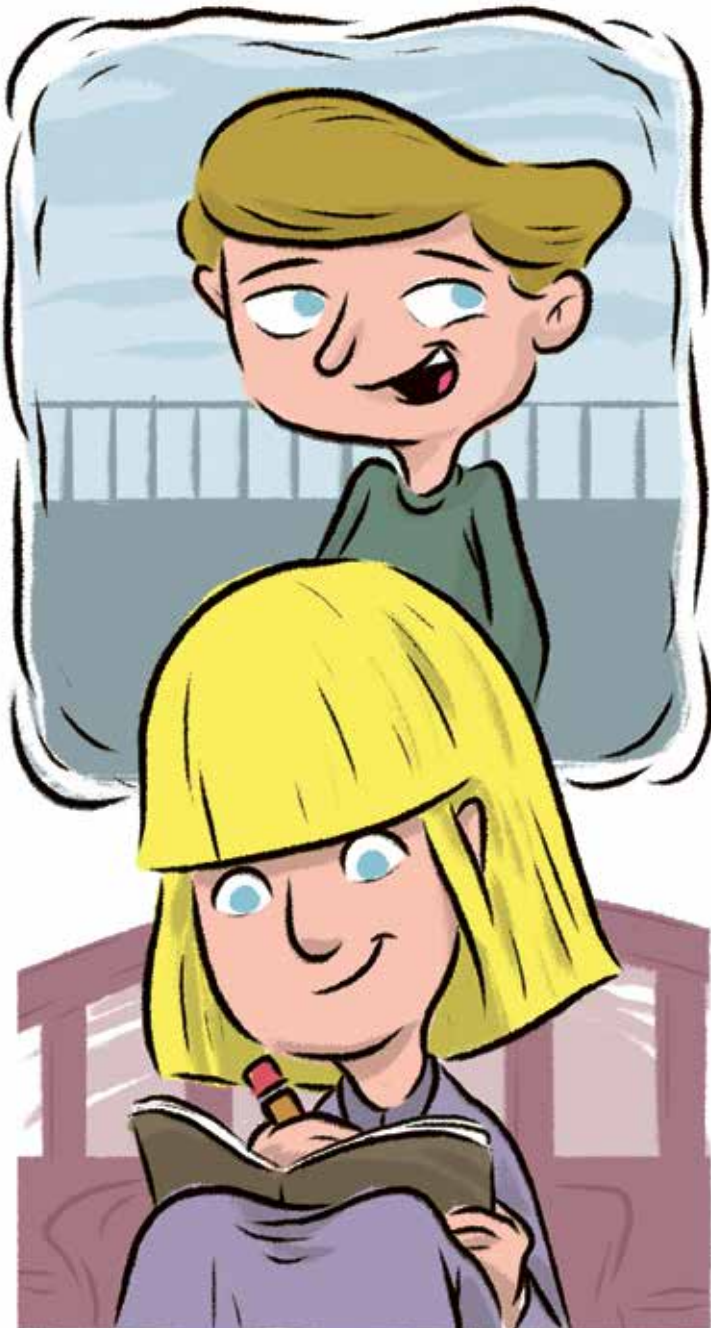
Real or fake news?

In the 1930s, in countries such as Nazi Germany, the news was made to influence people. The government controlled the media. This is called 'propaganda'. Today, people get even more news stories and videos thrown at them every day. These news stories can be misleading. They grab the attention with an exciting headline – such as 'The Grand Duchess had to cry' – but when you click on the headline, its creator makes money, because you cannot watch the clip until you have watched the advertising.

REAL OR FAKE NEWS?	FAKE NEWS	REAL NEWS
1. Is the government planning to ban the consumption of meat?	<input type="radio"/>	<input type="radio"/>
2. Globally, more and more girls are going to school.	<input type="radio"/>	<input type="radio"/>
3. Find out what the Grand Duke's secret shampoo is.	<input type="radio"/>	<input type="radio"/>
4. One in four Luxembourg children is affected by poverty.	<input type="radio"/>	<input type="radio"/>
5. Is Donald Trump secretly observing Ramadan?	<input type="radio"/>	<input type="radio"/>

Posts 1, 3 and 5 are fake news. Don't let it fool you. You can practice to spot it. There is good news around the corner!

A new kid in Charles' class



17 SEPTEMBER 1939, MORE THAN
TWO WEEKS AFTER THE START
OF THE SECOND WORLD WAR.

"Dear Diary, school started again this week.
I was very happy to see all my friends again,
especially Rose."

Other things had happened recently, but Jeanne didn't know how to write about them. The Germans had invaded Poland on 1 September. In response, France and England had declared war on Germany. Everyone feared there would be fighting in Luxembourg, and Schengen had been evacuated. Apart from that all was strangely calm.

Something else had happened, too.

"I saw Charles again. It was in Rose's parents' shop. There's a new kid in his class and he was with him. His name is Kurt, he's from Vienna and he..."

Jeanne was about to write "is really cute", but she stopped herself. What if someone – her mother, for example – read this? The shame! She finished the sentence differently:

"... looks like Jürgen Ohlsen."

Kurt's resemblance to the German actor had struck her immediately. Kurt had the same blond hair, the same intelligent eyes, the same shy smile. He was also very different from the other boys. He didn't spend his time making fun of girls or stupid jokes, like Charles. In fact, she wondered why the two spent so much time together. OK, it was because of football. But she, too, had something in common with Kurt:

"Kurt reads a lot, like me. We talked about *Winnetou* and *Emil and the Detectives*."

He should have been in the class above Charles, but as this is his first year at elementary school in Luxembourg, he was put in the fourth year."

Jeanne knew that Kurt wasn't just different because of his character or age. His family had had to leave Vienna because of the Nazis. Kurt was Jewish. Jeanne's parents said it was the Jews' fault if nobody liked them, because they didn't want to fit in, there were more and more of them, and they were taking other people's jobs. But Jeanne didn't believe them. Kurt wasn't like that. That evening, she wrote in her diary:

"Kurt's one of us now."

Who are the Jewish refugees?

The Nazis blame the Jews for all Germany's misfortunes. For them, Jewish Germans are not real Germans. Once in power, the Nazis exclude them from schools and jobs. They are also subjected to acts of violence. Many leave Germany and later, Austria. On the eve of the war, there are between 4,000-5,000 Jews in Luxembourg, including 1,000 Luxembourgers, 1,000 immigrants and 2,000-3,000 refugees.

Jewish refugees in Luxembourg at the end of the 1930s.



GROUP ACTIVITY

Where do our families come from?

Each participant writes the country of birth of their father, mother and – if they wish – their grandparents on a separate post-it note. The post-its are then collected and classified by country.

What conclusions can we draw?

ARE THERE MANY DIFFERENT COUNTRIES OR JUST A FEW?

IF YOU WISH, YOU CAN ALSO SHARE WHERE YOUR PARENTS OR GRANDPARENTS WERE BORN.

DO YOU KNOW WHY YOUR (GRAND)PARENTS MOVED TO LUXEMBOURG?

'THE WHOLE WORLD LIVES IN LUXEMBOURG.' IS THIS STATEMENT TRUE, IN YOUR OPINION?

Which group do I belong to?

Make a list of groups you belong to. They could include your family, your school class, your sports club, your group of friends... How many can you come up with?

Look at the list, below. Choose the three answers that best apply to you.

- ☐ Wow, I belong to so many groups!
- ☐ I have to pay to be a member of some of these groups.
- ☐ I belong to some of these groups by birth.
- ☐ I also enjoy being alone.
- ☐ It's nice to be part of a group.
- ☐ Every group has its own rules.
- ☐ I like small groups.
- ☐ I would like to leave some of these groups. (Which ones?)

Who is allowed to join a group?

In some groups everyone is welcome, in others not (for instance you have to be a certain age). When everyone is welcome, regardless of their identity, beliefs, origins or skin colour, a group is described as 'inclusive'.

Find the two phrases that **DO NOT** imply inclusion.

- ☐ Everyone can take part.
- ☐ Equal opportunities for all.
- ☐ Only children born in our village or town can take part.
- ☐ Everyone is important.
- ☐ Children have no say.
- ☐ No one is excluded.

COMPARE THE ANSWERS. HAVE YOU EVER BEEN EXCLUDED?

What happened? Try telling someone else about it. It will clear your mind and give you a different perspective.


If you think you have been discriminated against, you can report it here:



WWW.OKAJU.LU

We all have to do the Hitler salute now

JANUARY 1941, EIGHT MONTHS AFTER
THE BEGINNING OF THE GERMAN
OCCUPATION.



Kurt's heart was pounding. It had been a long time since he'd seen his friends. Everything had changed on 10 May 1940. He'd woken up to learn that the German army had invaded. People were frightened and impressed. The German soldiers looked so young and fit; their equipment so modern. They had beaten the Dutch, Belgian, French and British armies in less than a month and a half. He had cried.

Since then, the Nazis had acted as if Luxembourg was their home. Their leader on the ground, 'Gauleiter' Gustav Simon, gave the orders. He insisted that everything be in German: the names of the streets, shops, even the people.

"Moie Charel," said Kurt, wishing his friend good morning as he opened the door.

"My name is Karl!" snapped his friend, giving him a hard look.

Kurt didn't know how to react... and then he heard the girls laughing:

"I'm Rosa," said Rose.

"... And I'm Johanna," said Jeanne.

"Apparently, Luxembourgers have always been Germans. But as we'd forgotten, the Nazis have been kind enough to remind us", said Charles sarcastically. Kurt felt reassured. At least his friend hadn't lost his sense of humour.

"At school, we're not allowed to say 'Bonjour' anymore," added Rose. "Even 'Moien' is frowned upon. When the teacher enters the classroom, we have to stand up, hold out our right arm and shout 'Heil Hitler!'"

"Me and some some mates, we shout 'Drei Liter!'" said Charles, laughing.

"You are such a kid," said Jeanne.

"Everything is a joke to you!"

"A joke?" repeated Charles. "At least we're doing something! Everyone's afraid of the Germans."

"My father says we have to obey them, otherwise we'll end up in a right state," replied Jeanne.

The teasing was turning into an argument. To lighten the mood, Kurt did his best imitation of the Gauleiter:

"Any sabotage of the reconstruction effort begun by the Reich will be ruthlessly crushed!"

"My God, Kurt, you sound just like him!" said Rose, admiringly.

"I've had a lot of practice. I speak German at home and I've known the Nazis far longer than you have," said Kurt.



Walking home along Adolf-Hitler-Strasse, the former Avenue de la Liberté, Kurt wondered when he'd see his friends again. In November, the Nazis had excluded him from school, along with all the other Jewish pupils. This had already happened in Vienna. That's why he and his parents had left for Luxembourg. But the Nazis had caught up with them here, too.

What is Nazi racism?

See the bright red poster? It presents the racist ideas of the Nazis. For them, human beings are not equal. They are divided into 'races', i.e. groups that are supposed to have a particular appearance and character. The Nazis also believe that some 'races' are better than others and that the 'German race' is superior to all others. In their view, Luxembourgers belong to the 'German race'. In 1940, Germany wins the war against France, Belgium and the Netherlands and occupies Luxembourg. Adolf Hitler commissions Gauleiter Gustav Simon to 'Germanise' the country's inhabitants, i.e. to erase their culture and replace it with Nazi German culture. What do you think the man on the ladder is doing?



1 Gauleiter Gustav Simon (centre) on the Place d'Armes in Luxembourg City, 6 August 1940.
2 Nazi Poster, 7 August 1940.

What's in a name?

Do you know where your name comes from? Are you named after a family member, a footballer, a saint or an artist? Or did your parents choose your name just because they thought it was nice? Where do your parents' names come from?

A large sheet of white paper with horizontal blue lines and a vertical red margin line on the left side, intended for writing.

ARE YOUR FIRST AND
LAST NAMES IMPORTANT TO YOU?
EXPLAIN WHY.

DO YOU KNOW WHAT YOUR FIRST
AND LAST NAMES MEAN?

DO YOU LIKE THEIR MEANING?

What should I say to Kurt?



Suppose you bump into Kurt on Adolf-Hitler-Strasse and he shares his concerns with you. How do you react? Choose **two answers** and make up one of your own.

- ☐ I don't know.
- ☐ I tell him I'm sorry he's no longer in our class.
- ☐ I listen to his concerns.
- ☐ I advise him to go into hiding.
- ☐ I feel anger towards the Nazis.
- ☐ I tell him something nice to cheer him up.
- ☐ I don't understand why the Nazis have done that to him.

Personenstandsaufnahme vom 10. Oktober 1941

Zählkarte für Ortsanwesende
(für alle Personen, eingetragene unter Abschnitt A der Haushaltsliste)

Von Zähler ausgefüllt	Erste:	Gesetzliche:	<i>Reinisch</i>
	Wohnplatz (Ortschaft):	<i>Waldgasse</i>	
	Strasse und Hausnummer:	<i>Luxemburger Str. 6</i>	
	Zählblatt Nr.:	Hausnummer:	Zählkarte Nr.:
1. Familienname (Gefahr): <i>Kunze</i> bei Frauen: Geburtsname:			
Vorname (Geburtsname): <i>Heinrich</i>			
2. Stellung zum Haushaltsvorstand: <i>Beihilfeschulmeister</i>			
3. Familienstand: <i>heiratsfähig, verheiratet, verwitwet, geschieden</i> (wie Spalte 1 der Haushaltsliste; Doppelheirat haben beide Staatsangehörigkeiten anzugeben) verheiratet mit: <i>Emma Kunze</i> geboren: <i>...</i> geboren am: <i>7. Juni 1908</i> in: <i>Frankfurt</i>			
4. Geburtsort: <i>Metz</i> Geburtszeit: <i>1. Oktober</i> Geburtsort: <i>Frankfurt</i> Ist die erwerbsfähige Luxemburger, Land und Erste: (wie Spalten 1 und 2 der Haushaltsliste)			
5. jetzige Staatsangehörigkeit: <i>Schweizer</i> (wie Spalte 1 der Haushaltsliste; Doppelangehörigkeit haben beide Staatsangehörigkeiten anzugeben) Falls jetzige Staatsangehörigkeit nicht durch Abstammung erworben ist: Art des Erwerbs (z. B. Option, Heirat): Zeitpunkt des Erwerbs: Erwerbs frühere Staatsangehörigkeit: Zeitpunkt des Verlusts:			
6. Hauptberuf: <i>Lehrer</i> Stellung im Hauptberuf: Nebenberuf: (wie Spalte 11 der Haushaltsliste) Wo und bei wem beschäftigt: (wie Spalte 13 der Haushaltsliste) <i>Rechts- & Offizialingenieur</i>			
7. Muttersprache: <i>Schweizerdeutsch</i> (In der Regel ist das jeder Mensch zur Muttersprache, in welcher er denkt und dann er sich in seiner Familie und im öffentlichen Verkehr am liebsten bedient; weil sie ihm am geläufigsten ist, z. B. deutsch, französisch, englisch, polnisch. Auch können zwei, besonders bei Personen in gemischtsprachigen Gebieten, zwei Muttersprachen sein. Kinder, welche noch nicht sprechen, und Fremde sind der Muttersprache der Eltern anzunehmen. — Dialekte (Mondart), z. B. luxemburgisch, polnisch, galisch, gelten nicht als Muttersprache.)			

Who decides who I am?

On 10 October 1941, the Nazis ask Luxembourg-ers to complete a census form. They tell them that, when asked about their mother tongue and 'race', they'd better answer 'German'. However, the resistance calls on them to answer 'Luxembourgish' to show that they love their country and want to be independent. Sufficient numbers of Luxembourgers follow the lead taken by the resistance to defy the Nazis. The Nazis are humiliated; the resistance has won its first victory.

What about you? Does your nationality or language tell you who you are? Choose three of the questions included on the original census form (e.g. your father's nationality, your mother's nationality, the language you speak at home or outside your home, even your favourite sport or game, etc.) and give your answers.

SUDDENLY, EVERYTHING CHANGED

Why can't I go?

JUNE 1941. GAULEITER SIMON MAKES
NUMEROUS PROMISES AND THREATS TO
ATTRACT AS MANY CHILDREN AS POSSIBLE
INTO NAZI YOUTH ORGANISATIONS.



"Ilse is just so great! She's a real leader, but at the same time she is a good listener, you know?"

Ever since she had joined the BdM, the League of German Girls, Jeanne had talked of nothing else. And her group leader, of course: a German girl who was much older than them and, apparently, perfect.

"When we went camping last weekend, Ilse taught us how to use a compass and even make a fire.

It was brilliant!"

Rose was jealous. Jeanne could be a loner and only really confided in Rose. But now Jeanne had new friends with whom she did all sorts of fun things.

"Rose, now that you've turned 10, you can join the BdM as well. What are you waiting for?"

The moment Rose had been dreading had arrived:

"I don't know. I've got to help out my parents at the shop. And then there's homework..."

"But that's precisely it: the teacher isn't allowed to give us homework when we have BdM meetings.

Come on, join us, you'll love it! Besides, we do a lot of sports and you've always been the absolute best at the 100 metres."

"My parents won't let me!"

Rose said this much more abruptly than intended.

"Why?"

"They say it's a Kraut thing and something for traitors."

"But that's very serious! You know you can talk about it at school? Ilse told us to do that if our parents said anything bad."

"I don't know. I've got to go."

Rose ran home. If she told someone at school, her parents could get into trouble, and she didn't want that. But sometimes she hated them. They didn't listen to a word she said. They didn't care if she was separated from her best friend. She was tired of being different, of being the 'Italian girl'. After all, it was just her father who was Italian, her mother was Luxembourgish. She wanted to be like the others. She wanted to belong.

Why do Nazis manipulate young people?

The Germans want to turn children and teenagers into perfect little Nazis. They do this through schools and youth organisations. All non-Nazi youth organisations, such as the scouts, are banned and replaced. Boys are forced to join the Hitlerjugend (Hitler Youth), where they are groomed to become soldiers willing to die for Germany. For girls, there is the BdM (Bund deutscher Mädel or 'League of German Girls'), where they are groomed to become nurses and the future mothers of soldiers.



Young girls of the BdM in Dudelange.

Who's in charge of me?

Who's in charge of me? Me of course! I decide what I think and do. But do you? Are you your own boss? And if not, who is? Explore your freedom. Complete the exercise by putting a cross in the box that best describes what you think.

	I DECIDE	WE DECIDE TOGETHER	OTHERS DECIDE
Where I go on a trip with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Which clothes I wear to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether I laugh at a rude joke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What time I go to bed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I eat vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I am religious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How long I play games / do sport during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether I go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who I'm friends with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether I say anything if my friend steals something in a shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL			

WHICH COLUMN DID YOU PUT THE MOST CROSSES IN?
READ THE CORRESPONDING ANSWER. USE A MIRROR.

☐ You are an independent person. You decide for yourself what you do and what you think is right. For you, freedom means as few rules as possible. This sometimes results in arguments. You don't like that, but you manage.

☐ You want to be free but you also realise that your friends and family can put pressure on you to make you follow their rules. You sometimes give in to avoid conflicts. There are things you really want to decide by yourself.

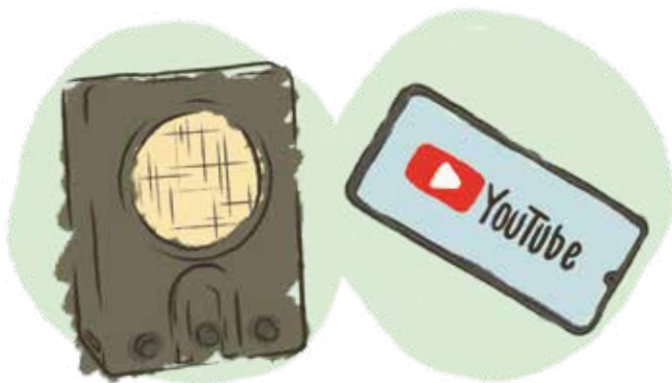
☐ Others often tell you what you should do or think. This limits your freedom to make your own choices. It doesn't bother you – or maybe it does! If it does, take small steps that will gradually allow you to have more control over your life.

Who spray-painted Jan's minivan?



IMAGINE YOU WERE THERE AT THAT VERY MOMENT, WHAT WOULD YOU TELL JAN?

GETTING INFORMATION DURING THE WAR



During the war, it was forbidden to listen to any radio other than Nazi propaganda radio. What would you do if the government banned the use of YouTube and forced you to watch only a certain video channel?

- ☐ I would secretly look up the information that interested me on the platforms of my choosing.
- ☐ I would do as I was told.
- ☐ I don't know.

Why does the boy hiding a can of spray paint behind his back accuse the boy who drew the sun?

Why don't the children hiding behind the van intervene? Choose several answers or suggest your own.

- ☐ They are afraid of being targeted in turn.
- ☐ They are afraid of being accused.
- ☐ They find it funny that the boy who drew the sun is accused of spraying the van.
- ☐ They laugh, even though they don't really approve.

'Civil courage' is standing up for justice in a public situation such as this one. Showing civil courage is being a hero.

We're going to be sent to Poland

15 OCTOBER 1941, TWO DAYS BEFORE THE FIRST JEWISH DEPORTATION CONVOY LEAVES FOR THE EAST.



How did the Nazis persecute Jewish people?

The Nazis begin persecuting Jews in Luxembourg in September 1940. They exclude them from schools and jobs and gradually take away everything they own: their houses, their furniture, even their clothes. From July 1941, Jews are forbidden to go to cinemas, parks, swimming pools and all other public places. In October 1941, they are forced to sew a 'Jewish star' on their clothes so that they can be recognised. Shortly afterwards, the deportations to Eastern Europe begin, including to Auschwitz. 700 Jews from Luxembourg and 600 others who had left for France or Belgium are deported. Almost all of them are murdered, as are six million Jews from all over Europe. This crime is known as the Holocaust or Shoah.

What Kurt was doing was forbidden and dangerous. From July 1941 onwards, Jews were no longer allowed to go to the cinema – nor to the theatre, swimming pool or park, for that matter. They were banned from all public places. As of that morning, 15 October, they also had to wear a 'Jewish star' – a six-sided star made of yellow cloth with 'Jude' written in large black letters on it. His mother had sewn it onto his coat. He had hidden it with his scarf to get into the cinema.

Sitting in the second balcony, he hoped Jeanne wouldn't be long. The projectionist was kind, and it was thanks to him that he'd kept in touch with his friends. But other people might recognise him, and Villa Pauly was right next door. The villa was the headquarters of the 'Gestapo', the Nazi secret police who hunted down Jews, resistance fighters and anyone else the Nazis considered an enemy. "Hi," he finally heard. Jeanne was wearing her BdM uniform.

"Did Ilse let you go?" asked Kurt.

"Of course not! I'll tell her I was sick. She's just like my parents. She thinks I'm too good to lie. How did you manage to slip away?"

"I told my parents I was going to take care of Madame Mayer."



“The old witch on the top floor?”

“She’s ok, actually. She knows I’m here.”

Like many Luxembourg Jews, Mrs Mayer had not looked kindly on the arrival of the Austrian Jews. But all that was long past. The Nazis treated all Jews equally, whether they came from Luxembourg, Austria or Poland.

Eventually, the lights went out and the screen came on. The first thing they saw was the German news, showing their army going from victory to victory in Russia. It was so depressing. Then the film began. Jeanne’s hand moved close to his. Kurt sat completely still. At first because he wasn’t sure she’d done it on purpose, then because he didn’t want to break contact. The two of them stayed like that, frozen and mute, until the film ended.

When the time came to say goodbye, she said:

“We should try to see each other again soon.”

“Yes, of course,” he replied. He should have said,

“Unfortunately that won’t be possible. We’ve received an evacuation notice from the police.

Apparently, we’re going to be sent to Poland.

The train leaves the day after tomorrow.”

But he didn’t have the courage to tell her the truth.

1 Anti-Semitic Nazi propaganda in a shop window, 1944.

2 A ‘Jewish star’. Jews in Luxembourg had to wear it on their clothes from 15 October 1941.

When your freedom is restricted...

When the Nazis abolished democracy, Jews were gradually discriminated against and excluded from everyday life. Civil servants and police officers collaborated in implementing this policy. Many people did not realise that Jews were being deported to extermination camps. But there were also people who helped Jews to go into hiding who and resist the Nazis.

WHICH MEASURES WOULD MOST RESTRICT YOUR FREEDOM? CHOOSE A MAXIMUM OF THREE ANSWERS:

NOT BEING ABLE TO GO TO SCHOOL

NOT BEING ABLE TO GO TO THE CINEMA

NOT BEING ABLE TO DO SPORTS

NOT BEING ABLE TO GO SHOPPING

NOT HAVING A TELEPHONE

NOT BEING ABLE TO GO TO THE SWIMMING POOL

NOT BEING ABLE TO TRAVEL

NOT BEING ABLE TO HAVE A PET

All of this was forbidden to Jews during the Nazi occupation.



The ladder of hate

This is the ladder of hate. See what happens if you climb it.

What do you think of the ladder of hate? Choose two answers and think of one yourself.

- ☐ I wouldn't go up the ladder.
- ☐ That is how hate grows, step by step.
- ☐ When I'm very angry, I stand on the ladder for a while.
- ☐ You can climb up the ladder, but you can also climb down again.
- ☐ I don't need an enemy.
- ☐ Sometimes that is the way things escalate on social media.

☐ _____

Love and hate

A grandfather walks along the river with his grandchild.

“Grandpa, you look so worried. What’s wrong?”

The old man sighs:

“In my heart, two dogs are fighting each other.”

“What are those dogs called?”

“Love and hate,” answers the grandfather.

The child looks up at him:

“Which dog is going to win?”

“The one I feed,” says the grandfather.

What does the story of the two dogs say? Choose two answers and make one up yourself.

- ☐ That people are angels.
- ☐ That love and hate coexist in all of us.
- ☐ That dogs fight.
- ☐ That allowing love or hate to grow in our hearts is up to us.
- ☐ That nothing can be changed.
- ☐ _____



SUDDENLY, EVERYTHING CHANGED



What are your brothers going to do?

1 SEPTEMBER 1942, TWO DAYS AFTER THE ANNOUNCEMENT THAT YOUNG LUXEMBOURGERS WILL BE FORCIBLY CONSCRIPTED INTO THE GERMAN ARMY.



“Did you hear what happened in Wiltz yesterday?”

Rose asked Charles on the way to school.

“People went on strike to protest against military service. They stopped working and I heard they even marched through the streets. The Germans were livid.”

“Yes, I know, my father mentioned it. The workers at the Schiffange factory also went on strike last night. My father and his comrades want to do the same.”

On Sunday evening, the Gauleiter had announced that Luxembourg boys aged between 20 and 24 were going to be drafted into the German army. Since then, the adults had stopped doing what they were told. Their worst nightmare had come true: their children were being forced to go to war for the Nazis.

“Just imagine: these young Luxembourgers didn’t ask for this. They could die for their occupiers.

It’s insane,” Charles snapped.

“And your brothers, what are they going to do?”

Charles' gaze hardened. Rose was right. Jean-Pierre and Michel would soon be old enough to have to join.

"I don't know. My father keeps saying that there is absolutely no way they will wear German uniforms. But Jean-Pierre and Michel are less sure. They don't want to join the German army, but they're afraid the Nazis will come after our family if they don't."

"You know what, Charles? The only way to stop it from happening is for everyone to go on strike! Even us at school."

Later in the classroom, Charles had no trouble convincing his classmates. They all hated their teacher, Mr Wagener, who was worse than a German. But when he finally arrived, he said:

"Good morning, children. Sit down, I have something serious to tell you."

It was the first time in two years that they heard him speak Luxembourgish in class.

"After the events of the past few days, the Gauleiter is likely to declare a state of emergency. This means that anyone suspected of going on strike can be arrested. Strikers have already been arrested in Wiltz and Schifflange. Some may be sentenced to death. Under these circumstances, the teaching staff has decided to cancel classes today. Go home, children, and promise not to do anything stupid; don't provoke the Germans."

Charles had not expected this. He went home with a lump in his stomach, thinking of his father and brothers.

Who are the forced conscripts?

In 1942, the Germans announce that Luxembourgers are to be forcibly conscripted as soldiers in their army. People are angry. They go on strike in protest; the Nazis react with violence. 125 strikers are arrested, 21 sentenced to death. Despite the protests, 10.200 Luxembourgers aged 18 to 24 are forcibly conscripted between 1942 and 1944, as are 4.000 girls of the same age, even though they are not sent off to fight. Almost 3.000 forced conscripts die in the war and 2.000 are taken prisoner. Those who refuse to wear the German uniform also risk their lives and put their families in danger of losing everything. 2.000 forced conscripts make this choice nonetheless by hiding in Luxembourg and 1.500 by leaving the country.



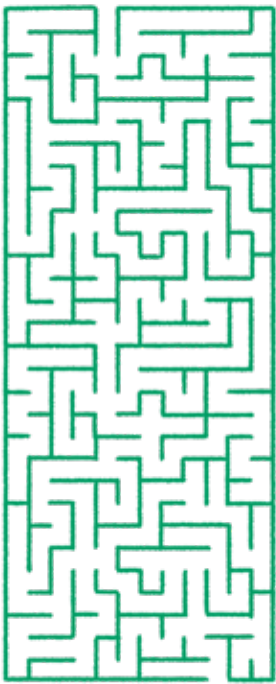
1 Poster announcing the death sentence on strikers, September 1942.

2 Departure of forced conscripts at Hollerich station, 1942.

What should Charles's brother do?

Investigate his options and draw a line to the consequences.

GO INTO THE ARMY
AND ESCAPE
AS SOON AS POSSIBLE



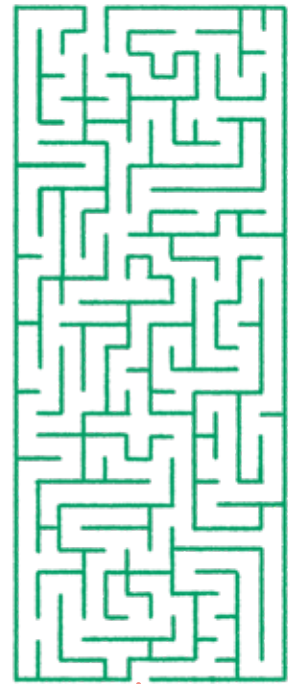
PRETEND
TO BE SICK.



OBEY THE
DRAFT ORDER.



HIDE IN
A SAFE HOUSE.



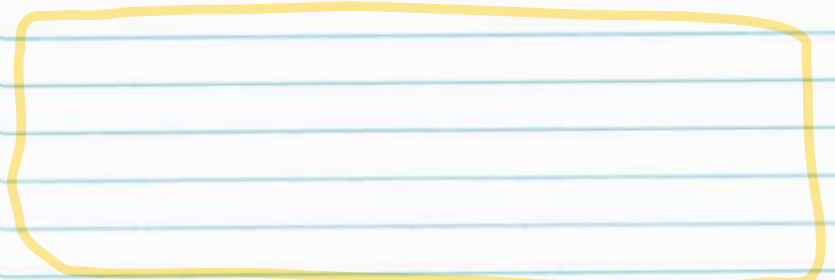
What if the Germans
find out it's not true.

The family will
be punished.

Desertion is
punishable by death.

He could die on the
Eastern front.

CAN YOU THINK OF
ANY OTHER OPTIONS?



The four freedoms

So far, the story of Charles, Kurt, Jeanne and Rose shows the extent to which the Nazi regime restricted people's freedoms. At the same time, in 1941, US President Franklin Roosevelt set out the four freedoms that every person in the world should enjoy.

THE CHAMBER OF DEPUTIES TODAY

Refer to the images below to see what those four freedoms are and what happens when they are taken away.

You have the right to express your opinion.

You have the right to believe in whatever you want.

You have the right to live in safety in your country.

You have the right to have enough to live.



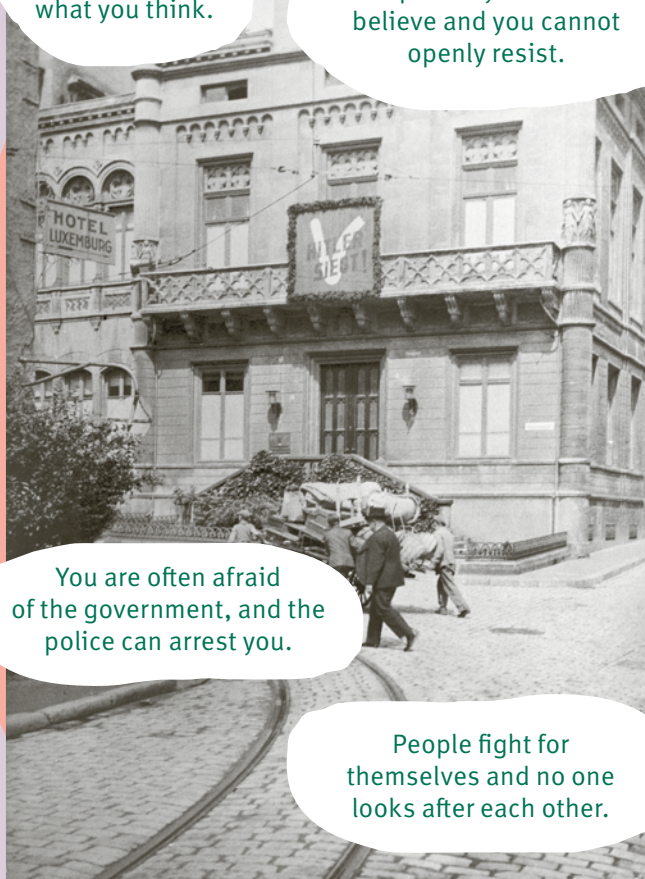
THE CHAMBER OF DEPUTIES DURING THE WAR

You are not allowed to say what you think.

People tell you what to believe and you cannot openly resist.

You are often afraid of the government, and the police can arrest you.

People fight for themselves and no one looks after each other.



What does the text on these two images make you realise?

- ☐ Freedom only exists if people fight for it.
- ☐ I would like every country to enjoy freedom.
- ☐ I want to have freedom for myself.
- ☐ Freedom is normal for me.

☐ I want to fight for the freedom of others.

☐ I believe that everyone is born free.

☐ _____

We know the risks you are taking for us

JUNE 1944, A FEW DAYS BEFORE THE ALLIED
LANDINGS IN NORMANDY.



Rose raced down the Montée de la Pétrusse on her father's old bike. It was her favourite part of the trip. Every time she went on a supply mission, she was a little scared, and every time she felt scared, she just went for it. As she neared the Grund, she almost ran over a German soldier. She had seen him early enough but deliberately waited until the very last second to swerve him.

She arrived in Schieren in less than two hours. Madame Hoffmann opened the door:

"Hello, Rose, how was your journey?"

"Not bad. How are the boys?"

"Well, they're having to stay hidden all day with nothing to do, so they're bored. Go and see them, they're waiting for you."

Madame Hoffmann was a widow. In her barn she was hiding three young men who refused to wear the German uniform. Among them were Jean-Pierre and Michel, Charles' brothers. Once a week, Rose brought them food from her parents' grocery store. Sometimes there was some post, too.

"Jean-Pierre and Michel, I have a letter for you," she called as she entered the barn.

"Our parents?" asked Michel.

"Could be, it's from the East," replied Rose.



Who are the members of the Resistance?

Resisting means fighting back: acting against the Nazis, their ideas and their dictatorship. Despite the risks to their lives and those of their families, thousands of men and women make the choice to resist. At first, members of the Resistance can't do much except encourage people to stand firm and help those who are being persecuted. Later, they help thousands of forced conscripts to hide or leave the country. Some end up joining the American, British, Belgian or French armies. Hunted by the Nazis, resistance fighters can be denounced at any moment. At least 4.000 are sent to concentration camps such as Hinert, Natzweiler and Mauthausen. Nearly 800 pay for their courage with their lives.

- 1 To avoid being conscripted by the Germans, some forced conscripts hide in the mines, which are converted into collective hideouts or 'bunkers'. Here you can see a group of deserters in the bunker 'op der Rundschelt' near Kaundorf.
- 2 Armed resistance fighters in front of the town hall in Dudelange during the liberation, September 1944. Many of them were forced conscripts who had gone into hiding.



Because Jean-Pierre and Michel had refused to join the German army, their parents and Charles had been sent to a camp in East Germany.

"What other good things do you have in your basket?" asked Jean-Pierre.

"You're in luck. I've got sausages from my aunt who lives in the Éislek," replied Rose with a big smile. Meat was hard to come by in these times of war.

"You know, Rose, we know that you, your parents, Madame Hoffmann and others in the resistance are taking a lot of risks to hide us. We're very grateful," Jean-Pierre told her.

Rose blushed. She was a little embarrassed to be complimented by a grown-up, but she was proud, too. So she said:

"We'll do anything we can to drive the Krauts out of our country!"

"The Germans aren't the problem," Jean-Pierre retorted. "There are good Germans and bad ones. The problem is the Nazis, who are murderers and tyrants."

Rose suddenly felt very silly. Jean-Pierre must have sensed it. He didn't press the point and opened the envelope:

"It's Charles' writing!"

What is resistance?

Sometimes things happen in your life that are bad or unfair and you really feel like saying 'no' to them. You decide to resist. Be it against a rule at school that you think is unfair, against the mistreatment of animals or against bullying.

Can you think of something that you feel like resisting against?

People react differently to injustice. Which answer best reflects how you react?

- ☐ I get very angry and lash out immediately.
- ☐ I am indifferent. I can't see what I could do, anyway.
- ☐ I pretend I haven't seen anything and get on with my day.
- ☐ I feel scared and walk away quietly.
- ☐ I ask questions like "What's going on here?"
- ☐ I ask myself how I can resist.
- ☐ I check whether other students have seen the injustice too and then take action.

FIND PEOPLE AROUND YOU WHO ARE GOING THROUGH THE SAME THING AND ACT TOGETHER.

Violence is always an option, but it has its drawbacks. You can get hurt. In war, resistance sometimes has to be violent. In our daily lives, it's better to try to resolve a conflict through dialogue.

1. Some students start swearing when they don't like something.

- ☒ Swearing at others can cause hurt or distress.
- ☐ They're just empty words but they need to stop.
- ☐ They don't mean to offend anyone with it.

2. Some children make jokes about people on the street, because they are Asian or Black.

- ☒ It is just for fun.
- ☐ I don't like discriminatory jokes and I say so.
- ☐ I don't care. I've been called a peasant and a stupid blonde, too.

3. A boy sits on the bus in a seat meant for an elderly or disabled person. Next to him is a woman who has difficulty standing.

- ☒ I kindly ask the boy if he will give the seat to the woman.
- ☐ I don't say anything about it, because he might have an invisible disability himself.
- ☐ I don't want to make a fuss and say nothing. I would probably stay seated myself.



4. A man tries to jump the supermarket checkout queue.

- ☐ I take the opportunity to pick up another snack.
- ☐ I nudge him softly with my trolley.
- ☐ I say, "I was already in the queue, Sir."
And I take my place back.

5. Your group is gossiping about a particular student. You see that it bothers him or her and that he or she has withdrawn from the group.

- ☐ I don't do anything; I might be next.
- ☐ On a day when the student is absent, I tell the group to stop.
- ☐ I contact the student and arrange a time for us to do something together.

6. You see a student being treated unfairly by a teacher.

- ☐ After the lesson, I go to the teacher with the student to discuss it.
- ☐ I don't do anything; it happens to everyone sometimes.
- ☐ I dare not do anything, because I think the teacher might also go after me.

When do I resist?

Take the test and find out what resistance means to you. Circle your choice.

Now see how many points you got for each question.

Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Total
1	1	2	0	
2	0	2	1	
3	2	1	0	
4	1	0	2	
5	0	2	1	
6	2	0	1	
Total				

READ THE COMMENT THAT CORRESPONDS TO THE NUMBER OF POINTS YOU SCORED. DO YOU AGREE WITH IT?

☐ YES ☐ NO

☐ 0 TO 4 POINTS

You don't often say NO. It seems you don't really care what is going on around you. You remain relaxed. You may think that a joke, even at the expense of others, is okay. Do you find peer pressure annoying? Sometimes it is okay to stand up for yourself or for others.

☐ 5 TO 8 POINTS

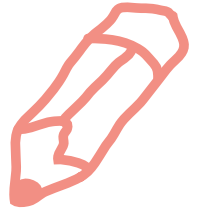
You do resist sometimes, but you often watch your back. Resistance means taking risks and choosing to fight. Perhaps you feel powerless and think nothing can be done. Sometimes you get angry. Don't let things get out of hand. It is better to talk than to fight.

☐ 9 TO 12 POINTS

You find it easy to say NO when you or others are wronged. For you, it is incomprehensible that others do nothing. Resisting is not easy. Reactions can be fierce. For you, it is just part of the job. Who knows, your attitude may be contagious to others.

SUDDENLY, EVERYTHING CHANGED

The blanket was so full of lice it was moving



JUNE 1944, A FEW DAYS BEFORE
THE ALLIED LANDINGS IN NORMANDY.



Hi Rose,

We're fine here. We might even be allowed to leave the camp soon. Dad found work an hour away from Trebnitz in a factory in Breslau. The Germans will let us live there. But we can't go back to Luxembourg. Never, they say. A month ago, a woman from the camp tried to go home. She just left, without telling anyone. Eventually, she was caught by the Germans and we were all punished because of her. For a fortnight, we weren't allowed to go out or send or receive any post.

One thing's for sure, wherever we go we'll be better off than in this camp in Trebnitz. Not long ago, I thought back to when we arrived here in the winter. 180 people crammed into a few filthy barracks. The blankets stank. At one point, we thought one of them was alive. It was so full of lice it was moving! Dad wasn't happy at all, he started shouting. Mum had to calm him down. Then she took a broom and started cleaning up, and in the end, everyone did the same and the dormitory started to look like something.

Mum always says that everything's fine. But right now, her back is hurting again because the Germans are forcing us to work in the fields. She'd rather die than give them the pleasure of seeing her complain, though. Sometimes, to give herself courage, she sings songs in Luxembourgish. It drives the guards crazy. "We speak German here," they say. Do you know how she replied the other day? "I'm not speaking, I'm singing!" They didn't know what to say to that. You should have seen their faces.

Have you heard of my cousin Pol? He was forcibly conscripted this year and captured by the Soviet army. He is now a prisoner of war in Russia and has not been heard from since. What about you, how are you doing? Are you still going on your bike rides? If so, give my love to you know who. I'm sure we'll all meet again soon.

Best wishes from Trebnitz
Charel



Who are the *Ėmgesidelt*?

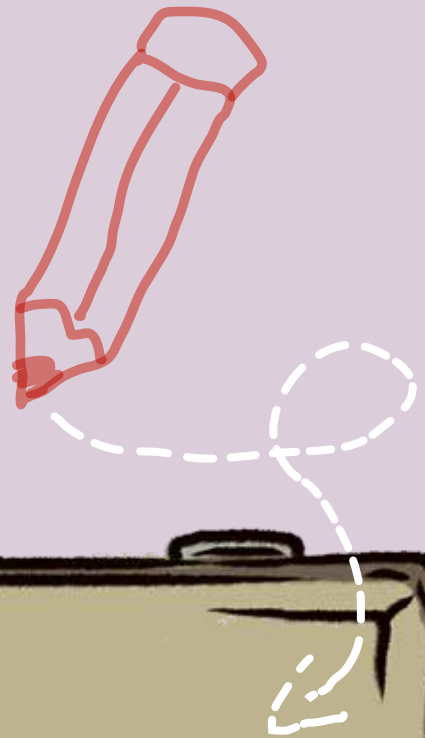
To punish Luxembourgers who refuse to obey, or who go into hiding to avoid fighting in their army, the Nazis decide that their families will be 'transplanted' (German: *umgesiedelt*, Lux.: *Ėmgesidelt*). This means taking their homes and forcibly relocating them hundreds of kilometres from Luxembourg, with no possibility of return. More than 4,000 men, women and children from Luxembourg suffer this fate. Many of these *Ėmgesidelt* end up in camps, where they are forced to work for the Germans.

First transport of 'transplanted' (*Ėmgesidelt*) families at Hollerich station, 17 September 1942.

Pack your suitcase!

Some people have to flee their country because it is at war or because they are being persecuted for their religion, opinions or sexual orientation. They can apply for asylum in another country. That is a human right.

Imagine you have to suddenly flee to another country. You have one hour to pack your suitcase.



WHAT WOULD YOU TAKE WITH YOU?
WILL IT FIT INSIDE YOUR SUITCASE?

EXPLAIN WHY YOU TAKE THESE THINGS.

A white rectangular area with horizontal blue lines, intended for writing an explanation of why the items are being taken.

Welcoming refugees

In what kind of country would you like to be welcomed?

- ☐ I don't care as long as it is safe.
- ☐ Somewhere where I can play with other children.
- ☐ Somewhere where people will be friendly with me.
- ☐ Somewhere where I can live with other refugees, far away from the city.

☐ _____



Pick four tips for children who are new in your class or street.

- ☐ Ask questions if you don't understand something.
- ☐ Try chatting with others in the playground.
- ☐ Ask other children what's going on.
- ☐ Ask your father or your mother if you can play with us in the park.
- ☐ Learn how to say "hello" in the local language.
- ☐ Advise your parents to keep up to date with what's going on in the neighbourhood.

☐ _____

Nº

Rank the tips you chose, starting with number one for the most important. Gather all number ones in your group and make a poster with them.

When the Nazis attacked, we were trapped ...



What is the Battle of the Bulge?

On 9 September 1944, American troops enter Luxembourg. Three days later, the whole country is liberated. But the war is not over, and in December 1944, the German army attacks again. The Battle of the Bulge begins. The Éislek and Moselle regions are occupied again. Entire towns such as Echternach are destroyed. Thousands are forced to flee. In February 1945, the Americans finally drive the Germans back. The Battle of the Bulge causes many casualties.



JANUARY 1945, FIVE MONTHS AFTER THE LIBERATION OF LUXEMBOURG BY THE AMERICANS, SEVERAL WEEKS AFTER THE START OF THE BATTLE OF THE BULGE.

Rose and her little brother Marcel had been trapped in the cellar since the previous day. There was another explosion, this time close by. The walls shook and the adults turned pale. An old lady sitting next to them suddenly leaned over to Marcel.

“That’s for you little one, but don’t tell anyone!

I don’t have enough for all of us.”

“Thank you!” whispered Marcel, his eyes wide open, staring at an old piece of bread and the thinnest slice of sausage Rose had ever seen.

1 Marnach in ruins after the Battle of the Bulge, 1945.

2 An American soldier inspects a German bunker.

“How did two city kids end up here?” the old lady asked, this time addressing Rose.

Rose hesitated before answering. She didn't like talking to strangers. Finally she said:

“A month ago, our parents sent us to Marnach, to see our aunt. We had to pick up some eggs and bacon. It's hard to get those in town.

When the Nazis attacked, we were trapped.”

“To think that in September we were celebrating the liberation,” sighed the old lady.

“What about the sausage, where did that come from?” asked Rose.

“When the German soldiers moved in, they took our pigs, our cows and all our potatoes – but we managed to hide a few things under the woodpile behind the barn.”

Rose was starving and desperate to do something:

“Where do you live?”

“In the farm behind the church. Why?”

“Tonight we're all going to eat!” replied Rose as she rushed towards the exit.

The adults weren't quick enough to stop her. Outside, it was bitterly cold. The ruins of the village were covered in snow. For two weeks, American planes had been bombing the Germans hiding in the houses. Yesterday, her aunt's house had been badly hit.

Suddenly, Rose stood still. She had heard something. She threw herself into a ditch, but it was too late. A helmeted shadow stood over her. And then Rose heard someone say in an American accent:

“Hey kid, don't hide there, it's dangerous!”



When is a country allowed to go to war?



CIRCLE THE NUMBER IN THE BOX THAT REFLECTS YOUR OPINION.

A country may go to war ...	Totally disagree	Somewhat disagree	Somewhat agree	Totally agree
... to defend itself when it is attacked.	4	2	1	0
... to take back land it regards as its own.	4	3	2	1
... to free oppressed people from a dictator.	3	2	1	0
... even with nuclear weapons.	6	5	1	0
... never.	0	1	3	6

ADD UP YOUR POINTS



+



+



+



=



AND SEE HOW THEY ARE REFLECTED IN THE COMMENTS BELOW. DO YOU AGREE WITH THE CONCLUSION?

○ 2 TO 6 POINTS

There will always be war.
An army is a necessity.
That army can also use
nuclear weapons.

○ 7 TO 11 POINTS

A world without war is
impossible. War is
sometimes necessary to
free people and defend
countries.

○ 12 TO 17 POINTS

War can be prevented.
Only when all peaceful
solutions have failed is it
acceptable.

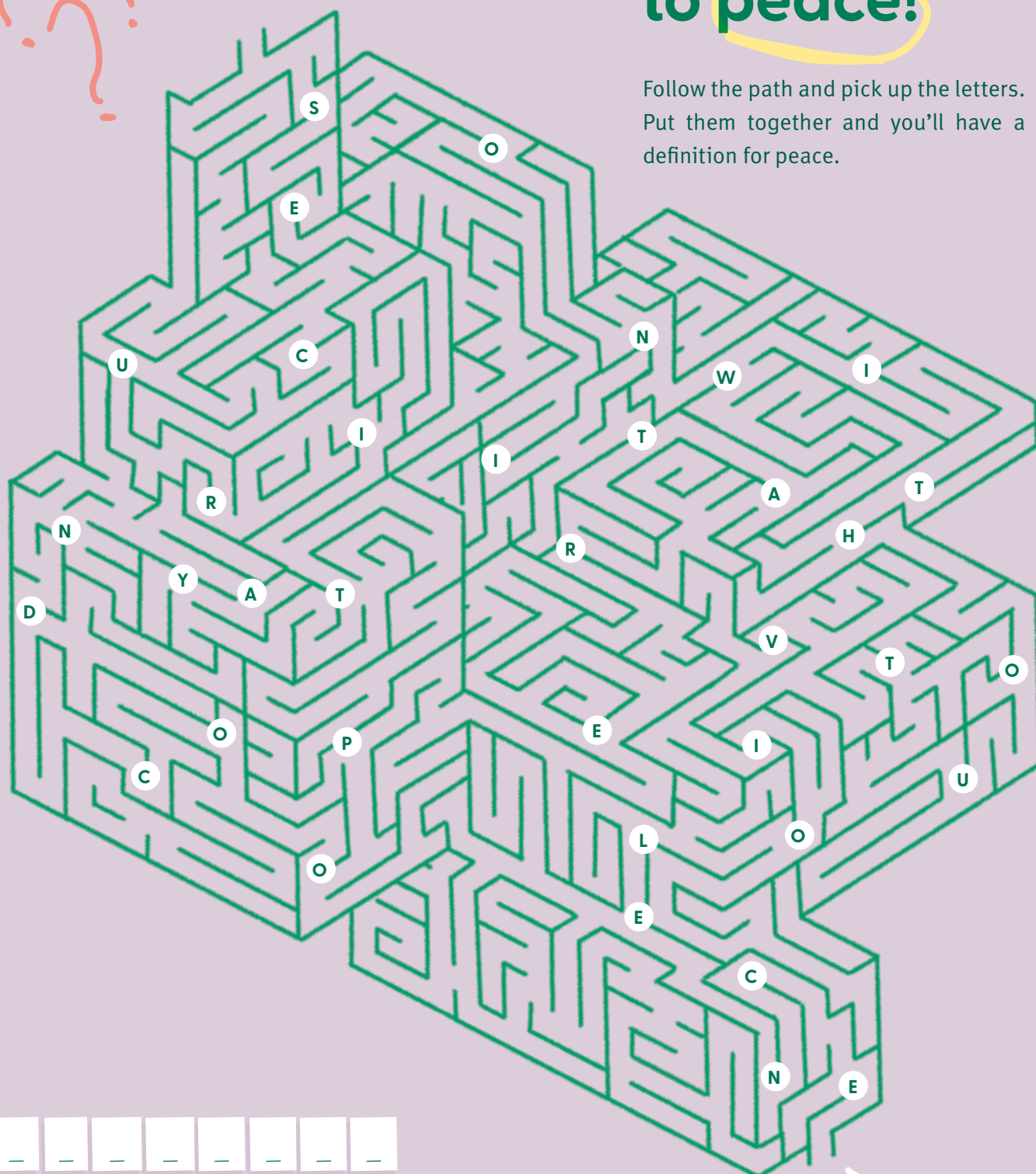
○ 18 POINTS OR MORE

You are a pacifist and
oppose violence because it
always leads to death and
destruction and grief. War
does not liberate people.



Find the path to peace!

Follow the path and pick up the letters.
Put them together and you'll have a
definition for peace.



Demographic Group	U.S. should take action (%)	U.S. should not take action (%)
All respondents	85	15
Age 18-29	95	5
Age 30-49	85	15
Age 50-69	80	20
Age 70+	75	25
Male	80	20
Female	90	10
White	75	25
Black	90	10
Hispanic	85	15
Asian	90	10
Native American	85	15
Married	80	20
Single	90	10
Divorced	85	15
Widowed	80	20
Never married	90	10
High school or less	75	25
Some college	85	15
Bachelor's or higher	90	10
Rep/Lean Rep	75	25
Dem/Lean Dem	90	10

Age Group	Percentage
18-24	15%
25-34	18%
35-44	22%
45-54	25%
55-64	28%
65+	30%



Our parents say we're not allowed to see each other anymore



SEPTEMBER 1945, FIVE MONTHS
AFTER THE END OF THE WAR.

"We were stuck in the cellar with almost nothing to eat. So I stood up and said: 'The Americans are nearby, I'm going to get them.'"

It was at least the tenth time Rose had told the story of how she had saved the people of Marnach. Jeanne didn't dare interrupt her. But Charles did, as usual:

"I went to find the Russians too! When they arrived in Silesia in February 1945, the Germans were so scared they left."

"Did they give you chocolate?" asked Rose with a smile.

"Uh, no..." replied Charles.

"The Americans gave us loads," Rose added.

The liberation had been something to celebrate for Rose, as it had for the majority of people. The resistance fighters, who had taken so many risks over the years, had finally come out into the open. They had worked with the Americans to ensure that everything went smoothly.

Jeanne said nothing. For her, the liberation had been a nightmare. Armed resistance fighters had broken into their home. They had forced her father

to put on his Nazi uniform. Then they had paraded him through the streets with other collaborators, to the howls and insults of the neighbourhood.

Realising that the conversation was distressing Jeanne, Charles asked her:

"Have you heard from your father?"

"I saw him last Sunday. When the prisoners at Grund Prison go outside for their walk, my mum and I go to the Montée de Clausen to see if we can catch a glimpse of him. We saw a guard beating a prisoner. The guards are very violent. One day, one even pointed his rifle at us."

"It's only right that they should be hard on traitors,"

Rose blurted out. She seemed to regret it instantly and added:

"But it's not your fault, Jeanne. Even if our parents tell us we're not allowed to see each other, we'll never ditch you."

Jeanne felt deeply ashamed. Because of her father and because of what had happened to Kurt and his family. She knew they'd never come back. She had read about a horrible place called Auschwitz and what the Nazis had done there. She had blamed herself ever since. As if it were all her fault.



Who are the collaborators?

'Collaborators' are people who help the Nazis, either for their own advantage or because they share their ideas. 4,000 Luxembourgers, for example, become members of the National Socialist Party. These collaborators keep an eye on their neighbours and denounce those who criticise, disobey or resist. Once Luxembourg is liberated, the collaborators suffer the wrath of their neighbours. Thousands are sent to prison.



1 American soldiers in front of the Villa Pauly, the headquarters of the Gestapo (Nazi secret police), during the liberation, September 1944.

2 Luxembourg collaborators in Nazi uniform parade on the Pont Adolphe.



Choices and consequences

In a war, you can no longer go out and play with your friends. You are no longer allowed to say what you think. Danger is everywhere. One person no longer trusts the other. You can be called a traitor or arrested on the spot. You can be forced to do things you do not want to do at all.

INVESTIGATE THE DIFFERENT CHOICES PEOPLE MADE DURING THE WAR.



My name is Johann. I was a fanatic supporter of the Nazis and I am responsible for the death of several Luxembourgers. I volunteered in the German Army.



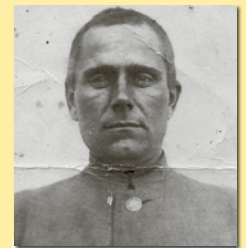
My name is Pierre. After school I had to attend the Hitler Youth and join in the activities. Some were interesting, but we also had to read Hitler's Mein Kampf.



My name is Marguerite. In order to keep my job as a teacher, I had to join Nazi organisations.



My name is Marcel. In 1942, the Germans drafted me first into the work force and later into their army. I had to fight Russians and I became a prisoner of war.



My name is Fjodor and I am from Russia. I became a prisoner of war and was then deported to Luxembourg and forced to work for the Nazi war industry.

To what extent are these people responsible for what happened to them during the Second World War? Investigate the grey zones and make a note of your opinion with a mark on the line.

JOHANN

PIERRE

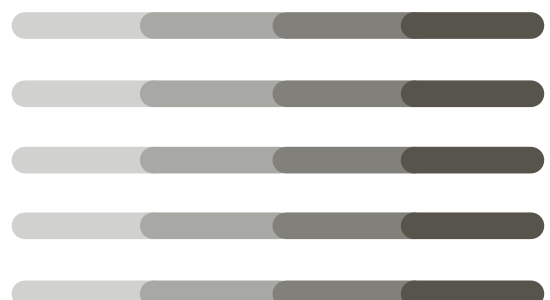
MARGUERITE

MARCEL

FIODOR

NOT RESPONSIBLE

FULLY RESPONSIBLE



Regret

When you feel guilty because you have done something wrong, you feel regret. You wish you had acted differently. You wish you could make amends, but how? See how some protagonists from the story deal with regret.

Jeanne's father was a collaborator. He believed the Nazis and betrayed several people. How long should he stay in prison? Choose the viewpoint that most closely reflects yours and add your own.

- ☐ If he made others suffer, he deserves a long prison sentence.
- ☐ He didn't mean any harm, so he should be released quickly.
- ☐ If he is allowed to leave prison early, it will cause more hurt to the people who have already suffered because of him.

☐ _____



Rose regrets what she says about traitors in front of Jeanne. She immediately adds that Jeanne will remain her friend. Will Jeanne understand? How would you react?

- ☐ If people hurt my feelings, I bear a grudge.
- ☐ Rose shows regret, so I would forgive her.
- ☐ Rose was right, but she was too blunt.

☐ _____

The prison guards beat Jeanne's father. They do not apologise, because they believe that they are in the right. But are they? What do you think?

- ☐ The prison guards have probably suffered and have a right to take their revenge.
- ☐ No one has the right to take revenge on others, that's why we have laws and justice.
- ☐ Jeanne's father can try to take revenge on the prison guards later.

☐ _____



Is there anything you regret?

If so, can you make up for it?

Do you know how to do that?

An incredible dream that came true

APRIL 1979, ONE MONTH
BEFORE THE FIRST EUROPEAN
ELECTIONS BY DIRECT
UNIVERSAL SUFFRAGE.

The European elections will take place on 10 June, at the same time as the elections to the Chamber of Deputies. For the first time, Members of the European Parliament will be chosen directly by voters. Interview with one of the candidates: Charles Koenig.

Luxemburger Blatt: Mr Koenig, for the first time, Members of the European Parliament will be elected by universal suffrage. Why does this matter?

C. Koenig: The fact that every adult will be able to vote will seem normal to those who've grown up in peace. But it hasn't always been this way. The construction of Europe has been slow and at times frustrating and until now it's been the sole task of politicians. Electing MEPs by universal suffrage

will enable citizens to play their part in building Europe, democratically.

Luxemburger Blatt: What does Europe mean to you?

C. Koenig: For me and my generation, Europe is an incredible dream that came true. During the war, who would have dared hope that former enemies would reconcile and build a common future, within a democratic framework? All this took a lot of effort, especially for the Germans, who had to face up to a desperately dark past.

Luxemburger Blatt: You yourself were deported during the war. Don't you hold a grudge against the Germans?

C. Koenig: My parents, who were politically committed people, always told me to distinguish between Germans and Nazis. In Silesia, which is now part of Poland, I met one of my best friends, Karlheinz. In 1945, he too was driven from his home. Horrors had been committed in the name of his country, Germany, but he himself was just a child, he had done nothing wrong. We don't have the right to forget, but we do have the duty to distinguish between criminals and good people, whatever their origin.



Why are there international institutions?

The Second World War was the deadliest conflict in history. It cost the lives of 50–60 million people, including the six million victims of the Holocaust, and ended with the dropping of two atomic bombs on Japan. To prevent such a catastrophe from happening again, a new international order was created after the war. This led to the creation of international organisations such as the United Nations and the European Union. They are based on the principles of dialogue and cooperation. These institutions are as fragile as sandcastles. They must be rebuilt every generation.



Parliament of the European Union in Strasbourg.

Creating peace by working together

After the Second World War, there was a long period of mourning for those who had died. Many said, “Never again!” To ensure that, France, Germany, Italy, Belgium, the Netherlands and Luxembourg signed a treaty of cooperation in 1951. This was the beginning of what would one day become the European Union.



Cooperating is not easy when so many countries are involved.



WHAT DOES THIS AGREEMENT MEAN FOR LUXEMBOURG? SUGGEST ONE ADVANTAGE AND ONE DISADVANTAGE.

Prosperity, democracy, peace and solidarity with people facing hardships were the goals of the founders of Europe. They still are the goals of that cooperation, which today is called the European Union and consists of 27 countries. In the European Union, citizens can travel and work anywhere in Europe. And companies can easily buy and sell goods in other countries.

What did your family do?

Ask your family what your family did during the Second World War. What did they experience? Did they suffer? Were they actively involved? Did they live in a country that was not affected? Or did they live in a country affected by a different war?

Monuments



Find the monuments in your neighbourhood. Go there with your friends or (grand)parents and take pictures of the statue or plaque. Post the pictures on Google Maps.

Luxembourg and Europe

What should Luxembourg do by itself and what should Luxembourg do together with the other European Union countries?

		
Defend itself.	<input type="radio"/>	<input type="radio"/>
Make sure food from other countries is safe.	<input type="radio"/>	<input type="radio"/>
Control medicines.	<input type="radio"/>	<input type="radio"/>
Decide who enters the country as a refugee and who does not.	<input type="radio"/>	<input type="radio"/>
Arrest criminals.	<input type="radio"/>	<input type="radio"/>
Protect the environment.	<input type="radio"/>	<input type="radio"/>
Prevent toxic waste from being dumped in natural areas.	<input type="radio"/>	<input type="radio"/>
Send peacekeeping missions to countries at war.	<input type="radio"/>	<input type="radio"/>
Make rules that protect children on social media.	<input type="radio"/>	<input type="radio"/>
How many flags do you have?		

Which of the following statements best reflects your view?

- | | |
|---|--|
| <input type="radio"/> Decisions affecting Luxembourg should be made in Luxembourg as far as possible. | <input type="radio"/> We should only cooperate if all countries stand to benefit. |
| <input type="radio"/> Many problems cross national borders. We should solve them together with other countries. | <input type="radio"/> We should take care of our own people first and close the borders to foreigners. |
| <input type="radio"/> Luxembourg should leave the EU as soon as possible. | |

What's the point of remembering?

17 JUNE 2018, WHEN THE MONUMENT TO THE MEMORY OF THE VICTIMS OF THE SHOAH IS INAUGURATED IN THE CITY OF LUXEMBOURG.



It was the first time Kurt had been back to Luxembourg. He had left facing near-certain death and now he was returning with his great-grandchildren Emily, 12, and Aaron, 10. What a miracle. What a victory!

"Well, for a ghost, you really have aged!"

Kurt turned round as quickly as his old joints allowed and recognised Rose immediately. At over 80, she was still as lively as ever. He took her in his arms and they hugged.

"Who's that?" asked Aaron.

"My friend Rose," Kurt replied.

"We first met when I was about your age."

"Are you the one who contacted our Opa?" asked Emily.

"I did! I tracked him down in the States by searching on the internet. I thought my heart would stop when I found him."

"And what about you, Opa, have you ever tried to find your friends?"

Kurt didn't let on that he had seen a dear friend, Jeanne Maroldt, in London. Jeanne had lived there for a long time. She too had cut her ties with Luxembourg. Instead, he said:

"Yes, I did some research on the internet too.

I came across an interview with my friend Charles, who had run in the elections. But I didn't dare contact him."

"Luckily, I was braver than you!" cut in Rose.

"Kids, do you know why you're here with your Opa today?"

"Because of a monument to the victims of the Holocaust?" Aaron replied. Emily wanted to show that she knew, too:

"Opa says it's very important, because no one has been interested in what happened to the Jews in Luxembourg until now."

"That's not entirely untrue," Rose said: "But it is not completely true either. Let's just say that, for a long time, the Holocaust was considered a terrible event, but one that didn't directly concern Luxembourg."

"Why?" asked Emily.

"Because many Jews were regarded as foreigners, like your Opa and his parents. Today, Jews are considered to have belonged fully to Luxembourg society. That's why this monument called Kaddish has been erected here, right in the middle of the capital."

"What's the point of remembering?" asked Aaron.

Kurt would have replied, "To prevent it from happening again," but did he really believe it? Instead, he simply said:

"Because one day it will be your turn to tell this story."



How do we remember the Second World War?

After the war, most people want to keep the memory of the resistance fighters and those who died alive. Monuments are built everywhere. The largest are the National Monument to the Strike in Wiltz, the Hinzert Cross, a national memorial in the Notre-Dame cemetery, the National Solidarity Monument in Luxembourg and, close by, the Monument to the Victims of the Holocaust, also known as 'Kaddish'. Since 2014, Stolpersteine ('stumbling blocks') have also appeared on Luxembourg streets. These are paving stones, placed in front of the homes of people who were murdered by the Nazis. Finally, the memory of the war is passed on by the Committee for the Remembrance of the Second World War as well as voluntary organisations. They organise meetings with survivors to teach children about what happened and encourage them in turn to pass on the memories to others.



Design your own monument

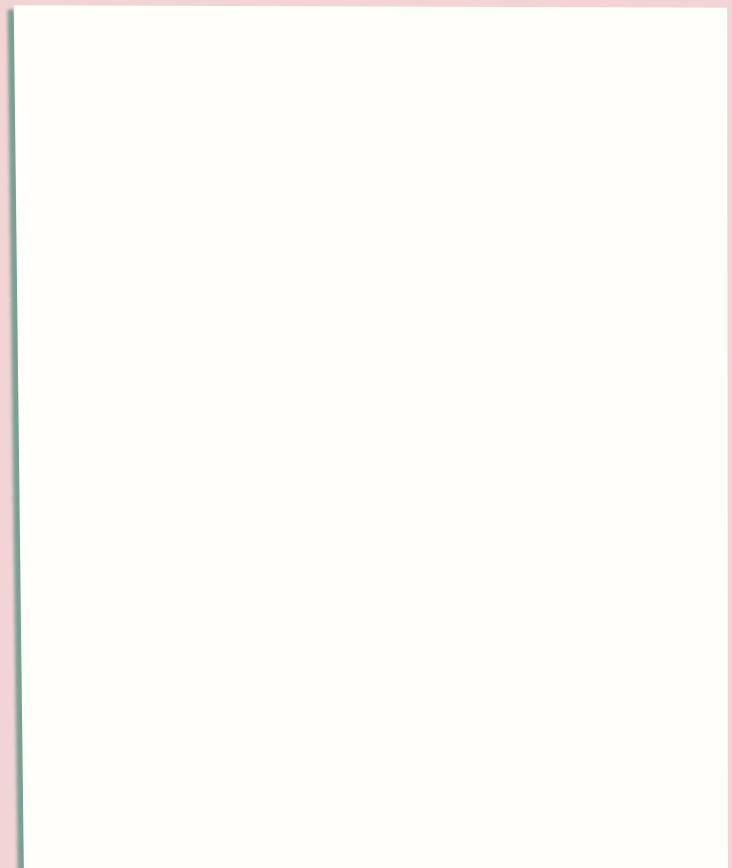
Enemies shaking hands, a revolver tied into a knot, a sword transformed into a ploughshare. All over the world, people are creating monuments to commemorate an event or express their desire for peace. Why not do the same?

Choose a topic. Think about peace, war, freedom or oppression, friendship, justice, liberation, reconciliation. Or choose another subject that's particularly close to your heart.

Sketch the design. Here are a few ideas:

- ☐ Monumental flowers
- ☐ Enormous letters
- ☐ People shaking hands
- ☐ Happy, angry or scared faces
- ☐ Broken walls or windows
- ☐ Curved bars
- ☐ Two fingers for victory
- ☐ Animals that symbolise something.
A dove (peace), a lion (power), an eagle (power and strength), a dog (loyalty).

Is your sketch ready? Use it to make a model of your monument in clay, Lego, papier-mâché or any other material. If the whole class is involved, organise an exhibition of all the models, in your school, at the town hall or in a museum. Make a video for social media!





Colophon



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Villa Pauly
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L-2320 Luxembourg

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TEXTS:

Vincent Artuso

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Vincent Artuso

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DU GRAND-DUCHÉ DE LUXEMBOURG
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Like you, Rose, Charles, Jeanne and Kurt grew up in Luxembourg. But when they were about your age, they lived through the Second World War and the Nazi Occupation. Discover their story in this activity booklet...

