



# Erasmus+

## **The Curriculum of Monte Sole** Curriculum di Monte Sole



*ERASMUS+ Project*

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*and*

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## The Charter for PEACE at SCHOOL

Considering that Peace is a right, and therefore it should be protected;

considering that there is no Peace without justice, and that to pursue Peace it is necessary to create a society where everyone can benefit from full rights;

considering that Peace is the will of going beyond prejudices, the will of looking at the World and all humanity from a new perspective, in order to make everyone feel accepted and welcomed by everyone else;

it is necessary that each one of us makes an effort personally, consciously, responsibly and constantly, even at school, in order to contribute to build Peace.

For these reasons we consider the following things fundamental:

- Respect for others, for their ideas and their religions;
- Dialogue made of listening and welcoming, open to a sincere comparison, that conducts to a real collaboration between people;
- Education to Peace, which today we take too much for granted and which, actually, is continuously in danger;
- Forgiveness, which is the courage to overcome conflicts in order to re-establish the balance between the parties;
- Solidarity and Brotherhood at the base of all human relationships.

## **Index**

### **INTRODUCTION**

Didactical considerations - how to use these materials

### **The occupation of Italy from 1943 to 1945**

THE GERMAN SOLDIER OTTO ZELLER

WS 1 PHASES OF THE WAR

WS 2 ACTIONS AND BATTLES INVOLVING OTTO ZELLER

WS 3 LETTER ANNOUNCING OTTO ZELLER'S DEATH

ASSIGNMENTS AND POSSIBLE SOLUTIONS

### **Resistance in northern Italy**

WS 1 RESISTANCE IN NORTHERN ITALY - AN OVERVIEW

THE PARTISAN RENATO LORI AND HIS FIGHT IN THE RESISTANCE

WS 2 MARCO'S DEATH

WS 3 RENATO LORI PAINTINGS

WS 4 MARZABOTTO MASSACRE/ MONTE SOLE: 29 / 30 SEPT 1944

WS 5 SANT'ANNA DI STAZZEMA MASSACRE, 12 AUGUST 1944

ASSIGNMENTS AND POSSIBLE SOLUTIONS

### **The European Union**

DIDACTICAL CONSIDERATIONS

CONTENTS

ASSIGNMENTS AND POSSIBLE SOLUTIONS

### **The Persecution of Jews in Parma**

DIDACTICAL CONSIDERATIONS

LILIANA E LUCIANO FANO, DONATO E CESARE DELLA DELLA PERGOLA

WS 1 THE PERSECUTION OF JEWS IN PARMA

ASSIGNMENTS AND POSSIBLE SOLUTIONS

### **ITALIAN MILITARY INTERNEES IN FRIEDBERG**

DIDACTICAL CONSIDERATIONS

HARD LABOUR IN FRIEDBERG 1939-1945

## INTRODUCTION

Otto Zeller was a young German soldier who died at 20 in Italy in 1944. He took part in the battles against the partisan brigades. On the other hand, the young partisan Renato Lori fought against the German military occupying forces.

The stories of the two young men cross each other in this German / Italian school project, where the Johann-Philipp-Reis-Schule of Friedberg and the Liceo Attilio Bertolucci of Parma worked together.



This project is called „*Today we make tomorrow through yesterday-Dalla strage di Marzabotto alla costruzione dell'Unione Europea*“, and it was possible thanks to the backing of the Minister of Hessen Lucia Puttrich and the financial support of the European Union within the ERASMUS+ projects.

The project follows two paths: the students learn about a tragic chapter in their common history, starting from the Marzabotto

massacre, where 770 civilians, children, women and old people were slaughtered by the SS troops. At the same time, the students affirm and strengthen patterns of peace in the new united Europe.

Students and teachers of both schools visited important sites such as Marzabotto, Sant'Anna di Stazzema and Dachau concentration camp - the great-grandfather of an Italian student had a direct experience of the infamous site. Meeting the direct witnesses of tragic events and their relatives was very important for the students and visiting the EU institutions helped them to think about the future of Europe.

The project resulted in the following history teaching resources for the German and Italian schools which are interested in this topic.

This curriculum is made available to everybody as a contribution to the reconciliation between the two peoples and to encourage more schools to deal with these problems.



## Didactical considerations - how to use these materials

This unit is created for students who attend the 10th grade and who are approximately 16 years old. The concept covers the following subjects: history, politics, religion and ethical education.

There are five main topics:

- The occupation of Italy from 1943 to 1945
- Resistance in northern Italy
- The European Union
- Persecution of Jews in Parma
- Italian military internees in Friedberg

The unit is chronologically structured, nevertheless single parts can be taught separately. It is possible to set individual priorities but it makes sense to go on step by step. The scope of work for each topic requires 90 minutes and includes suggestions for varied methods and social forms. Expected solutions are attached at the end of each chapter and make it easier for teachers to prepare the lessons.

We recommend teaching this unit in the course of a project work or student exchange with focus on history. All tasks and materials were elaborated and tested by German and Italian students during this Erasmus+ project.

## Occupation of Italy from 1943 to 1945

### Didactical considerations

The lesson can be started by showing a picture of Otto Zeller. We recommend copying his name and picture on a transparency in order to introduce it to the class. The students are asked to describe the picture and share their spontaneous thoughts. We expect them to be shocked by the fact that Otto Zeller is a child dressed in uniform. It is easier for students to identify with a boy of their same age and this might make them feel upset. By depicting war experiences through Otto Zeller's personal story, the topic will be more easily accessible to students: they can better understand the dimensions of the massacre and sympathize with the person behind the events.

The first worksheet (WS 1) can be used for individual work on the topic. In order to gather the results, the grid can be used to discuss findings in class. So students can fill in information line by line.

To complete the grid, students need to work on further sheets (WS 2, AB3). This can be done in pairs. After having worked on WS 1, it will be easier for students to find the results from WS 2 and WS 3 and to match it to the given structure

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## The German soldier Otto Zeller

Otto Zeller was a German soldier. He was born on 1 January 1924 and was killed on 30 September 1944 in Italy.

His life and death are the subject of this part of the curriculum.<sup>1</sup>



*Otto Zeller and his family, 1942  
death*



*Otto in soldier's uniform, two years before his  
death*

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<sup>1</sup> Photos: property of the family. We thank here the family of Otto Zeller for their friendly permission to reproduce their photos.

## WS 1 - Germany and Italy during World War 2 - allied countries become enemies

In the first years of the Second World War, Germany and Italy were allies. In November 1936 Adolf Hitler and Benito Mussolini signed an agreement thus creating the Rome-Berlin Axis; in May 1939 Mussolini signed the so-called Pact of Steel with the Nazi Germany.<sup>2</sup>

On 10 June 1940, Italy began war on the side of Germany. Their alliance broke up when the Allies landed in Sicily on 10 July 1943. As a result of the political intern disorder, Benito Mussolini was arrested on 25 July 1943.

His substitute Marshal Pietro Badoglio signed an armistice with the Allies, which came into force on 8 September 1943: Italy was no longer allied with Germany and Badoglio declared war on the former ally on 13 October 1943.

Germany occupied Italy. Italy became divided into the northern and central regions, under German control, and the south, controlled by the Allies. Nazi Germany restored a fascist government in the north which was called "Italian Social Republic" (RSI) or "Repubblica di Salò".

After Mussolini was arrested, 450.000 Italian soldiers, former German allies, were deported to labor camps in Germany in summer 1943. Hitler ordered that Italian war prisoners were to be considered "Italian military internees" (IMI): they were not prisoners of war and were not granted the rights stated by the Third Geneva Convention of 1929. later on they were treated as civilian workers. The Germans contemptuously called them 'Badoglio'.

The German troops fought against the Allies in September and October 1943; at first, they were able to stop them. One of the most costly battles in southern Italy was fought in Monte Cassino, it began near Garigliano and Rapido on 17 January. <sup>3</sup> The Allies defeated the Germans in Monte Cassino on 18 May. The German troops withdrew and fought back in the northern Apennines and in Emilia Romagna until spring 1945.

meanwhile, several groups of the Italian population had started to oppose the German occupation in many ways, including the armed resistance. The German Reich called the partisans "bandits" and considered the war against them as a fight against bandit gangs.<sup>4</sup> Many massacres were committed by the Wehrmacht and the Waffen-SS and many Italians were killed, among them approximately 10. 000 civilians. The most appalling massacres were carried out in Marzabotto and in Sant'Anna of Stazzema.

In addition to the Wehrmacht and the Waffen-SS fighting against the allies and the partisans, the Italian fascists were also fighting against the Italian resistance movement: there was a sort of civil war. With the occupation of central and

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<sup>2</sup> [https://it.wikipedia.org/wiki/Seconda\\_guerra\\_mondiale#Italia](https://it.wikipedia.org/wiki/Seconda_guerra_mondiale#Italia); 23.2.2016

<sup>3</sup> [https://de.wikipedia.org/wiki/Schlacht\\_um\\_Monte\\_Cassino](https://de.wikipedia.org/wiki/Schlacht_um_Monte_Cassino); 23.2.2016

<sup>4</sup> Army service record - Otto Zeller, 32: Worksheet 2



Southern Italy, after 8 September 1943, the hunting down of the Jews began also in Italy as in the countries occupied by the Nazi. The first anti-Jewish measures had already been issued in September 1938, but the actual systematic search and transportation to the extermination camps was carried out under the German military occupation and after the founding of the Italian Social Republic. The most important transit camp was Fossoli (Carpi). In April 1945 the war went through its last phase. The Allies started to fight in northern Italy and the partisans freed Milan and Turin on 25 April 1945. On 28 April 1945 Mussolini was executed and the CLN (National Liberation Committee) took control of the freed regions. On 8 May 1945 the German Instrument of Surrender was signed in Berlin: the Second World War was over.<sup>5</sup>

O. Lomb

**Task No. 1:**

- 1) Write a list of the most important phases during the war between Italy and Germany.
- 2) Complete the chart with Otto Zeller war activities. Add the time when he was involved in the operations (Worksheet 2).
- 3) In what events of the war was the German soldier Otto Zeller involved? Complete the chart (WS 1)?
- 4) Complete the column with Otto Zeller date of death (WS 3).

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<sup>5</sup> O. Lomb; translated by: R. Roscelli, N. Paladini.

Phases of the war (WS 1)	Otto Zeller war activities (WS 2 and 3)	war operation periods - Otto Zeller (WS 2)
	-	-
	-	-

## WS 2: Otto Zeller Army service record: fights, battles, actions

32

nach IV. Aktiver	
Im Kriege mitgemachte Gefechte, Schlachten, Unternehmungen	
Tag, Monat, Jahr	Ortsangabe, Truppenteil ufm.
2.3.43 -	Aufstellung der Division nach
3.8.43	Sicherung Dänemarks
4.8.43 -	Besetzung Italiens
8.9.43 -	Sicherung Ostitaliens, dabei Branden- schäufung in Ostitalien in der
9.9.43 -	Operationen gegen Partisanen in der
13.1.44	Operationen gegen Partisanen in der
13.1.44 -	Abwehrschlacht am Garigliano in Rapido
15.1.44 -	1. Abwehrschlacht bei Cassino
28.1.44	1. Abwehrschlacht bei Cassino
15.2.44 -	2. Abwehrschlacht bei Cassino
24.2.44	2. Abwehrschlacht bei Cassino

1943:	2 March 1943 - 3 August
Structure of the Division and control of Denmark	
4 August 1943 - 8 September 1943:	Occupation of Italy
9 September 1943 - 12 January 1944:	Control of northern Italy and suppression of partisan gangs on the Adriatic coastline.
13 January 1944 - 25 January 1944: and Rapido	Defense of the area of Garigliano
28 January 1944 - 18 February 1944:	First Battle of Monte Cassino
15 March 1944 - 24 March 1944:	Second Battle of Monte Cassino

## WS 3: Letter announcing the death of Otto Zeller

10 November 1944

Dear Mr. Zeller,

it is my painful duty to inform you that your son Otto Zeller was killed in action. After heroically resisting in the course of the most strenuous operations, he died on 30 September due to carpet bombing, while moving to a different operating area.

We regret the loss of a soldier who was brave and steady in spite of his young age. Not only he always did his duty willingly, even when it was hard: he did his best to keep his place proudly. Both his superior and his companions thought much of him. His character was quiet and honest and everybody knew they could rely upon him, when he was given any task. His name was well known for his conduct in Castelforte and he showed that he could keep high his fame to the last instant. I cannot tell how sorry we are, his company and I, for the loss of your son; we shall respect his fame forever. His sacrifice is an example for us. May you and your hard stricken wife accept my deepest condolence.

yours,

Lieutenant S.

### Task No.2

- 1) Write your immediate thoughts about the death notification letter.
- 2) Put yourself in the shoes of a member of Otto-s family - father, mother, sisters - and try to imagine what effect this letter may have had upon them.

## Worksheets 1-3 and possible answers

### Task No.1

- 1) Write a list of the most important phases during the war between Italy and Germany.
- 2) Complete the chart with Otto Zeller war activities. Add the time when he was involved in the operations (Worksheet 2).
- 3) In what events of the war was the German soldier Otto Zeller involved? Complete the chart (WS 1)?
- 4) Complete the column with Otto Zeller date of death (WS 3).

### Possible answers

Phases of the war (WS 1)	Otto Zeller war activities (WS 2 and 3)	War operation periods - Otto Zeller (WS 2)
Germany and Italy: allied until 8.9.1943	Structure of the Division and control of Denmark	11.2.43 - 17.6.43
- Occupation of Italy after the armistice of 8.9.1943. - Imprisonment of the Italian soldiers („Italian Military Internees“) - „Italian Social Republic“	Occupation of Italy	4.8.43 -8.9.43
Resistance. Fight against the „gangs“ of partisans.	Control of northern Italy and suppression of partisan gangs on the Adriatic coastline.	9.9.43 - 12.1.44
Fight against the Allies. Battles around Garigliano, Rapido and Monte Cassino: 17.1.-18.4.1944	Defence of the area of Garigliano and Rapido	13.1.44 -25.1.44
	First Battle of Monte Cassino	28.1.44-18.2.44
	Second Battle of Monte Cassino	15.3.44- 24.3.44
	Death of soldier Otto Zeller	30.9.1944
Systematic search and deportation of Jews	-	-
End of the war	-	-

## The Resistance in Italy - an overview

### Didactical considerations

At the beginning students get a historical overview of the resistance in northern Italy by reading a text of the historian Lutz Klinkhammer. They can answer questions concerning this text in single work, but it is important to gather their findings in class afterwards to clarify possible questions.

As in the former unit, the information about the partisan Renato Lori can also be presented on a transparency at the beginning. A direct comparison is possible if the photo of the young soldier Otto Zeller is shown, too.

In small groups of up to four people, students can read the text and answer the questions of worksheet WS 2 “Marco’s death“. Afterwards the results should be discussed in class in order to check if there are any further questions. The discussion can be supported by presenting paintings by Renato Lori with the help of a projector. In this way students might remember the content of the text more easily and the teacher could come back to intuitive questions from the beginning.

The following two informative texts are followed by different tasks (WS 4 and WS 5). To work on these texts and tasks, the students should work in pairs. Each partner receives a different text. Afterwards, the students should exchange their findings.

## WS 1: The Resistance in Italy

The historian Lutz Klinkhammer deals with the occupation of Italy and how the population tried to resist the Nazi regime in his essay<sup>6</sup>.

After the capitulation of Italy on September 8th, 1943, many citizens were against the German occupants. However, very few chose to fight the Germans with guns, the biggest part decided to resist through propagandistic action, obstruction, sabotage, and refusal of cooperation.

The fight against the occupants was conducted in two different ways: on one side there were the partisans in the hills and in the mountains fighting the German and the Fascist militaries, on the other side, especially in the cities, there was a guerrilla war between the Gestapo and the fascist police against the antifascist guerrilla.

The massacres of the SS and the Wehrmacht are remembered till today by the Italian population, due to the death of 10000 unarmed civilians all killed by the German troops during the partisan war in Italy.

### Task

- 1) Describe the events after 8 September.
- 2) Describe where and who was involved in the fights.
- 3) Mention the number of civilians who died.

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<sup>6</sup> Lutz Klinkhammer, Widerstand und Partisanenkrieg in Italien, 1943-1945, in: Bernd Heidenreich, Marzia Gigli, Soenke Neitzel (Hg.), Besatzung, Widerstand und Erinnerung in Italien, 1943-1945, Wiesbaden 2010, 49-61; Uebersetzung O.Lomb.

## The partisan Renato Lori and his fight in Resistance<sup>7</sup>



Renato Lori was a partisan, his nickname was “Crik”. He was born in 1924 in Felino (Parma) and during the war was conscripted in the 8th regiment of “Alpini”. In June 1944 he decided to fight the occupation and joined the 47th Brigade “Garibaldi”.

He wrote the book “C’era un ragazzo... un partigiano. 1943-1945”, which was published by Edizioni Diabasis in 2010. In the book he describes his personal story as a partisan between June 1943 and April 1945.

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<sup>7</sup> See “Renato Lori, C’era un ragazzo ... un partigiano”. 1943 - 1945, Parma (Edizioni Diabasis), 2005. We thank the publisher Edizione Diabasis who has given permission to use paintings, photos and texts. We also thank Franco Lori for his permission to reproduce paintings and photos which are his private property.



## WS 2: Marco's death<sup>8</sup>

Renato Lori describes the death of the seventeen year old Marco Pontirolo Battisti during the assault at the school of San Michele Tiorre.

The echo of the shots had reached Marco's house and his mother Olga realized that the shots were coming from the school.

At first, she hoped her son was not involved in the shooting but when she looked at Marco's room she found a note which said that he had joined the partisans.

So she knew Marco was certainly involved in the combat; by the end of the day, the fight had ended.

She decided to go and look for her son: eventually she found his corpse and spent several hours beside it.

In the evening, soldiers arrived at the place where her son had been killed. Olga took her son's red kerchief, now drowned in blood, even though the soldiers insisted that she should leave it there. However, the priest Don Natale arrived and blessed the dead body declaring that the dead should be respected.

In a total silence, the grieving mother followed her son's corpse to the cemetery.

### Task

- 1) Explain why Marco participated in the Resistance
- 2) Describe how the soldiers of RSI treated Marco's corpse
- 3) Describe Marco's mother feeling.

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<sup>8</sup> See: Renato Lori, C'era un ragazzo, pag 147

## Renato Lori paintings

Renato Lori expressed his memory and his feelings through his paintings. Two of them show the events of San Michele Tiorre. Marco was killed during the assault at the school of San Michele Tiorre.

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Painting 1: Renato Lori, The night of San Giovanni in San Michele Tiorre (1994) <sup>9</sup>

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<sup>9</sup> Renato Lori, C'era un ragazzo, p. 82. Property of Franco Lori



Painting 2: Marco's death<sup>10</sup>

### Task

- 1) Describe the two pictures.
- 2) Imagine to be Marco's mother and think about her feelings

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<sup>10</sup> Property of Franco Lori

## The Marzabotto massacre: Monte Sole, 29 - 30 September 1944

The massacre took place near Monte Sole between 29 September and 5 October 1944, in the territory around the small village of [Marzabotto](#). In this area the partisan brigade “Red star” operated, with general Mario Musolesi, called “Wolf”.

As the historian Carlo Gentile summarizes<sup>11</sup>, the biggest civilian casualties occurred at the end of September in the mountains between Grizzana and Marzabotto. The interested area was the rocky high plateau around Monte Sole. Partisans and civilians lived there near each other. In autumn 1944 a brutal massacre took place: 770 civilians were killed by SS-soldiers. All the victims were old, children and women. This was the episode with the highest number of victims in the conflict between the partisans and the Germans. It is a symbol of the Nazi war of extermination.

According to the Carlo Gentile, who described the massacres in his book, two movements took place. First the 3rd company moved from Gardelletta into the mountains, while partisans and men looked for hides in the forest. 80 people who had remained behind in the villages hid in the church of Casaglia: they were all children, women and all people.

The SS-soldiers found them in the church and ordered them to line up in the cemetery. All of them were shot. Only two persons had remained inside the church, the young priest Don Ubaldo Marchioni and a woman who couldn't walk: the soldiers killed them there.

Then the soldiers went to another village, they gathered the people inside a small inn and killed all of them by throwing two hand-grenades inside the room. Half of them were children.

About 150 civilians were killed in these two actions.

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### Task

- 1) When and where did the massacre of Monte Sole take place?
- 2) What do we know about the assassins and the victims?
- 3) Describe what you feel when you read about the massacre.

## Sant'Anna di Stazzema massacre, 12 August 1944<sup>12</sup>

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<sup>11</sup> Carlo Gentile, I crimini di guerra tedeschi in Italia. 1943-1945, Torino (Giulio Einaudi editore) 2015. We thank the publisher Giulio Einaudi, Torino, for allowing us to use these texts.

<sup>12</sup> [https://en.wikipedia.org/wiki/Sant%27Anna\\_di\\_Stazzema\\_massacre](https://en.wikipedia.org/wiki/Sant%27Anna_di_Stazzema_massacre)

The **Sant'Anna di Stazzema massacre** was a Nazi German war crime committed in the hill village of Sant'Anna di Stazzema in Tuscany, Italy, in the course of an operation against the Italian resistance movement during the Italian Campaign of World War II. On 12 August 1944, about 560 (130 children) local villagers and refugees were murdered and their bodies burnt in a scorched earth policy action by the German occupation forces of the Waffen-SS. These crimes have been defined as voluntary and organized acts of terrorism by the Military Tribunal of La Spezia and the highest Italian court of appeal

On the morning of 12 August 1944, German troops of the 2nd Battalion of SS Panzergrenadier Regiment 35 of 16th SS Panzergrenadier Division *Reichsführer-SS*, commanded by *SS-Hauptsturmführer* Anton Galler, entered the mountain village of Sant'Anna di Stazzema. The soldiers immediately proceeded to round up villagers and refugees, locking up hundreds of them in several barns and stables before systematically executing them. The killings were done mostly by shooting groups of people with machine guns or by herding them into basements and other enclosed spaces and tossing in hand grenades. At the 16th-century local church, the priest Fiore Menguzzo (awarded the medal *valor civile* posthumously in 1999) was shot at point-blank range, and machine guns were then turned on some 100 people gathered there. In all, the victims included at least 107 children (the youngest of whom, Anna Pardini, was only 20 days old), as well as eight pregnant women (one of whom, Evelina Berretti, had her stomach cut with a bayonet and her baby pulled out and killed separately). After the people were killed through the village, their corpses were set on fire (at the church, the soldiers used its pews for a bonfire to dispose of the bodies). The livestock were also exterminated and the whole village was burnt down. All this took three hours. The SS men then sat down outside the burning Sant'Anna and ate lunch.

After the war, the church was rebuilt. The Charnel House Monument and the Historical Museum of Resistance were both built nearby. Stations of the Cross illustrate scenes from the massacre along the trail from the church to the main memorial site—the National Park of Peace, founded in 2000. The massacre inspired the novel *Miracle at St. Anna* by James McBride, and Spike Lee's film of the same title that was based on it.

Apart from the divisional commander Max Simon, no one was prosecuted for this massacre until July 2004, when a trial of ten former Waffen-SS officers and NCOs living in Germany was held before a military court in La Spezia, Italy. On 22 June 2005, the court found the accused guilty of participation in the killings and sentenced them *in absentia* to life imprisonment. (...)

In 2012, German prosecutors shelved their investigation of 17 unnamed former SS soldiers (eight of whom were still alive) who were part of the unit involved in the massacre because of a lack of evidence. The statement said: "Belonging to a Waffen-SS unit that was deployed to Sant'Anna di Stazzema cannot replace the

need to prove individual guilt. Rather, for every defendant it must be proven that he took part in the massacre, and in which form."The mayor of the village, Michele Silicani (a survivor who was 10 when the raid occurred), called the verdict "a scandal" and said he would urge Italy's justice minister to lobby Germany to reopen the case. German Deputy Foreign Minister Michael Georg Link commented that "while respecting the independence of the German justice system," it was not possible "to ignore that such a decision causes deep dismay and renewed suffering to Italians, not just survivors and relatives of the victims."

### **Task**

- 1) When and where did the massacres take place?
- 2) What do we know about assassins and victims?
- 3) Describe what you feel hearing about this massacre.

## THE EUROPEAN UNION

The European Union



- \* history & facts
- \* member states & facts
- \* organs of the EU, parliament...
- \* tasks and targets



Didactical considerations



## **The workshop “European Union“**

The first and second part of the curriculum focused on the history from an Italian and from a German perspective. Now the main topic will be the contemporary and future situation of Europe. In the workshop about the “European Union“ students work on different aspects in form of a web-based research. The results are supposed to be presented in class with the help of a poster.

Main points to analyze:

- Birth and growth of UE
- Structure (organs of UE),
- Tasks and aims of UE
- States members
- Symbols (name, flag, hymn).

Workshop in mixed groups, Italians and Germans, to promote linguistic skills, communication and socialization.

### **Link siti web / materiali on-line**

<http://www.bpb.de/internationales/europa/europaeische-union/>

<01.03.2016>\_(storia, paesi membri, etc.)

[http://europa.eu/about-eu/index\\_de.htm](http://europa.eu/about-eu/index_de.htm)

<01.03.2016>\_(simboli, istituzioni, etc.)

<http://bookshop.europa.eu/en/europe-in-12-lessons-2010-edition-pbNA3110652/>

<01.03.2016>

„Europe in 12 lessons“. Hrsg. von Pascal Fontaine. Luxembourg: Publications Office of the European Union, 2010.

La brochure „*Panorama of the European Union.*“ *European Commission. Directorate-General for Communication Publications. Brüssel: 2009* fornisce molte informazioni sul tema.

### ***TASK - questions and possible answers***

#### ***1 The birth of the EU***

Since when does the EU exist and who is the founding father?

- 9th may 1950: Robert Schuman, the French foreign minister expresses the will to unify Europe; the birthday of Europe.
- 1992: the foundation of the EU; Maastricht treaty

Which organizations continued to exist?

- 1951: European community of coal and steel (ECSC)
- 1957: the treaties of Rome establish the European economical Community (EEC) and the European atomic energy Community (also known as Euratom)

Why is the Maastricht treaty so important?



- Because the economical union became the political union

## 2) The tasks and purposes of the EU

Which are the purposes of the EU?

- Ensure peace, democracy and human rights within the EU and in the World
- Which is the purpose of marketing? Why is the particular?
- The welfare of the EU relies on trade but also the support of the trade with developing countries
- It's particular because there are no customs

What role does the EU have in the World?

- Ensure peace, democracy and human rights in the World
- The EU has a high political influence

## 3) Institutions of the EU

What are the institutions of the EU and what are their tasks?

- European parliament: legislator, elected by the European citizens.
- European council: a representative for every country; directives and impulses; searching for compromises.x
- EU council (council of European ministers) in cooperation with the European parliament legislator.
- European commission: government (executive).
- EU justice court: judiciary.
- EU court of auditors: controls the cash flow.
- The European central bank: responsible for monetary policy.

How are the European laws made?

- Legislator: European parliament and European council of ministers.

How many commissioners are elected and how long is the election period?

- 28 commissioners (one for each country); the election period is 5 years.

## 4) Member states and facts

How to become a member state?

- Democracy is required; respect for the human rights; protection of minorities from persecution; freedom of the press.
- Various economical conditions

How is the EU support members states?

- solidarity, for example rich country supports the financial poor country.

What is the meaning of the colors and the symbol of the EU-flag?

- Blue: the sky
- Stars: the countries
- 12 stars: the number of perfection and harmony
- the slogan: united in diversity



## The persecution of Jews in Parma

### Didactical considerations

Also in this part of the curriculum there are terms of personal history, here is case of young Jewish children from Parma. At the beginning of this sequence the pictures of „Liliana und Luciano Fano, Donato und Cesare Della Pergola“ can be shown in class. The students can work on WS 1 in single work and can check their findings with a partner afterwards. It is important to talk about the results in class at the end of the lesson because they want to share their knowledge about the persecution of the Jews in all over Europe at this time.

This sequence does not require so much time and can be taught in 45 minutes.

If this sequence is part of a school exchange, the students can investigate the persecution of Jews in their local region.

“Liliano and Luciano Fano, Donato and Cesare Della Pergola”<sup>13</sup>

These four Jewish children, who came from Parma, were killed in the gas chambers in Auschwitz.



Liliana and Luciano Fano, killed in the gas chambers in Auschwitz on 10 April 1944



Donato and Cesare Della Pergola, killed in the gas chambers in Auschwitz

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<sup>13</sup> Photos from: Stefania Campanini and Guido Psi (Übersetzung v. Nadja Bennewitz). „Giorgio kam nicht mehr zum Unterricht. Die Verfolgung jüdischer Menschen in Parma; von den Rassengesetzen 1938 bis zur Shoa, la Resistenza“; in: La resistenza. Beiträge zu Faschismus, deutscher Besatzung und dem Widerstand in Italien (3), Schriftenreihe des Vereins zur Förderung alternativen Medien e.V., Bd. 2, Erlangen 2006 (ISSN 1612 - 5223), S. 31-33. We thank here the publisher for the permission to use here photos and texts taken from the booklet, which can be obtained - in German language - at [www.resistenza.de](http://www.resistenza.de)

## WS 1 "The persecution of the Jews in Parma"

The Italian Jewish community, the oldest community in Europe, was well integrated in the society<sup>14</sup>.

The Jews were totally integrated in the Italian society because they could be part of the diplomatic, public and military settings. In Italy, these roles were more open to Jews than in the rest of the West.

The Jews had established in Parma in the middle of the 14th century. In 1938, when the persecution began, the Jewish community of Parma consisted of 134 people.

Announced by the "Manifest of race" from the 14th of July 1938 and accompanied by a massive press campaign, the first anti-Semitic laws were approved by the ministers Council, at the beginning of September 1938. In November, several legislative and administrative rules were activated, which excluded the Jewish minority and pushed them to the edge of society. Also in Parma Jewish people were excluded from public schools, university and public roles. They were forbidden to own properties and houses. They were not allowed to settle, or trade admission, or employ non-Jewish employees.

After the occupation of the south and the centre of Italy, the hunt after Jews began, just like it had happened in all German-occupied countries. The first anti-Semitic laws were approved in 1938, but not all of them were passed. Only after the invasion of German soldiers and the establishment of the RSI the systematic hunt and deportation of Jews into concentration camps, especially Auschwitz, began. The most important camp was in Fossoli, near Carpi. Jews were sent to Fossoli after they were captured.

The Jews that were sent to Fossoli were kept there about 3 weeks. On 5 April 1944, the Jewish citizens of Parma were transported in closed cattle train wagon and were delivered to Auschwitz with convoy number 9. According to the files of the archive of the Auschwitz memorial, of the 600 people in the wagon number 9, about 80 women and 159 men were killed in the gas chambers after their arrival. The complete list of the names of Parmesan Jews who were killed in the camps is not clear nowadays, but it is about 20 people.

In Parma, also the families Della Pergola-Camerini and Fano were victims of the persecution.

Donato and Cesare Della Pergola were sons of the rabbi of Parma, Enrico, and of Emilia Camerini (...). When the anti-Semitic laws were introduced, Donato was 6 years old and Cesare just 3 years old. He was forced to leave the school which he had attended successfully. From 1938 to 1943, their existence remained suspended between the expulsion and the hope that one day things will be like before. The illusion that this moment would be close in July 1943, when Mussolini's government was overthrown, was brief. Instead of the end of the war and of the discrimination of the Jews, the German occupation began. While their father and other men of

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<sup>14</sup> See „Italien“ in: Enzyklopädie des Holocaust. Die Verfolgung und Ermordung der europäischen Juden. Band II. Hrsg. von Israel Gutmann. München - Zürich o.J., p. 645-654.

the community had fled to Switzerland, considering themselves the most exposed, Donato and Cesare with their mother, aunts, grandmother and others Jewish families fled to the Apennines, trying to avoid the capture. On the 12th of December 1943, they were captured by fascists and imprisoned in the women concentration camp in Monticelli Terme, where they stayed almost three months, before being transferred to Fossoli (Carpi); then they were loaded on a merchandise train to Auschwitz. On the day of the arrival at the extermination camp, Donato and Cesare, with the others children in their convoy, didn't pass the selection and were killed in gas chambers. This happened on 10 April 1944.

The destiny of the family Fano was similar. Liliana and Luciano Fano were born in Pellegrino Parmense, where their parents had moved in 1931. Their father, Ermanno, chemistry doctor, held the local pharmacy. In the 1938, he was deprived of the right to practice his profession, because of the anti-Semitic laws. He was forced to move to Parma with the family, which lived in their paternal grandfathers' house. Ermanno worked in a pharmacy in the centre of the city, while Luciano, who was 6 years old, was enrolled in a private school. Robert, his brother, was born in 1942. On the 7th December 1943, the entire family, including grandmother Giulia Bianchini and grandfather Enrico Fano, were captured. The kids were deported, with their parents and the others Jews from Parma, from Fossoli to Auschwitz. Nobody returned from the concentration camps.

Task:

- 1) Describe what we know about the life of the Jews in Italy until 1938.
- 2) Describe the practical consequences of racial laws of 1938.
- 3) Describe why Italian Jews were systematically persecuted since September 1943 and were transferred into concentration camps.
- 4) Describe what we know about the deportation of the Jewish people of Parma.
- 5) Describe how the persecution affected the lives of the families Della Pergola-Camerini and Fano.
- 6) Describe your feelings watching the photos of this children.

# Italian military internees and hard labour in Friedberg

## Didactical considerations

This sequence is presented as a lecture for teachers, but parts of this power-point-presentation can also be depicted separately. The pictures are provide many impressions.

The historical information are restricted to the region all around Friedberg, Hessen, because of the fact that all those students who take part in our project grew up in this region named Wetterau. Correspondingly, the regional aspect is very interesting for the students and arouse their curiosity of information about their neighbours. If this reference to the local history is left apart, the use of this sequence might be too abstract for them.

In addition to this, we propose to carry out a similar research for their personal local region. This can be done by pupils in small groups who illustrate their findings in form of a short presentation in class.

Information about regional history of Jewish forced workers in Germany is available in museums, libraries, Jewish communities, etc. Furthermore, contacts to survivors can be established to make use of their witness reports.

## Hard labour in Friedberg 1939-1945

During the Second World War there were many foreign people who were forced to work for the Germans.

They were prisoners of war from different countries. There were laws for the association with these workers. For every forced worker there was a file.

The biggest group of forced workers were Russian, Polish and French people. After the fall of Mussolini many Italian soldiers were captured and became forced workers.

They mostly worked in jobs that nobody wanted to do.

Their work was heavy and they lived in bad conditions.

They slept in overcrowded shacks.

During the bomb strikes over Friedberg, they were forced to work.

If a worker didn't follow the orders, he was killed.

The money which was given from Friedberg to the organizations of former forced workers was no rightful compensation. The individuals received nothing.

In September 1944 Henry Benrath, who lived in Italy, persuaded some German soldiers to spare the villages near his house. After the war, the protected Italian villages of Barni, Magreglio and Civenna became friends with Friedberg to remember Benrath.

THANKS TO Lutz Schneider M.A., archivist of the Friedberg Council, for his permission to use the following presentation on hard labour in Friedberg (see Legal Notice)

# Lavori forzati a Friedberg 1939-1945

Conferenza di Lutz Schneider M.A.  
Bibliothekszentrum Klosterbau  
22. Settembre 2015

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## Lavori forzati nel Terzo Reich

- Già prima dell' inizio della guerra nel 1939 , in Germania lavoravano circa 100.000 Polacchi e altrettanti Italiani, soprattutto nell'agricoltura.
  - All'incirca 13,5 milioni di persone erano lavoratori forzati nel Terzo Reich durante la guerra.
  - Lavoratori forzati sono persone, che devono lavorare contro la loro volontà nell' industria degli armamenti o nell' agricoltura.
  - Sono sottomessi ad ordini speciali dal potere legislativo e dalla polizia.
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## Gruppi Diversi



- **Prigionieri di guerra:** Polacchi, Francesi, Inglesi, Russi, e dal 1943 Italiani.
- **Civili stranieri:** Italiani fino al 1943, Croati, Rumeni, Ungheresi, Danesi, Olandesi e Francesi
- **Operai dell'Europa orientale:** Polacchi e Russi con obbligo di segni d'identificazione.
- **Prigionieri dei campi di concentramento**

Prigionieri di guerra Francesi sulla Kaiserstraße

## Regolamento di polizia per rapporti con i lavoratori forzati



### Pena detentiva nel caso di:

- Rapporti sessuali con Tedeschi.
- Mancato segno distintivo della nazionalità.
- Osservazioni antinazionali.
- Furto.
- Frequentazione di un ristorante o una trattoria..
- Fuga o tentativi di fuga.
- Resistenza o renitenza

Due prigionieri di guerra nel quartiere di Friedberg Dorheim

## Competenze per i lavoratori forzati



- **Prigionieri di Guerra :**
- giurisdizione militare delle forze armate
- **Lavoratori civili stranieri:**
- GESTAPO Gießen
- **Lavoratori forzati polacchi e russi:**
- GESTAPO Frankfurt
- Per le città Friedberg e Bad Nauheim era responsabile la polizia delle due città.
- I documenti sono stati probabilmente distrutti.

Carta di lavoro di Luscha S. nella Aktien-Zuckerfabrik-Wetterau 1943

## Carta dell' Operaio Polacco Josef S.



Dopo aver commesso un furto nel 1942, fu trasportato al campo di concentramento a Dachau

## Lavori forzati a Friedberg e dintorni

- Friedberg et Fauerbach- 3346
- Bauernheim – 87
- Bruchenbrücken – 227
- Dorheim – 210
- Ockstadt – 244
- Ossenheim – 176
- I gruppi più numerosi: Russi, Polacchi, Francesi.
- 930 donne straniere lavoravano fra 1940 e 1945 nei negozi, nelle imprese e nelle case a Friedberg.
- **Internati militari italiani:**
- Dopo la caduta di Mussolini nell'estate del 1943, circa 450.000 soldati Italiani vengono in Germania come lavoratori forzati. Ottenevano poi lo stato di lavoratori civili.
- I tedeschi li chiamavano 'Badoglio'.
- 320 Italiani lavoravano a Friedberg fino alla fine della guerra.

## Sedi di comando per Prigionieri di Guerra

La sede di comando per la Wetterau era Stalag IX, sulla Wegscheide vicino Bad Orb.

- Circa 1500 campi e comando più piccoli erano subordinati.
- A Friedberg e Fauerbach erano 6 sedi di comando (700-800 persone), custodite dal Landeschützenbataillon 1633



Membri del Friedberger Landeschützenbataillons 1633





## Imprenditori

- La ditta costruttrice Gonther & Braun , Mühlweg 64 -66 .
- Qui lavoravano trentanove Europei orientali insieme a trentanove tedeschi.
- Altre ditte:
- Auto Dunker
- Schwarz & Ulrich
- W.F. Jordis
- Fauerbacher Hof



Documento: lista di dipendenti Gonther & Braun 1943

## Industriali

- Aktien – Zuckerfabrik- Wetterau (zuccherificio)
- Il più grande imprenditore di prigionieri di guerra, italiani militari internati e lavoratori forzati civili.
- Durante la raccolta della barbabietola da zucchero in autunno 200 lavoratori forzati vivevano nella baracca dello stabilimento.



Fotografia: Aktien-Zuckerfabrik-Wetterau

## Aktien-Zuckerfabrik-Wetterau

- “Furono cinque mesi massacranti, lavoravamo dodici ore al giorno, molto vicino al torchio a cinquanta gradi. Eravamo schiavi, mangiavamo pane e barbabietola da zucchero una volta il giorno. Dormivamo tutti in baracca, sempre col terrore del bombardamento di Francoforte molto vicino. Fu il periodo più orribile dei deportati, anche peggio che stare in miniera a Norimberga.”
- ( Rino Colombo, 1991)



Fotografia: dentro la Zuckerfabrik

## Aktien-Zuckerfabrik-Wetterau

- Anche Duilio Merlo lavorava nella Zuckerfabrik. Alle cinque di mattina si cominciava, senza fare colazione. Si lavorava fino a mezzogiorno. Poi si scavavano fossi per proteggere la popolazione civile di Friedberg.



Duilio Merlo viene a Friedberg Dicembre 1943

## Campi e alloggi

- Esisteva un campo comunale sulla Seewiese , organizzato dalla città e da altri industriali.
- Costruito per cento persone, ci sono spesso non più di una trentina.
- Capo e Wilhelm Reuss (fabbrica di macchine Reuss).



Fotografia: dipendenti Fabbrica Reuss 1936

## Campi e alloggi

- Un altro campo sullo stabilimento Gonther & Braun per 150 prigionieri in Mühlweg.
- Altri campi più piccoli in Haagstraße, Neutorgasse, Vorstadt zum Garten.



Fotografia: baracca Mühlweg



## Campi e alloggi

- Alloggio per lavoratori civili russi, detto «Polackenhaus» in Dorheimer Strasse 7.
- Durante la guerra molti lavoratori dall'Europa orientale con le loro famiglie vivevano qui.
- Il 4 Dicembre 1944 il quartiere fu bombardato. Morirono 16 persone solo in una casa, fra loro almeno 8 erano bambini.



Fotografia: casa Dorheimer Straße 7 in Fauerbach

## Guerra di bombardamento su Friedberg

- Dall'estate 1944 la Guerra di bombardamento aumentò progressivamente.
- Anche tutti i lavoratori forzati dovevano aiutare allo sgombero delle macerie e alla ricostruzione.
- Si registrano 39 casi di morte, probabilmente il numero più alto.
- Ai lavoratori forzati il ricovero antiaereo era proibito.



Fotografia: dopo un bombardamento



## Guerra di bombardamento su Friedberg



Annuncio per le vittime del bombardamento del 4.12.1944, Gießener Zeitung 20.12.1944

## Bombardamento su Friedberg



Immagazzinamento di bare 16.2.1945; Liquidazione operai per lavori al cimitero 7.2.1945

## Guerra di bombardamento su Friedberg



Incursione aerea **12.3.1945**: Alte Bahnhofstraße 17-21; Schulstraße con Musterschule

## L'anno di guerra 1945



Incursione aerea **12.3.1945**: veduta dal sottopassaggio sulla Hanauer Straße

## Guerra di bombardamento su Friedberg



Attacco aereo **12.3.1945**: Langgasse 10-14; Langgasse Ecke Schmidtstraße

## Guerra di bombardamento su Friedberg



Demolizione della zona della Zuckerfabrik (fabbrica di zucchero)



## Azioni di forza e maltrattamenti

- Nella Zuckerfabrik il poliziotto addetto alla sorveglianza dell'azienda Grundmann era noto per le gravi sevizie contro i lavoratori.
- Il 15.01.1945 il Caposquadra e capo della SS Richard Ulrich uccide l'internato italiano Angelo Micari, perché si rifiuta di obbedire (renitente).
- Per questa uccisione Ulrich non fu citato in giudizio. Perse la vita durante la fuga il 3.4.1945.



SS-Hauptscharführer Richard Ulrich

## Compensazione tedesca per il lavoro forzato

- La città di Friedberg ha messo a disposizione 5.100 Euro per una compensazione generale.
- 2.550 Euro per l'organizzazione delle vittime del nazismo a Köln e la stessa somma per un progetto di farmacie in Bielorussia, dove le vittime ottengono medicine gratuite.
- sono organizzate visite ai luoghi della sua deportazione.
- Una compensazione individuale non era possibile per ragioni diverse



Fotografia : la visita dell' ex lavoratore coatto Gerhard Keislar ( Olanda ) , Friedberg 2006

## Albert H. Rausch – Henry Benrath

- All'università di Giessen Rausch studia letteratura tedesca, filologia romanza e storia.
- Numerosi viaggi in Inghilterra, Italia e Francia. Da 1940 vive nell'Italia del nord, dal 1943 a Magreglio sopra il Lago di Como.
- Dal 1931 si chiama Henry Benrath (ispirato da castello Benrath il vicino a Düsseldorf.)
- Divenne un noto scrittore soprattutto con le sue tre romanze storiche sull'imperatrice Costanza, Galla Placidia e Teofania



Nato 5.5.1882 a Friedberg, morto 11.10.1949 a Magreglio

## Albert H. Rausch – Henry Benrath

- Nel Settembre 1944 il Comando tedesco voleva bruciare i comuni confinanti Barni e Civenna. Rausch, con molto coraggio, riuscì ad evitare ogni rappresaglia.
- In memoria a questo suo comportamento nacque l'idea per l'affratellamento dei due comuni Magreglio e Barni con Friedberg.
- Anche Civenna è legato con la città di Friedberg in un patto d'amicizia. (2000)



Fotografia : tomba di Henry Benrath ( cimitero Friedberg )

## Lavoratori forzati a Friedberg 1939-1945: Impressum

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