

JUDGEMENT *on* **NUREMBERG**

A STUDENT MOCK TRIAL OF JULIUS STREICHER

TEACHER'S GUIDE

**Vancouver Holocaust Education Centre
October - December 1996**

PROGRAM GOALS

The purpose of *JUDGEMENT on NUREMBERG: A Student Mock Trial of Julius Streicher* is to introduce students to the International Military Tribunal at Nuremberg and its precedent setting role in extending the reach of international law. This programme provides opportunities for senior secondary students to:

- Learn and apply some of the legal principles of Nuremberg.
- Understand the role of hate propoganda in inciting groups to action both during the Holocaust and today.
- Understand and discuss the legal and political impact of Nuremberg today, including: the investigation and trial of suspected Bosnian war criminals at the International Tribunal at The Hague, and Canada's prosecution of suspected Nazi war criminals.
- Discuss how Nuremberg relates to current issues of hate speech and freedom of expression.

FACT & FICTION

Julius Streicher, owner and publisher of the anti-Semitic newspaper *Der Stürmer* was in fact tried, convicted and sentenced to death at the International Military Tribunal at Nuremberg. Streicher was found not guilty of the charge "conspiring to wage aggressive war" and guilty of the charge "crimes against humanity." For purposes of this mock trial the charge has been simplified to the latter.

The script for this mock trial is entirely fictitious. The witnesses and lawyers are fictitious but their histories and the arguments they make are historically based. Where actual testimony or quotes are used, they are indicated by quotation marks. Four Allied judges from England, France, Russia and the United States presided at Nuremberg without a jury. The mock trial makes use of a single judge and a jury to increase the number of active student roles. In keeping with Canadian judicial procedure, no gavel is used and witnesses are offered the option of either swearing on a holy book or simply affirming.

OVERVIEW *Student Handout*

Julius Streicher is charged with Count 4 - Crimes against Humanity:
He is charged with authorizing, directing and participating in inhumane crimes, including specifically the incitement of the persecution of Jews.”

The backdrop to the Nuremberg trials is the Second World War, primarily the European theatre. Over 50 million people were killed during the war, many millions of them innocent bystanders. Over 6 million Jews and countless members of minority groups, homosexuals, gypsies, communists and dissenters were exterminated in the hundreds of concentration camps spread across occupied Europe, but centred in Germany and Poland.

Following the war, the Allied powers of the United States, Britain, France and the Soviet Union convened a tribunal to try those people who had orchestrated the war and the Holocaust. The seeds for this tribunal had been sown by 1942. By that time it had become clear to the Allies that the perpetrators would have to be tried and punished under existing and new principles of international law. Political and military leaders and those who profited by the crimes—including industrialists and bankers—would for the first time, have to take responsibility for war crimes.

Some of the most infamous high-ranking officials, who were still alive after the war, were tried at Nuremberg and some were hung or received lengthy sentences. The Nuremberg trials are a warning to those who influence the course of events that they will ultimately have to justify, and be held accountable for, their actions.

PREPARING FOR THE MOCK TRIAL

AT SCHOOL

1. Introduce the unit to the class using relevant material including articles on the Nuremberg trials and Julius Streicher, related videos, student survey and mock trial segments.
2. Introduce the mock trial (role playing) concept.
3. Select students for the roles outlined or allow students to self-select.
4. Students read their roles and review their parts.
5. Students playing defence or prosecution roles should understand that their scripted questions are grouped to make key points or arguments. Students are advised to present all the questions in a set. Improvised questions should be carefully thought out.

AT HOLOCAUST CENTRE (*Time 2 hours*)

Orientation (15 minutes)

Students listen to a short orientation from a docent on the trial process:

- a. that the accused is considered innocent until proven guilty
- b. that the burden is on the prosecution to prove guilt beyond a reasonable doubt
- c. the difference between direct and cross examination (details on p. 4)

Rehearsal Time (20 minutes)

Witnesses have an opportunity to confer with the prosecution and defence counsels.

Trial Procedure (50 - 60 minutes)

Debriefing (20-25 minutes)

The docent will lead a class discussion (details on p.32). Students complete the student survey.”

DIRECT AND CROSS EXAMINATION

1. Direct Examination

Direct examination is conducted by the counsel who has called his / her witness to the stand.

The purpose of direct examination is to allow the witness to tell his / her story. Direct questions ask the witness to describe a set of facts. For example, questions such as: "Officer, how long have you been on the police force?" or "Tell the court what happened immediately after you stopped the student's car" are asked usually during direct examination.

Rules of direct examination are strict. Counsel must not ask a "**leading question**." A leading question is one in which the answer is suggested by the question. For example, "Officer, was the student wearing sloppy clothes?" is a leading question and would probably provoke an objection. The correct question is, of course, "Officer, please describe to the court what the student was wearing." If counsel objects to a leading question during direct examination, the judge may choose to disallow the question or ask that it be rephrased.

2. Cross Examination

Cross examination is conducted by the other counsel. Defence counsel cross-examines Crown witnesses and Crown counsel cross-examines defence witnesses.

The purpose of cross-examination questioning is to test the truth of a story that a witness told in direct examination so as to cast doubts on the validity of the story and the credibility of the witness.

Generally, cross-examination questioning is more flexible than direct examination. Leading questions and suggestions are allowed during cross-examination. For example, "Isn't it true that you were very upset with her because she ignored you during the party?" is acceptable during cross-examination.

Lawyers may only ask questions that concern the facts which were presented to the court during the direct examination.

ASSIGNING ROLES

The trial has 14 speaking roles. The jury will be made up of the balance of the students.

- 1 - Judge
- 1 - Court Clerk
- 1 - Accused
- 3 - Defence Counsel
- 3 - Prosecution Counsel
- 1 - Sheriff (one for the jury, one for the accused)
- 5 - Witnesses
- 12 - Jurors (or more)

After assigning roles, distribute the appropriate role sheets to the participants. The jury members will benefit from reading the witness profiles and the lawyer's questions, so you may want to distribute copies to the whole class. If time permits, ask the witnesses to introduce themselves to the class and give a brief personal history while in character.

Make sure each student (whatever their role) receives a copy of the case overview and the trial procedure hand-outs.

PRONUNCIATION GUIDE *Student Handout*

Albrecht, Elsa	all-br-ect, elle-sa
Augsberg	aug-s-berg
Bouman, Claudia	boo-man, cloud-ia
Bubikopf	bubi-cough
Der Stürmer	dare stir-mer
Franconia	fran-co-knee-a
Gauleiter	gow-lie-ter
Goebbels	go-bells
Goring	gore-ing
Kohn, Werner	con, ver-ner
Kristallnacht	crystal-knock-t
Reich	r-eye-k
Reichenstatz	r-eye-ken-stats
Schirash	sheer-ash
Stoltz, Heinrich	stold-z, hein-rick
Streicher	striker
Stuttgart	stoot-gart
Weimar Republic	vei-mar republic

TRIAL PROCEDURE *Student Handout*

- a. Deputy sheriff stands up while the Judge enters and says "Order in Court - all rise for the Judge to enter." Deputy sheriff sits beside the accused.
- b. Prosecution and Defence counsel introduce themselves by stating their names and which side they represent.
- c. Court clerk reads the indictment.
- d. Prosecutor gives the opening statement.
- e. Prosecutor calls the first prosecution witness.
- f. Defence counsel cross examines the first prosecution witness.
- g. Prosecutor calls the second prosecution witness.
- h. Defence counsel cross examines the second prosecution witness.
- i. Prosecutor calls the third prosecution witness.
- j. Defence counsel cross examines the third prosecution witness.
- k. Defence counsel gives the opening statement.
- l. Defence calls the first defence witness.
- m. Prosecutor cross examines the first defence witness.
- n. Defence calls the second defence witness.
- o. Prosecutor cross examines the second defence witness.
- p. Defence calls the third defence witness.
- q. Prosecutor cross examines the third defence witness.
- r. Prosecutor gives the closing statement.
- s. Defence counsel gives the closing statement.
- t. Judge tells the Jury how to decide.
- u. Jury deliberates and gives verdict.

v. Clerk calls “Order in Court”; judge leaves and trial is over.

COURT CLERK

Role Sheet

- After the prosecutor and defence counsel introduce themselves, the Court Clerk reads the indictment as follows:

"The defendant shall rise for the reading of the Indictment."

"Julius Streicher is charged with Count 4 - Crimes against Humanity to wit: More specifically, he is charged with authorizing, directing and participating in inhumane crimes, including particularly the incitement of the persecution of Jews."

- The court clerk swears in each witness. Witnesses are given the choice of swearing on the Bible (or other holy book) or affirming. When the witness enters the witness box and is still standing, take the Bible and hand it to the witness and say:

"Take the Bible in your right hand. Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?"

or

"Do you affirm to tell the truth, the whole truth and nothing but the truth?"

- After the witness says "Yes," say to him or her: *"State your name."*

JUDGE

Role Sheet

- Wait outside the door of the courtroom until the sheriff says “Order in court. All rise.” When you hear this, walk into the courtroom escorted by the sheriff. Take your seat. As you are sitting down, make a slight bow and ask everyone to be seated.
- Watch the trial procedures list to make sure that everything is done correctly during the trial.
- Ask for “order in court” if the courtroom gets noisy during the trial. Make sure that everyone is quiet before the lawyers continue.
- When the lawyers finish questioning a witness, excuse the witness by saying, “You may step down now.”
- Prepare to settle all disputes. For example, if one lawyer objects to a question that another lawyer has asked a witness, ask that lawyer to state a reason for the objection. Then ask the other lawyer to defend his or her question. You must make a decision after hearing each lawyer’s point of view. You may allow the lawyer asking the question to go on, or you may say, “Please do not ask the question.”
- Do not question witnesses during the trial. Usually, only the lawyers do this. However, you may ask to have something you did not understand repeated or stated more clearly (e.g., a witness’s answer or a lawyer’s question).
- Give instructions to the jury when the lawyers finish making their closing statements to the jury. This is called the charge to the jury. You say:
“As members of the jury, you must decide whether the accused is guilty or not guilty. Our law says that every accused person is presumed to be innocent until proven guilty. It is your job to decide whether the Prosecution lawyers have proven the guilt of the accused beyond a reasonable doubt. If they have not, then you must acquit him.”
- When the jury reaches a verdict, say:
" _____ (name of accused), **please stand. This jury having found you not guilty, you are free to go.**"
- If the verdict is “Guilty,” say:
" _____ (name of accused), **please stand. This jury having found you guilty, it is now my duty to sentence you. Do you have anything to say?**"
- End the mock trial by saying: “This court stands adjourned.”

PROSECUTOR

Role Sheet

The Prosecutor's task is to prove beyond a reasonable doubt that Julius Streicher, in conspiracy with others in the Nazi regime, created the virulent and anti-Semitic program of the Nazi Party.

You will present an opening statement and 3 witnesses. After you lead the evidence of each of your witnesses, the defence will cross-examine that witness. When the defence leads its 3 witnesses, you will cross-examine each of them.

You will then give a brief closing statement summarizing your case. Your witnesses are: (1) Anna Von Schirash, Hitler Youth leader; (2) Werner Kohn, former Ph.D. student; and (3) Claudia Bouman, media expert.

The Prosecutor's Opening Statement

- Streicher campaigned violently against the Jews for 25 years in his written materials and his active involvement in public rallies (i.e. such as Kristallnacht which was a key turning point in the Third Reich's anti-Jewish policy).
- Streicher educated the German people in hatred and incited them not only to racial hatred but active persecution of the Jews.
- Streicher wove the cloth that determined the destinies of millions of victims. The magnitude of the crime is so unimaginable that one might ask whether any single individual, Julius Streicher or anyone else, could be responsible for it. But if individuals are not responsible for these crimes, who is responsible?
- He was the founder and editor of the infamous newspaper *Der Stürmer* which he founded in 1923, a newspaper which typically contained viciously anti-Semitic articles and also made him a millionaire.
- He was a prominent member of the Nazi party and was appointed by Hitler as Director of the Central Committee for Defense Against Jewish Atrocity and Boycott Propaganda. He organized the German boycott of Jewish goods and businessmen in 1933.
- Streicher has been examined by psychiatrists and though obsessed by the triumph of world Jewry, he has been pronounced sane and able to stand trial. He knew what he was doing and he had every intent to accomplish this end. He shows no remorse.

The prosecution witnesses will prove beyond a reasonable doubt that the facts are true and therefore Streicher must be convicted.

DEFENCE COUNSEL *Role Sheet*

Your task is to prove that Julius Streicher is innocent of the charges.

You will present an opening statement and 3 witnesses. After you lead the evidence of each of your witnesses, the prosecution will cross-examine that witness. When the prosecution leads its 3 witnesses, you will cross-examine each of them.

You will then give a brief closing statement summarizing your case. Your witnesses are: (1) Dr. Elsa Albrecht, Professor; (2) Heinrich Stoltz, Political Historian; and (3) Julius Streicher.

Defence Opening Statement: The defence lawyer will attempt to convince the court that:

- Julius Streicher was an effective businessman who owned and operated a newspaper which printed the public sentiments of his time.
- Julius Streicher never forced his views regarding the Jews upon the population, but offered it to the public who readily accepted and even contributed to the newspaper.
- Julius Streicher was active in the Nazi Party early, but was removed as Gauleiter (Governor) in 1939. At this time he was banished from the Party. None of Julius Streicher's writings were supported by or licensed by the Nazi Party. He acted as an independent businessman.
- Julius Streicher is guilty of having views that are presently politically and morally suspect. In his occupation as newspaper editor, it was his duty to print the news and issues of his time. He neither caused these views to come into being nor, indeed, did he contribute his views to the legitimate force of his day, the Nazi Party. They, after all, disagreed with him and kicked him out of the party.
- Julius Streicher should be free as a newspaper editor to express the views of his readers. His newspaper *Der Stürmer* carried many letters and opinion columns written by the bakers, butchers and candlestick makers of Nuremberg and its surroundings.
- Julius Streicher is not a leader of men and women. He is an editorialist caught up in the spirit of his times. We must not blame the messenger for the reprehensible nature of the message.

The defence witnesses that I will call, will prove beyond a reasonable doubt that Streicher is not guilty.

Anna Von Schirash
First Prosecution Witness

Role Sheet

My name is Anna Von Schirash. I live in Berlin and teach high school. I am married and have three children. In 1936 I was 18 years old. I was recruited and became a Reich youth leader in the town of Stuttgart, Germany. I had more than 600 followers and was responsible for recruiting and training other youth leaders between 1938 and 1941. As part of my duties I was in charge of distributing party propoganda to families in the area. For four years I organized the distribution of copies of *Der Stürmer* the newspaper published by Julius Streicher in Germany from 1920 to 1943. In 1941, I contracted tuberculosis and was no longer able to carry out my duties. I spent the remainder of the war in hospital in Stuttgart.

When I was recruited as a Reich youth leader, I had only met a few Jewish people and had no feelings one way or the other about them. Once I started reading *Der Stürmer*, I began to hate the Jews and never really questioned the picture of Jewish people presented in *Der Stürmer*.

Der Stürmer was a very popular publication that had wide distribution in Germany for many years. On several occasions between 1938 and 1941 my superior invited Julius Streicher to come and speak at public rallies. These were always a great success as Streicher was a charismatic speaker and he obviously influenced thousands of people, especially the youth.

I have decided to give evidence for the prosecution because I am ashamed of my actions and the fact that I turned a blind eye towards the deportation and persecution of the Jews, Jehovah's Witnesses, Gypsies, homosexuals and others during the war. I feel responsible for what happened.

PROSECUTION EXAMINATION

Anna Von Schirash

- **Get Background information - suggested questions**
 - a. How did you get involved in the Nazi youth movement and what drew you to it?
 - b. Could you describe your activities as a Reich youth leader in Stuttgart? Why do you want to give evidence today?

- **Purpose of the distribution of *Der Stürmer* - suggested questions**
 - a. What was the reason for distributing *Der Stürmer* and other Nazi materials?
 - b. Who did you give it to?
 - c. What was the reaction of these people to the material, in particular *Der Stürmer*?
 - d. What influence did *Der Stürmer* have on you?

- **Effect of Streicher as a Public Speaker - suggested questions**
 - a. Did you see Streicher at public meetings?
 - b. What did he speak about?
 - c. What was the reaction of the people at the meetings?
 - d. What was your reaction to his speeches?

DEFENCE CROSS EXAMINATION

Anna Von Schirash

The purpose of the cross examination is to discredit the witness and cast doubt on her evidence.

- **Von Schirash was educated - why did she become a leader? - suggested questions**

- a. You are now a school teacher and I take it from your name that you come from an upper middle class family.
- b. You were educated but you joined the Hitler youth knowing their policies.
- c. You were a leader, not just a follower, so you must have believed their policies.

- **Von Schirash was not really influenced by *Der Stürmer* - suggested questions**

- a. When you read the material you distributed, it had little impact on you personally. For example, it didn't shock you and you didn't protest the ideas presented that the Jews were somehow less than human and must be segregated from Aryans and forced into ghettos.
- b. I suggest that you were already anti-Semitic and the contents of *Der Stürmer* simply confirmed what you already believed.
- c. You distributed many other Nazi publications besides *Der Stürmer*, all of which were anti-Semitic.
- d. How can you know that it was *Der Stürmer* and not the other publications that caused racial hatred against the Jews in your town?

- **Self-serving evidence - suggested questions**

- a. As a leader of Hitler Youth, you are liable to prosecution yourself, aren't you?
- b. If you give evidence today, you will not be prosecuted, will you?

WERNER KOHN

Second Prosecution Witness

Role Sheet

I am 35 years old. In 1938 I was 27 years old. Like many Jews in Germany at the time I was fairly assimilated, that is I dressed, acted and felt German and couldn't be distinguished from the ordinary German young man on the street. My father served with distinction in the German army during the First World War. I was accepted in a Ph.D. program of history and philosophy at the University of Berlin. I was doing well and enjoyed a good relationship with my professors but was expelled in 1934 under the Nuremberg racial laws which did not permit Jews to go to university.

On Kristallnacht, the night of broken glass, November 8-9, 1938, Jews were beaten, synagogues, Jewish institutions and stores were destroyed and 35,000 Jewish men were sent to concentration camps. Although Kristallnacht was organized by the Nazis, ordinary citizens participated, many of whom carried placards with slogans and crude pictures deprecating the Jews. I heard the mob chanting slogans which I recognized from *Der Stürmer* and from Streicher's speeches.

Within weeks of this event, my parents were "arrested." I never saw or heard from them again. I managed to hide in the rear of the apartment and moved around in hiding for several years. I too was finally caught and forced across the border into Poland and then into the Lodz Ghetto. I was deported to Auschwitz Concentration camp, where I barely survived the war. The rest of my family was killed in the camps.

PROSECUTION EXAMINATION

Werner Kohn

- **Let Werner tell his story very briefly so everyone has an idea of what he has gone through - suggested questions**
 - a. Tell us briefly about your family and history up to 1935.
 - b. Why did you leave your Ph.D. program in 1934?
 - c. What did you do then?
 - d. What happened on Kristallnacht? - describe what you saw.

- **Werner can tell about *Der Stürmer* and what effects it had on people - suggested questions**
 - a. Are you familiar with the newspaper *Der Stürmer*?
 - b. How did *Der Stürmer* portray Jews, Gypsies, Homosexuals and other so-called enemies of the state?
 - c. How did you feel when you read articles in *Der Stürmer*?
 - d. When talking with non-Jewish people, did you notice any change in their attitude, particularly when they mentioned *Der Stürmer*?

- **Prove the relationship between *Der Stürmer* and people's actions - suggested questions**
 - a. What does Kristallnacht mean?
 - b. Tell us about Kristallnacht, the night of November 8 - 9, 1938. What happened to many Jews that night? What happened to Jewish shops and institutions?
 - c. Describe what the mob did to the artifacts and books from the synagogue.
 - d. What were they chanting and what did their placards read? Where did these chants and slogans come from?

DEFENCE CROSS EXAMINATION Werner Kohn

The purpose of the cross examination is to discredit the witness and cast doubt on his evidence.

- **Show that *Der Stürmer* was only part of a centuries-old tradition of anti-Semitism - suggested questions**
 - a. Isn't it true that other factors contributed to the hatred of the Jews including the centuries-old Christian teachings portraying Jews as the killer of Christ, agents of the devil and practitioners of witchcraft?
 - b. Isn't it therefore true that you and your family experienced anti-Semitism long before Streicher began publishing *Der Stürmer* in 1923?
 - c. You wouldn't know whether the people that attacked you on Kristallnacht were influenced by their parents, school teachers, clergy or *Der Stürmer*, would you? You never asked any of them, did you?

- **You may want to try to discredit the information or opinions of the witness - suggested questions**
 - a. After 1938 you were in hiding and you didn't really have access to newspapers and other publications did you?
 - b. If you weren't talking to people and you weren't reading newspapers after 1938, and the systematic murder of Jews did not begin until June 1941, with the German invasion of Russia, you can't really say whether or not Streicher had any influence on these events, can you?

CLAUDIA BOUMAN

Third Prosecution Witness

Role Sheet

My name is Claudia Bouman. I am a German national, 40 years old and was educated in journalism at the University of Berlin and then took a masters degree at Harvard University in the United States. I have studied comparative journalism and written papers and given lectures on the effects of newspapers like *Der Stürmer* and the pros and cons of censorship.

Der Stürmer was a newspaper founded by Julius Streicher in Nuremberg in 1923. The title *Der Stürmer* translates as "The Attacker" or "Stormtrooper." Stormtroopers were the elite Nazi military police who later became the SS and carried out the destruction of European Jewry and other minorities. Streicher became the editor of *Der Stürmer* and, as of 1935, its owner as well. It was he that gave it its special anti-Semitic and pornographic character. As a result, the Nazi authorities dissociated themselves from some of its articles and even closed down the newspaper in the city of Nuremberg.

I actually worked briefly on *Der Stürmer*. I was there in 1938 when Streicher published an article entitled "War against the World Enemy," in which he called for the total destruction of the Jewish people. I will give evidence on the impact of the media.

PROSECUTION EXAMINATION Claudia Bouman

- **Get background information - suggested questions**
 - a. What was your association with *Der Stürmer*?
 - b. What is your area of expertise today?
 - c. Can you tell us how *Der Stürmer* was founded and something of its history?
 - d. What does the name *Der Stürmer* mean?
- **Newspapers both lead and follow public opinion - suggested questions**
 - a. Hitler was the first politician to campaign by air and his activities were covered intensely by the media. Although it cannot be said that the media alone created the situation in Germany between 1933 and 1939, would the task of exterminating the Jews have been more difficult without the complicity of the media?
 - b. Do newspapers and radio have a strong impact on people and sometimes manipulate people by exploiting their prejudices and biases?
- **The relationship between *Der Stürmer* and Nazi policies - suggested questions**
 - a. Is it not true that the series of cartoons in *Der Stürmer* between 1923 and 1933 foreshadowed the *Final Solution*, the Nazi plan for exterminating the Jews?
 - b. Doesn't this suggest to you that some Nazi leaders not only read but were influenced by *Der Stürmer* and that the paper helped inspire Nazi policy?
- **Responsibility of media - suggested questions**
 - a. Please examine Exhibit "A." This is an example of *Der Stürmer's* portrayal of Jews. What is the danger in promoting only negative stereotypes about a people, especially when coupled with incitement to violence?
 - b. Did Streicher ever report that Jews contributed much to science, the arts and political life during the period of the Weimar Republic from 1918 - 1933?
 - c. What responsibility does the media have to report facts in an unbiased way and to distinguish between editorializing and facts?

DEFENCE CROSS EXAMINATION

Claudia Bouman

The purpose of the cross examination is to discredit the witness and cast doubt on her evidence.

- **Streicher's speeches and writings were only one of many influences. It is therefore impossible to apportion blame - suggested questions**
 - a. Isn't it true that Hitler and Goebbels were preaching hatred all over the country, in speeches that were reported in other newspapers?
 - b. How can you say that it was Streicher's speeches or writings in particular that promoted hatred?

- **Show that the *Der Stürmer* did not influence Nazi policy - suggested questions**
 - a. Isn't it true that the Nazi party disassociated themselves from *Der Stürmer* because of its extreme anti-Semitic and pornographic character? In fact didn't the Nazis actually shut down the operation of *Der Stürmer* in the town of Nuremberg?
 - b. Wouldn't you say then that Streicher was out of favour with the Nazis and was not part of the inner circle of power?
 - c. Wouldn't this have reduced *Der Stürmer's* influence on both Nazi leaders and *Der Stürmer* readers?

- **Censorship - suggested questions**
 - a. Isn't democracy about free speech? Why not let the public make up their own minds? Who is to say that the government should determine what people should hear or read?
 - b. If you were to shut down a newspaper like *Der Stürmer*, where would you draw the line about which opinions are permissible and which are not, which newspapers could be shut down and which should be allowed?

- **Show that Streicher did not write all of the material - suggested questions**
 - a. Isn't it true that many of the articles in *Der Stürmer* were not actually written by Streicher, but by other writers and editors of the newspaper?
 - b. Isn't it also true that *Der Stürmer* received and published countless letters by admiring readers and that Streicher cannot be held accountable for what his readers submitted?

Dr. Elsa Albrecht
First Defence Witness

Role Sheet

My name is Dr. Elsa Albrecht. I was born and raised in Berlin where my family has lived for five generations. I now live in Frankfurt. I have a medical degree from Berlin University and received my Psychiatric training from the University of London. I am currently a Professor of Psychiatry at the University of Frankfurt. I consider myself a specialist in the psychology of mass movements, terrorism and other extremist groups. I have a particular interest in the study of paranoia. I have been the keynote speaker at a major conference on "Nazi Propaganda and its Appeal to Extremist Groups" and have published widely in professional journals on this topic.

My position is:

- The effect of Streicher's publications on the German people has been exaggerated. Streicher's inflammatory language would have only appealed to extremists and cranks.
- Streicher was a fiery, passionate man of low intelligence and cannot be held responsible for his views.
- Streicher was paranoid and really believed that the Bible was pornographic literature and that Christ was to be discounted because he was a Jew. He also believed that Jews committed ritual murders and were responsible for everything from unemployment and inflation to women's fashion. He believed that bobbed (curled) hair known as "Bubikopf" was part of a Jewish conspiracy to break-up German society.

- **Have Albrecht explain her credentials - suggested questions**
 - a. What is your profession?
 - b. Please describe your professional interests and expertise.

- **Show that the excessive language of *Der Stürmer* would have discredited it among ordinary Germans - suggested questions**
 - a. In your opinion, what kind of reader would be attracted to a publication called "The Attacker" or "Stormtrooper."
 - b. Are you familiar with an article written and published by Streicher on December 25, 1941, which stated *"If one really wants to put an end to the continued prospering of this curse from heaven that is the Jewish blood, there is only one way to do it: to eradicate this people, this Satan's son, root and branch."*
 - c. How would you characterize this quote? What parts would you judge to be extreme?
 - d. In your opinion, what kind of people believe that Jews are in league with Satan? Would ordinary people take this kind of writing seriously?

- **Show Streicher was of low intelligence and cannot be held responsible for his actions - suggested questions**
 - a. How would you describe Streicher's personality and intelligence?
 - b. How likely are people of low intelligence to be easily influenced by the passionate beliefs of their time. How likely was Streicher to just repeat what he heard around him?
 - c. In your opinion can Streicher be held responsible for his actions?

- **Streicher was paranoid and only reported what he *thought* were facts - suggested questions**
 - a. Please explain paranoia to the court.
 - b. In your medical opinion, would you diagnose Streicher as paranoid? Please give us some examples describing his paranoia.

- c. As a paranoid person, was Streicher capable of distinguishing whether, in fact, Jews were actually conspiring to destroy the Aryan race, or whether this was merely an opinion, without basis in fact?
- d. As a paranoid person, can Streicher be held responsible for what he said or wrote?

PROSECUTION CROSS EXAMINATION

Dr. Elsa Albrecht

The purpose of the cross examination is to discredit the witness and cast doubt on her evidence.

- ***Der Stürmer* was widely published and read by ordinary German citizens - suggested questions**
 - a. Please examine Exhibit “B”. This shows how *Der Stürmer* was publicly displayed throughout Germany. The slogan on the billboard reads “The racial problem is the key to world history.” Do the people you see reading *Der Stürmer* in this photograph seem like extremists to you?
 - b. Do you agree that in the twenties, *Der Stürmer*, with its scandal-sheet formula, achieved a circulation of twenty thousand copies and that after 1933, the paper reached a public in the millions?
 - c. Do you really believe that all these millions of *Der Stürmer* readers can be classified as cranks or extremists?

- **Show that Streicher, though paranoid, was capable of distinguishing right from wrong - suggested questions**
 - a. You have said that Streicher was not an intelligent man -- but you would agree that even men who are not intelligent can tell right from wrong?
 - b. Over the years Streicher was a school teacher, a decorated war veteran and an astute business man -- doesn't that imply that he was capable of functioning quite successfully in the world, paranoid or not?

EXHIBIT "B"

Dr. Elsa Albrecht

Heinrich Stoltz

Second Defence Witness

Role Sheet

My name is Heinrich Stoltz. I was born and raised here in Nuremberg. I come from a well established family with many financial interests in the area. I am Vice President of Reichenstanz Steel and a banker by profession. I, like Julius Streicher, was a member of the Nazi Party. The Nazis deposited some of the funds confiscated from Jews in my bank.

I voted for the Nazi party because they offered us pride and an improved economy after Germany's humiliating defeat in World War I. However, I did not believe in the Nazi racial views about the superiority of the Aryan race and had friends and colleagues in the business community who were Jewish.

I of course read *Der Stürmer* and kept up a relationship with Julius Streicher by providing loans for his newspaper. I would encourage the court to root out those who directly put the policy of the systematic annihilation of the Jews into practice, but not to try ordinary business men like Streicher, who ran a privately-funded newspaper.

My position is:

- Following its defeat in World War I, the German economy was in a terrible crisis. There was high unemployment and food shortages.
- Jews, who were influential thinkers and business men, were partly to blame for the terrible state of the economy.
- Streicher was just a business man trying to make money by giving readers what they wanted to hear.

- **The economy was in dire straits - suggested questions**
 - a. Describe the state of the German economy following Germany's defeat in World War I.
 - b. Tell us about the state of the economy and the German people's sense of pride after the election of the Nazi party in 1933.

- **Sometimes people try to blame the victim - suggested questions**
 - a. You would agree that Jews played a prominent role in the intellectual and business community in Berlin and other major cities of Germany prior to the war?
 - b. You would agree that many Jews were leaders of the Communist movement in Germany from 1925 to 1934 and that Communism was feared by most Germans?
 - c. Would you not agree that Jews could be considered or perceived as a threat, especially in the dismal economic times experienced by most Germans from 1925 to the war?

- **Show how Streicher was just a business man trying to make money by giving readers what they wanted to hear- suggested questions**
 - a. How did Streicher make a living?
 - b. You read many German publications before and during the war. Was Streicher's *Der Stürmer* really so unusual or different from those other publications?
 - c. Would you say that Germans generally shared Streicher's views and that in fact *Der Stürmer* was only reflecting popular opinion?
 - d. Would you say that this made good business sense?

PROSECUTION CROSS-EXAMINATION

Heinrich Stoltz

The purpose of the cross examination is to discredit the witness and cast doubt on his evidence.

- **Undermine the idea that Streicher was "just" a business man - suggested questions**
 - a. Isn't it true that Streicher was a great friend of Hitler?
 - b. Wouldn't you say that Streicher was no ordinary small business man, but rather a powerful player?

- **Jews were not responsible for the state of the economy, just convenient scapegoats for this and other problems - suggested questions**
 - a. Didn't you say that you had many Jewish colleagues and friends who were business men?
 - b. Did you not admire their success? How can you say that successful Jewish business men would want to undermine or destroy their own economy?
 - c. Isn't it true that Jews were just being made into convenient scapegoats for a troubled economy?

- **Witness shares Streicher's views - suggested question**
 - a. You said that you continued to maintain your relationship with Streicher and provide loans for his newspaper *Der Stürmer*.
 - b. I suggest that you were sympathetic to Streicher's views and are still sympathetic with them today and that is why you are giving evidence.

Julius Streicher

Third Defence Witness Role Sheet

My name is Julius Streicher. I was born in Augsburg, Bavaria in 1885. As a young man I taught elementary school in Nuremberg and entered politics there. During World War I, I was awarded several medals for distinguished service.

I helped found the German Socialist Party in 1919, which merged with the Nazi Party in 1922. In 1923 I founded the newspaper, *Der Stürmer*. I became its editor and, as of 1935, its owner as well.

From 1925 to 1940 I was appointed Nazi *Gauleiter* (governor) of Franconia. I ruled over this region and was responsible for implementing Nazi decrees. I even served as a judge in this very courtroom. I was dismissed from my position as Gauleiter on the grounds of misconduct but I maintained personal favour with Hitler.

I organized the anti-Jewish boycott of April 1, 1933. I was also one of the authors of the Nuremberg Laws which removed the rights of citizenship from Jews and forbade the association and marriage between Aryans and Jews.

- **Have Streicher give some background about his service to his country - suggested questions**
 - a. Tell the Court about your early years, first job and service during World War I.
 - b. Describe your role as *Gauleiter* or governor of Franconia for fifteen years.
 - c. How did you earn a living from 1923 on?

- **Show that Streicher was a follower, not a leader - suggested questions**
 - a. Did you know Hitler and the other top brass including: Goebbels, Göring and Himmler?
 - b. How did the Nazi party treat you while you were *Gauleiter* (governor)? How did you feel about this?
 - c. Would you describe yourself as a leader or decision maker within the Nazi party?

- ***Der Stürmer* was not an integral part of Nazi policy - suggested questions**
 - a. Tell us about the response of Nazi authorities to *Der Stürmer*.
 - b. How did this affect the reputation and credibility of *Der Stürmer*?

- **Streicher never hurt anybody personally - suggested questions**
 - a. Did you ever hurt or kill a Jewish person?
 - b. Did you ever cause anyone to be deported to a death camp? Did you in fact ever see a death camp?

PROSECUTION CROSS EXAMINATION

Julius Streicher

The purpose of the cross examination is to discredit the witness and cast doubt on his evidence.

- **Although shunned by Nazi leaders, Streicher was a fervent Nazi supporter - suggested questions**
 - a. Isn't it true that even after you were ousted as governor of Franconia, Hitler protected you and allowed you to live on his farm?
 - b. Didn't you remain faithful to "The Fuhrer" or Hitler to the very end and support his conviction about the wickedness of the Jews?
 - c. In fact, didn't you feel neglected that you had not been called upon to help carry out the anti-Jewish legislation of the Nuremberg laws, laws you helped to write?

- ***Der Stürmer* was complicit by reflecting Nazi policy - suggested questions**
 - a. Is it not true that the editors of *Der Stürmer* continually assured readers that the purpose of their paper was to divide Germans from Jews and to remove Jews, Gypsies and others from public life?
 - b. Wasn't this the same position one held by the Nazi party?

- **Streicher incited others and was present when others harmed Jews - suggested questions**
 - a. Although you claim to never have personally harmed Jews, isn't it true that you organized the anti-Jewish Boycott and Kristallnacht, where countless Jews were harmed and their institutions destroyed?
 - b. Isn't it true that you took great personal delight in all violence against Jews, Gypsies, homosexuals and other dissidents and that you were never seen in public without a whip?
 - c. Why was that?

POST-TRIAL DISCUSSION QUESTIONS

1. **Debrief trial verdict**

Docents should ask students what they think of the verdict. Students should be asked to support their opinions:

- a. What were your reasons for finding him guilty / not guilty?

If Streicher has been found guilty, ask:

- b. Do you think that he would have been found guilty in today's world?

If Streicher has been found not guilty, ask:

- c. How would you feel about the verdict if it had been you, your family or your religious / ethnic group that had been the target of Streicher's propaganda?

2. **Freedom of the press**

Streicher was tried for propagating hate through the media. Should newspapers be given complete freedom to publish what they want?

3. **Canadian anti-hate legislation**

Malcolm Ross was an elementary school teacher in New Brunswick who was convicted of spreading hate and anti-Semitic lies, which included Holocaust denial. Although he spread his message of hate outside of the classroom he has been forbidden to teach. Do you think that this is right?

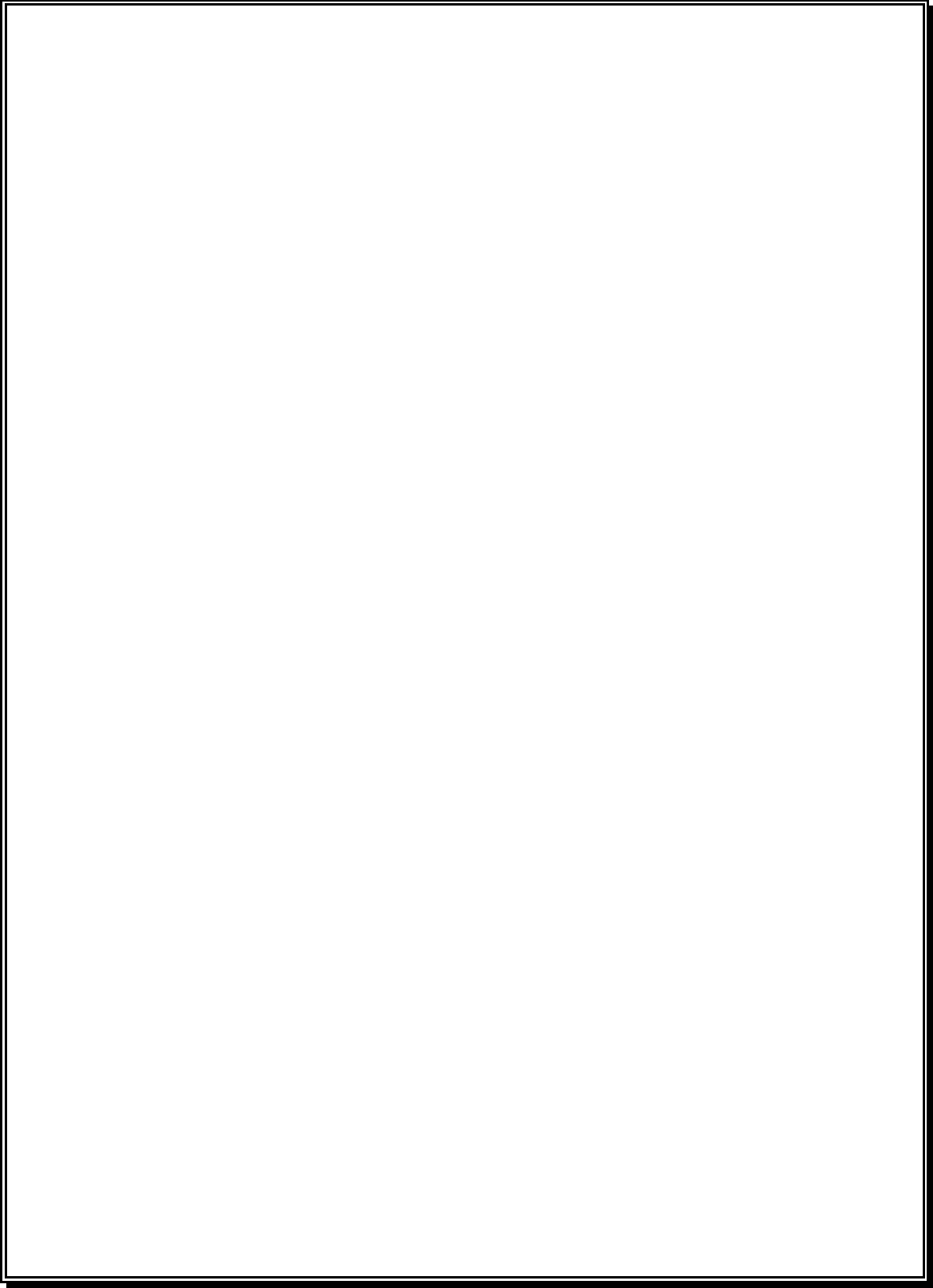
4. **Ethnic cleansing**

Racial hatred in the former Yugoslavia led to the persecution and mass murder of one group by another. Serbian leaders suspected of carrying out the "ethnic cleansing" will be tried this fall at the International Tribunal at The Hague. Do you think it was right for international soldiers to capture these men and deport them to The Hague for trial? What are the parallels to Nuremberg?

5. **Canadian prosecution of war criminals**

Many suspected Nazi war criminals were never caught or prosecuted. Some of them are thought to be now living in Canada. They are now men in their eighties and nineties. Do you think that Canada should continue to try and prosecute old men who probably have not harmed anyone for half a century?

Plan of the Nuremberg Courtroom



ANTI-JEWISH LEGISLATION

The first stages of the Nazi solutions to the "Jewish Problem" were carefully devised in the following legal steps:

February 28, 1933;

Emergency Decree For The "Protection Of People And State"

With this law, the police could arrest anyone they considered anti-Nazi or a political threat to the state.

March 23, 1933

The Enabling Act, "Law for the Relieving of the Distress of People and Reich"

Parliament voted that Hitler and his cabinet had the right to make laws on their own. Hitler gained the legal right to rule by decree (direct order) and could remove basic civil rights from those Germans deemed dangerous to the Reich.

April 1933

"Law for the Restoration of Professional Civil Service"

This was the first anti-Jewish law. It removed "non-Aryans" (Jews) from the German civil service, including; postal, fire and police departments, the courts, railroads conductors, public school teachers, etc.

April 1933

"Law Regarding the Admission to Bar"

Persons of "non-Aryan descent" (Jews) and/or pro-Communists could not practice law.

April 1933

"Law Against the Overcrowding of German Schools and Institutions of Higher Learning"

The number of "non-Aryan" (Jewish) students was reduced in public and private schools.

July 14, 1933

The Nazi Party was officially declared the only legitimate party in Germany.

NUREMBERG LAWS

A continuation of anti-Jewish legislation

September 1935

"Reich Citizenship Law" and the "Law for the Protection of German Blood and Honour" (commonly known as the Nuremberg Laws):

According to the Nuremberg Laws, people were of the Jewish "race" if one grandparent was considered Jewish or if they considered themselves members of the Jewish "race." A grandparent was considered Jewish if he or she had belonged to a Jewish religious institution.

The first of these laws reclassified Jews as "subjects" rather than "citizens" and, thereby, removed their basic civil rights.

The second of these laws was directed at governing private life:

1. It prohibited intermarriage between Jews and non-Jews.
2. Sexual intercourse was forbidden between Jews and non-Jews.
3. Jews could not employ non-Jewish women under age 45 as domestic helpers.

NOTE :The Nuremberg Laws made it possible to begin to carry out policies of discrimination and exclusion by removing civil rights. The legal definition of a "race" was now dependent upon membership in a religious group.

GLOSSARY

Allies

The nations fighting Nazi Germany, Italy, and Japan during World War II; primarily the United States, Great Britain, Canada, and the Soviet Union.

Anti-Semitism

Opposition or hatred of Jews. As a term, it came into wide-spread use in the 1870s. Subsequently, it has come to denote hatred of Jews, in all of its forms, throughout history.

Auschwitz

A concentration camp established in 1940 at Oswiecim, Poland. In 1942, it became an extermination camp. It contained a labour camp, the death camp, Birkenau, and the slave labour camp, Buna-Monowitz. Up to 1.5 million Jewish men, women and children were murdered in this camp and 100,000 victims from other ethnic and cultural groups. Only 7,650 were found alive at liberation.

Axis

The Axis powers originally included Nazi Germany, Italy, and Japan who signed a pact in Berlin on September 27, 1940. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia.

Concentration Camps

Immediately after assuming power on January 30, 1933, the Nazis established camps where they "concentrated" and imprisoned perceived enemies of the state. Enemies of Nazism included: actual and potential political opponents (Communists, Socialists, Monarchists), Jehovah's Witnesses, Gypsies, homosexuals and others deemed "anti-social." The general round-up of Jews did not begin until 1938. Before then, only Jews who fit the other categories were interned in the camps. The first three camps were: Dachau, Buchenwald, and Sachsenhausen.

Der Stürmer ("The Attacker" or "The Stormtrooper")

An inflammatory, anti-Semitic German weekly, founded and edited by Julius Streicher, which was published in Nuremberg between 1923 and 1945.

Final Solution

Nazi code name for the plan to destroy the Jews of Europe.

Göring, Hermann

An early member of the Nazi party, Göring participated in Hitler's "Beer Hall Putsch" in Munich in 1923. After its failure, he went to Sweden, where he lived (for a time in a mental institution) until 1927. In 1928, he was elected to the *Reichstag* and became its president in 1932. When Hitler came into power in 1933, he made Göring Air Minister of Germany and Prime Minister of Prussia. He was responsible for the rearmament program and especially for the creation of the German Air Force. In 1939, Hitler designated him his successor. During World War II, he was virtual dictator of the German economy and was responsible for the total air war waged by Germany. Convicted at Nuremberg in 1946, Göring committed suicide by taking poison just two hours before his scheduled execution.

Hess, Rudolf

Deputy and close associate of Hitler from the earliest days of the Nazi movement. On May 10, 1941, he flew alone from Augsburg and parachuted, landing in Scotland where he was promptly arrested. The purpose of his flight has never become clear. He probably wanted to persuade the British to make peace with Hitler as soon as he attacked the Soviet Union. Hitler promptly declared him insane. Hess was tried at Nuremberg, found guilty, and sentenced to life imprisonment. He was the only prisoner in Spandau Prison until he apparently committed suicide in 1987.

Himmler, Heinrich

Head of the SS and secret police.

Hitler, Adolf

Führer und Reichskanzler (Leader and Reich Chancellor). Although born in Austria, he settled in Germany in 1913. At the outbreak of World War I, Hitler enlisted in the Bavarian Army, became a corporal and received the Iron Cross First Class for bravery. Returning to Munich after the war, he joined the newly formed German Workers Party which was soon reorganized, under his leadership, as the National Socialist German Party (*NSDAP*). In November 1923, he unsuccessfully attempted to forcibly bring Germany under nationalist control. When his coup, known as the "Beer-Hall Putsch," failed, Hitler was arrested and sentenced to 5 years in prison. It was during this time that he wrote *Mein Kampf*. Serving only 9 months of sentence, Hitler quickly reentered German politics and soon outpolled his political rivals in national elections. In January 1933, Hindenburg appointed Hitler chancellor of a coalition cabinet. Hitler, who took office on January 30, 1933, immediately set up a dictatorship. In 1934, the chancellorship and presidency were united in the person of the *Führer*. Soon, all other parties were outlawed and opposition was brutally suppressed. By 1938, Hitler implemented his dream of a "Greater Germany," first annexing Austria; then (with the acquiescence of the Western democracies), the Sudetenland (A Czech province with ethnic German concentration); and, finally, Czechoslovakia itself. On September 1, 1939, Hitler's armies invaded Poland. By this time the Western democracies realized that no agreement with Hitler could be honoured and World War II had begun. Although initially victorious on all fronts, Hitler's armies began suffering setbacks shortly after the United States joined the war in December 1941. Although the war was obviously lost by early 1945, Hitler insisted that Germany fight to the death. On April 30, 1945, Hitler committed suicide rather than be captured alive.

Holocaust

The destruction of some 6 million Jews by the Nazis and their followers in Europe between the years 1933-1945. Other individuals and groups were persecuted and suffered grievously during this period, but only the Jews were marked for complete and utter annihilation. The term "Holocaust" — meaning "a completely burned sacrifice" — has a sacrificial connotation appropriate to the events. The word *Shoah*, originally a Biblical term meaning widespread disaster, is the modern Hebrew equivalent.

International Military Tribunal

Established by the Allies to try Nazi criminals: Popularly known as the Nuremberg Trials.

Jackson, Robert

United States Supreme Court Justice commissioned to form the International Military Tribunal and to preside as head of the prosecution staff.

London Agreement

Basis for the prosecution of war criminals.

Nazi

Name for the National Socialist German Workers Party.

Nazism

The ideology of the National Socialist German Workers Party and the party's system of rule from 1933 to 1945. Also a form of fascism. The ideology included: 1) anti-liberalism and anti-parliamentarianism; 2) anti-communism and anti-socialism; 3) the *Führer* principle which replaced parliament with a hierarchical, dictatorship based on the concepts of leader and follower, command and obedience; 4) nationalism; 5) racism and anti-Semitism; 6) imperialism and; 7) militarism.

Nuremberg Laws

Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in (Nürnberg) Nuremberg, Germany. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all pertinent, related rights. The second, the Law for the Protection of German Blood and Honour, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age, and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social, and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines. Thus, many Germans of mixed ancestry, called "*Mischling*," faced antisemitic discrimination if they had a Jewish grandparent.

Nuremberg Trials

At the end of the war, on August 8, 1945, the Allies (France, the Soviet Union, the United Kingdom & the United States) established an International Military Tribunal to try leaders of the Nazi movement and the German state for crimes against peace, war crimes and crimes against humanity. The tribunal opened in Nuremberg, Germany in August, 1946 and closed October 1, 1946. Eight judges, two from each of the Allied countries tried 22 Nazi leaders. Three were found innocent, twelve were given death sentences, Göring committed suicide and the rest received sentences ranging from life to ten years.

A short time later, twelve individual trials were also held at Nuremberg, known as the "Subsequent Trials" to try groups of Nazis such as the "Nazi Doctors" and several SS organizations such as the *Einsatzgruppen* (Mobile Killing Units).

Propaganda

An organized scheme for the propagation or dissemination of a doctrine or practice - often derogatory ideas. Propaganda is commonly thought of as biased information.

SA

(abbreviation: *Stürmabteilung*); the storm troops of the early Nazi party; organized in 1921.

SS

Abbreviation usually written with two lightning symbols for *Schutzstaffel* (Defence Protective Units). Originally organized as Hitler's personal bodyguard, the SS was transformed into a giant organization by Heinrich Himmler. Although various SS units were assigned to the battlefield, the organization is best known for carrying out the destruction of European Jewry.

Wannsee Conference (January 20, 1942)

Lake near Berlin where the Wannsee Conference was held to discuss and coordinate the "Final Solution." It was attended by many high-ranking Nazis, including Reinhard Heydrich and Adolf Eichmann.

TIMELINE OF THE HOLOCAUST

1933-1945

1933

January 30

Adolf Hitler appointed Chancellor of Germany.

March 20

Dachau concentration camp opens.

April 1

Boycott of Jewish shops and businesses.

April 7

Laws for Re-establishment of the Civil Service barred Jews from holding civil service, university and state positions.

April 26

Gestapo established.

May 10

Public burnings of books written by Jews, political opponents of the Nazis and others.

July 14

Law permitting the forced sterilization of Gypsies, the mentally and physically disabled, African-Germans and others considered "unfit." East European Jewish immigrants stripped of German citizenship.

1934

August 2

Hitler proclaims himself *Fuhrer und Reichskanzler* (Leader and Reich Chancellor). Armed forces must now swear allegiance to him.

Oct.-Nov.

First major wave of arrests of homosexuals.

1935

March 17

Hitler's army invades the Rhineland.

April

Jehovah's Witnesses banned from all civil service jobs and are arrested.

September 15

"Nuremberg Laws," anti-Jewish racial laws enacted; Jews lose the right to German citizenship and to marry Aryans.

1936

Summer

Olympic Games take place in Berlin. Anti-Jewish signs are temporarily removed.

July 12

First German Gypsies are arrested and deported to Dachau concentration camp.

October 25

Mussolini and Hitler form Rome-Berlin Axis.

1938

March 13

Austria is peacefully annexed (*Anschluss*) by Germany. All anti-Semitic decrees immediately applied in Austria.

July 6-15

Representatives from thirty-two countries meet at the Evian Conference in France. Most countries refuse to let in more Jewish refugees.

November 9-10

Kristallnacht (Night of Broken Glass): anti-Jewish pogrom in Germany and Austria; synagogues destroyed; Jewish homes and shops looted; nearly 30,000 Jewish men sent to concentration camps.

November 12

Decree forcing all Jews to transfer retail businesses into Aryan hands.

November 15

All Jewish pupils expelled from German schools.

December 2-3

All Gypsies are required to register with the police.

1939

March 15

Germans invade Czechoslovakia.

August 23

Molotov-Ribbentrop Pact signed: non-aggression pact between Soviet Union and Germany.

June 1939

Cuba, the United States and Canada refuse to admit Jewish refugees aboard the S.S. *St. Louis*, which is forced to return to Europe.

September 1

Germany invades Poland; World War II begins.

September 10

Canada declares war on Germany.

October

Hitler extends power of doctors to kill institutionalized mentally and physically disabled people in the "euthanasia" program.

October 12

Germany begins deportation of Austrian and Czech Jews to Poland.

October 28

First Polish ghetto established in Piotrków.

November 23

Jews in German-occupied Poland forced to wear an arm band or yellow star.

1940

Spring

Germany invades Denmark, Norway, Belgium, Luxembourg, Holland and France.

May 7

Lodz Ghetto sealed.

May 20

Auschwitz concentration camp established at Oswiecim, Poland.

August 8

Battle of Britain begins.

September 27

Italy, Germany and Japan form an alliance called the Rome-Berlin-Tokyo Axis.

October

Warsaw Ghetto established: ultimately contains 500,000 people.

1941

March 22

Gypsy and African-German children are expelled from schools in the Reich.

March 24

Germany invades North Africa.

April 6

Germany invades Yugoslavia and Greece.

June 22

Germany invades the Soviet Union. The *Einsatzgruppen*, mobile killing squads, begin mass murders of Jews, Gypsies and Communist leaders.

July 31

Heydrich appointed by Göring to implement the "Final Solution."

September 23

Soviet prisoners of war and Polish prisoners are killed in Nazi test of gas chambers in Auschwitz.

Sept 28-29

Approximately 34,000 Jews are murdered by mobile killing squads, at Babi Yar near Kiev, Ukraine.

October

Establishment of Auschwitz II (Birkenau) for the extermination of Jews; Gypsies, Poles, Russians and others.

December 7

Japan attacks Pearl Harbour.

December 8

Gassing begins at Chelmno extermination camp in Poland.

December 11

United States declares war on Japan and Germany.

1942

January 20

Wannsee conference in Berlin; fifteen Nazi leaders meet to discuss "the Final Solution", the plan to exterminate the Jews of Europe.

1942

Nazi extermination camps at Auschwitz-Birkenau, Treblinka, Sobibor, Belzec and Majdanek-Lublin begin the mass murder of Jews in gas chamber.

June

Jewish partisan units established in the forests of Byelorussia and the Baltic States.

June 1

Jews in France and Holland are required to wear identifying stars.

1943

January

German 6th Army surrenders at Stalingrad.

April 19 - May 16

Warsaw Ghetto uprising; Jewish armed resistance to being deported to extermination camps.

June

Himmler orders the liquidation of all ghettos in Poland and the Soviet Union.

Summer

Armed resistance by Jews in Treblinka concentration camp, Bedzin, Bialystok, Czestochowa, Lvov and Tarnów ghettos.

October 14

Armed revolt in Sobibor extermination camp.

Oct-Nov

Rescue of Danish Jewry to Sweden.

1944

March 19

Germany occupies Hungary; Eichmann put in charge of plan to eliminate Hungarian Jewry.

May 15 - July 9

Over 430,000 Hungarian Jews are deported to Auschwitz-Birkenau, where most of them are gassed.

June 6

D-Day: Allied invasion at Normandy, France.

July 20

Group of German officers fail in their attempt to assassinate Hitler.

July 24

Russians arrive at Majdanek concentration camp.

August 2

Nazis destroy the Gypsy camp at Auschwitz-Birkenau; approximately 3,000 Gypsies are gassed.

October 7

Prisoner revolt at Auschwitz-Birkenau and blow up one crematorium.

1945

January 17

Nazis evacuate Auschwitz and force prisoners on "death marches" toward Germany.

January 27

Soviet troops enter Auschwitz-Birkenau.

April

U.S. troops arrive at Buchenwald and Dachau concentration camps.

April 30

Hitler commits suicide in his bunker in Berlin.

May 5

U.S. troops arrive at Mauthausen concentration camp.

May 8

V-E Day: Germany surrenders; the war ends in Europe.

August 6

The U.S. bombs Hiroshima, Japan.

August 9

The U.S. bombs Nagasaki, Japan.

September 2

V-J Day: Japan surrenders; end of World War II.

November 1945 - October 1946

International Military War Crimes Tribunal held at Nuremberg, Germany.

BOOKS

Available at the Holocaust Education Centre

- Bernstein, Victor. ***The Holocaust: Final Judgement***. New York: Bobbs-Merril Company, Inc., 1980.
Offers the opportunity to reexamine the justice done at the Nuremberg trial. Eyewitness account of the 1945 trial and analysis of what the evidence disclosed to a war-shocked world provide us with a much-needed reminder off what happened then and a chilling warning of what could happen again.
- Conot, Robert E. ***Justice at Nuremberg***. New York: Carroll & Graf Publishers, Inc., 1994.
The full story of the crimes committed by the Nazi leaders and the trials in which they were brought to judgement. The author characterizes each of the twenty-one defendants and presents each case; indictment, prosecution, defence and sentencing.
- Cotler, Irwin. ***Nuremberg Forty Years Later: The Struggle against Injustice in Our Time***. Montreal: McGill-Queen's University Press, 1995.
A collection of proceedings of an international human rights conference marking the fortieth anniversary of the Nuremberg trials. Includes addresses by Elie Wiesel, Ramon Hnatsyshyn, Jules Deschênes, Svend Robinson, David Matas, Irwin Cotler, Tosalie Abella, Alan Dershowitz, Albie Sachs and others.
- Cyprian, Tadeusz & Jerzy Sawicki. ***Nazi Rule in Poland 1939-1945***. Warsaw: Polonia Publishing House, 1961.
This book recalls important facts concerning the methods of Nazi rule in 1939-1944 as revealed during the trial of Nazi war criminals in Nuremberg.
- Kahn, Leo. ***Nuremberg Trials***. New York: Ballantine Books Inc., 1972.
An illustrated history.
- Kelley, Douglas M. ***22 Cells in Nuremberg: a Psychiatrist Examines Nazi Criminals***. New York: Greenberg: Publisher, 1947.
Psychiatrist to the Nuremberg jail provides an analysis of the personalities which controlled the actions of 80 million Germans.
- Taylor, Telford ***The Anatomy of the Nuremberg Trials***. Little, Brown & Co., 1992.
Author, Telford Taylor, Chief Prosecutor at the Nuremberg trials, provides a firsthand account of what took place both inside and outside the courtroom. Vivid recollections, meticulously documented. What emerges, is a penetrating and chilling look at the courtroom drama that finally revealed the full horror of the inhuman acts committed under Hitler.

ARTICLES

Available at the Holocaust Education Centre

Andrews, Nina. ***Julius Streicher at Nuremberg: A Case of Justice Denied***. The British Journal of Holocaust Education. Summer 1994, Volume 3, Number 1. 32-55.

Braham, Randolph L. ***Canada and the Perpetrators of the Holocaust: The Case of Regina V. Finta***. Holocaust and Genocide Studies. Winter 1995, Volume 9, Number 3. 293-317.

Marrus, Michael. ***The Prelude to the Nuremberg Trial***. Dimensions. Vol. 10, No. 1

VIDEOS

Available at the Holocaust Education Centre

Nuremberg

A history of the rise to power of the Nazis recounted within the context of the Nuremberg trials. Excerpts of footage used by the prosecution to show Nazi atrocities are intercut with trial sequences to illustrate each of the four counts of the indictment.

0:76 min, b/w

Recommendations: intensely graphic presentation of atrocities.

Nuremberg War Crime Trial

Court TV's Nuremberg Trials includes highlights from the original courtroom footage shot by the US Army Signal Corps, the major American and British newsreel studios, and Soviet cameramen. The coverage also includes taped interviews with the principal characters and background reports on the history of the trial, key players and the law.

2:17:30, b/w colour

POSTERS

Available at the Holocaust Education Center

Crimes Against Humanity: Nazis on Trial. Poster #37 from the poster set "Courage to Remember: The Holocaust 1933-1945" published by the Simon Wiesenthal Center, Los Angeles, CA. (42" X 26")
Includes photographs of the defendants at Nuremberg, 1946; German Armed Forces Chief of Staff, Wilhelm Keitel under interrogation; and Hermann Göring in conversation with prison psychologist, Dr. G.M. Gilbert. Text.

Nuremberg War Crimes Trial Photos . 15 Documentary photo aids with teacher's guide. Accompanies the video *Nuremberg*. (11" X 13")
Black & white photographs depicting scenes surrounding the trial.

CURRICULA

Available at the Holocaust Education Center

Pegas, Arthur P. **Nuremberg: A Simulation of the International Military Tribunal of 1945-1946.** Interaction Publishers Inc. 1972 *Students portray prosecution and defence attorneys, prosecution and defence witnesses, defendants, and French, British, American, and Russian judges as they re-create the Nuremberg Tribunal. Players face such moral and legal dilemmas as the limits of personal obedience to one's country, and the rights of victorious leaders to judge those whom they defeat.*

The War Crimes Trials: History Simulations. Santa Clara, CA: History Simulations. 1974.

JUDGEMENT *on* **NUREMBERG**

A STUDENT MOCK TRIAL OF JULIUS STREICHER

TEACHER'S GUIDE

developed by
Frieda Miller
Evelyn Neaman
Raymond D. Schachter
Mark N. Wexler.

for the
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CONTENTS

PROGRAM GOALS	1
FACT & FICTION	1
OVERVIEW	2
PREPARING FOR THE MOCK TRIAL	3
Direct and Cross Examination	4
Assigning Roles	5
Pronunciation guide	6
TRIAL PROCEDURE	7
ROLE SHEETS	
Court Clerk	8
Judge	9
Prosecutor	10
Defence Counsel	11
Prosecution Witnesses:	
Anna Von Schirash, Hitler Youth Leader	12
Werner Kohn, Jewish Ph.D. Student	15
Claudia Bouman, Journalist, Media Expert	18
Defence Witnesses:	
Dr. Elsa Albrecht, Psychiatrist	23
Heinrich Soltz, Businessman and Banker	28
Julius Streicher, the Accused and Publisher of <i>Der Stürmer</i>	31
RESOURCES	
Post-Trial Discussion Questions	34
Plan of the Nuremberg Courtroom	35
Anti-Jewish Legislation	36
Nuremberg Laws	37
Glossary	38
Timeline	41
Books	46
Articles and Videos	47
Posters and Curricula	48

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