

## Turning the Tide Reading Package Questions

- ① Explain the significance of the following battles: (a) Stalingrad ; (b) El Alamein
- ② Outline the agreement made at the Yalta Conference
- ③ Explain the process of "denazification" and the moral judgement exercised against the Nazi leadership (German people?)
- ④ Describe how the Second World War changed the international power structure.

## TURNING THE TIDE: 1942–1945

### STALINGRAD

In the spring of 1942, the Germans renewed their offensive toward the industrial complex of Stalingrad on the Volga River. Stalingrad was a strategic transportation and communication hub, and the largest city near the Caspian Sea. Its capture would cut off the land route carrying British and American supplies to the Soviets and provide the Germans with a base for attacks on the USSR's second industrial centre, east of the Ural Mountains. It was this area that produced most of the Soviet Union's war equipment, including 40 000 aircraft, 30 000 tanks, 150 000 pieces of artillery, and 500 000 machine guns. This second industrial centre would not come into full production until 1944.

The battle for Stalingrad began with the bombing of the city in September. The German Sixth Army under Field Marshal von Paulus then set about levelling the southern part of the city over the next four months. In fierce house-to-house fighting, buildings were taken and retaken until they were totally destroyed by tank fire. What territory the Soviets lost during the day, their snipers and commandos regained by night. By November, the Germans had penetrated to the Volga River at several points, but were never able to silence the Soviet artillery on the north bank. As the battle for the city was brutally waged, the Soviets built up their forces to the north and south, and in November attacked along the German flanks. Striking deep behind the German lines, they completed a pincer movement in December and cut off Stalingrad from the outside.

German reaction was surprising. Instead of breaking out, the Germans decided to stay in the pocket for the winter and rely on air supply. However, the

Luftwaffe was unable to bring in the 500 tonnes of daily supplies required. The largest Luftwaffe delivery was 65 tonnes, far short of what was required. Unable to hold out, the Germans surrendered on 22 February 1943, and the 90 000 survivors marched across the barren snow-swept plains into captivity. The Soviet victory at Stalingrad was the prelude to the USSR's counter-offensive in 1943.

### EL ALAMEIN

While the battle for Stalingrad was at its height, the Germans suffered a serious reversal in North Africa. The 10-day battle at El Alamein near the Suez Canal was the beginning of the liberation of North Africa. Advancing westward along the Mediterranean coast, the British Eighth Army under General Montgomery pushed General Rommel's Afrika Corps steadily back. That November, an Anglo-American landing on both sides of the Straits of Gibraltar brought a second Allied army onto the continent. Together these armies squeezed Rommel's forces out of Africa. The Allied landings in Morocco and Algeria were to have far-reaching repercussions, one being the German occupation of the rest of France.

### SICILY AND ITALY

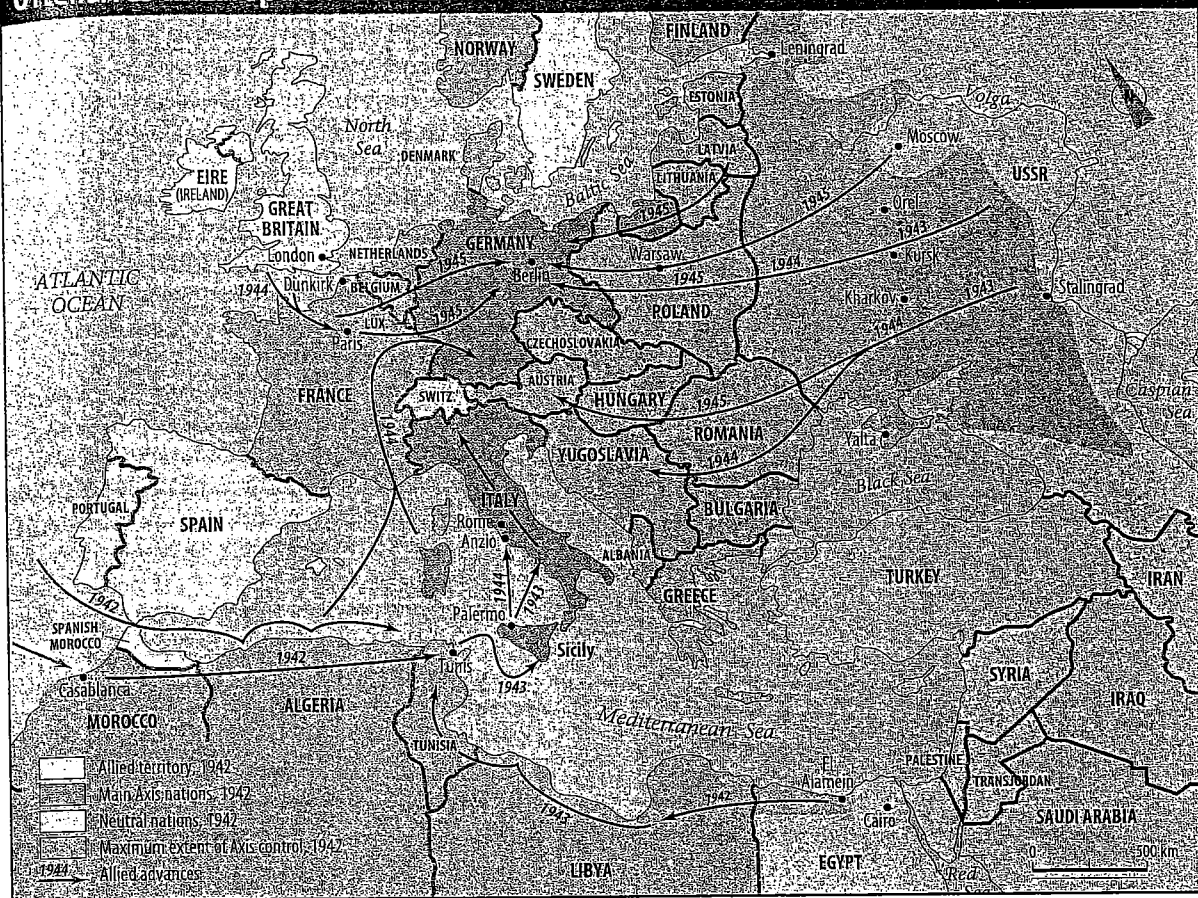
The second Allied decision was to continue to pursue the enemy onto Sicily and into Italy. Churchill proposed this strategy as a means of inserting an Allied presence into Central Europe. Roosevelt was unhappy with it, since it delayed the invasion of France by another year. The Americans did not believe Allied armies could bring the enemy to a decisive battle in Italy.

In the summer of 1943, however, British, American, and Canadian armies landed in Sicily. In an emergency meeting, the Grand Fascist Council deposed Mussolini by a vote of 19 to 9. Mussolini was arrested and placed under guard. Later he was rescued by the Germans in a daring alpine escapade and put in charge of German-occupied northern Italy. At the end of the war, he was captured by Resistance forces in Milan and executed.

After the change in Italian leadership, Marshal Badoglio agreed to a cease-fire. On 8 September Italy left the war and turned its military bases over to the Allies. The 500 000 Italian soldiers in the Balkans, the 217 000 in the USSR, and the 200 000 in southern France were to surrender themselves and their weapons.

To complicate matters further, Italy declared war on its former ally Germany on 13 October. In

## Offensives in Europe and Africa from 1942 to 1945



response, battle-hardened German forces raced southward through Italy to recover as much of the situation as possible. They were able to establish several defence lines that were grudgingly given up in the next year and a half of bitter fighting.

### WESTERN EUROPE

Instead of establishing a second front in France in 1943, Roosevelt and Churchill agreed to bomb strategic targets in what the Germans called Fortress Europe. The difficulty of hitting specifically military targets from the air led to a shift in strategy to the area bombing of larger targets like communications and transportation centres, industrial and power-generation plants, and selected cities like Regensburg and Schweinfurt, to delay aircraft fighter production. As the size of the air fleets grew, other cities came in for attack. Berlin, Hamburg, Cologne, and Dresden were added to the list of targets. Strategists believed that bombing would directly affect civilian morale and destroy their will to resist. The first 1000-bomber raid went out against Cologne, where incendiary bombs were

After 1942 the Axis began to crumble under the force of Allied attacks.

used to start a fire storm in the centre of the city. Incendiary bombs were far more devastating than regular bombs. The heat was so intense it melted steel. Fed on fresh air sucked in from surrounding areas, an updraft was created, causing a storm that lasted for hours. City after city was to experience the horror of strategic bombing. Ideally, the bombing would lead to surrender and make unnecessary the sending of ground troops into Europe. In practice, though, results were mixed. Civilian morale did not collapse and industrial capacity was only marginally affected. But the raids did boost Allied morale, for their peoples could rejoice that they were now striking back.

### EASTERN EUROPE

As the Allies pursued the air war over Europe and began to land troops in Sicily, the largest tank battle ever fought took place at Kursk between 5 and



Conferences between Churchill, Roosevelt, and Stalin were filled with tension. This photograph was taken at their meeting in Yalta, in February 1945.

12 July 1943. The Germans were attempting to cut off a Soviet salient and struck at the "bulge" from Orel and Kharkov. A million soldiers and 2700 tanks were involved in fierce fighting. Soviet air superiority and their use of anti-tank rockets and weapons brought decisive defeat to the German Panzer corps (500 000 casualties). After Kursk, the Soviets were able to advance along a broad front of 1200 km, with forces numbering 6 million soldiers. By 1944, the Soviets had superiority in weapons on a 5 to 1 ratio, except in the air, where the ratio was 17 to 1.

The first of two meetings between Stalin, Churchill, and Roosevelt took place at Teheran between 28 November and 5 December 1943. An agreement was reached on the creation of a second front in France, to be launched in June 1944. Allied efforts in the eastern Mediterranean and Churchill's proposal to strike for Vienna and the Balkans were set aside. They would in any event come under the Soviet sphere. Churchill could not convince Roosevelt of the political danger of permitting the Red Army to liberate Central Europe. Roosevelt was adamant that all political matters be left to a post-

war conference. The Americans needed Stalin's help in Asia against Japan, and Roosevelt believed the Soviet dictator could be brought to a reasonable position on the future of a liberated Europe. To this end he accepted Stalin's vague promises of self-determination and free elections for Europeans after fighting had come to an end. In reality, Stalin had no intention of giving up any of the territorial gains the Soviets might win. At Teheran, the spheres of influence that would dominate the post-war world were beginning to take shape, with the Anglo-American Allies giving up their interests in Central Europe.

At Teheran, the Polish question bedeviled the comrades in arms. The USSR demanded the re-establishment of its 1939 boundary with Poland. Thus, it was decided to restructure Poland by setting its eastern boundary at the Curzon line, and compensating the Poles with German territory. Although agreement was reached on Poland's borders, no agreement was made on Poland's government. England and France had gone to war over Polish independence. They had supported both the Polish government in exile in London and the Polish Resistance. They had an obligation to the Poles and to themselves.

The USSR acknowledged the Polish government in London, until that government asked the Red Cross to investigate the massacre of 1700 Polish officers in the forests at Katyn. Had they been killed by Germans or Soviets? Stalin refused an investigation and used this affront as a pretext to break off relations with the government in exile. He then recognized a pro-Soviet group in Lublin as the provisional government. It has recently been shown that Soviet forces were responsible for the massacre.

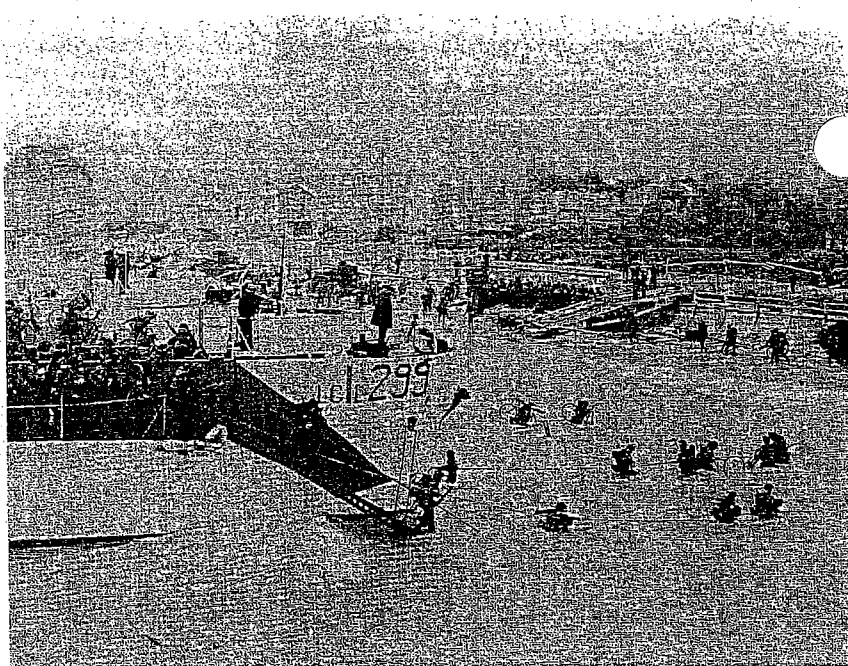
## D-DAY

On 6 June 1944, the long-awaited second front in Europe came with the Allied invasion of Normandy in an operation code-named D-Day. Eight American, British, and Canadian divisions landed by sea or parachuted down along a 100 km arc of French coastline. By the end of the month, 640 000 soldiers were ashore, and by the end of July they had broken out into open territory and were racing for Paris. The French capital was liberated on 25 August by General Leclerc, just two days after the Soviets entered Vienna. There was a second invasion of France in the south, on 15 August. By December, Allied armies had pushed the Germans back within their own borders, and were preparing the final advance into Germany itself.

On 9 October 1944 a concerned Churchill flew to Moscow to meet with Stalin about the fate of Central Europe, now effectively under Soviet control. Roosevelt was in the middle of an election campaign and did not attend the meeting, but he went along with Churchill's and Stalin's agreement on post-war spheres of influence. Churchill proposed establishing spheres of influence in the Balkans and Central Europe that mirrored the reality of the situation: the Soviet army was in control of Central Europe and could not be dislodged without force. The Soviets would have a 90 per cent interest in Romania, a 70 per cent interest in Bulgaria and Hungary, a 50 per cent interest in Yugoslavia, and a 10 per cent interest in Greece. Stalin lived up to this agreement and did not support the Communist guerrillas in Greece. Nor did he give support to Communist parties in France and Italy, which he considered to be in the Western sphere. He expected his hands-off policy in the Western zone would be reciprocated by the Americans and the British in the Soviet zone.

As the war drew to a close, the Big Three met for a second time at Yalta, in February 1945. Germany was to be partitioned along the Elbe River, where it was expected the Allied armies would meet. The capital, Berlin, was to be divided into three zones and put under military occupation. Later, France was accorded a zone constructed from portions of the British and American sectors. German industries were to be dismantled and reparations levied. Stalin suggested the sum of \$20 billion as a starting point. The Americans and British were more concerned with reconstruction in their zones than they were with stripping captured zones of resources. The Soviets, however, wanted to seize German resources to help rebuild the war-ravaged USSR. The Allies could not reach agreement on whether to levy reparations before or after reconstruction. Stalin insisted on recognition of the Lublin Poles as the Polish government, although he agreed to allow some of the London Poles to participate in the administration of a liberated Poland. Under the terms of secret clauses, Stalin also agreed to enter the war against Japan within three months of victory in Europe. Stalin thought the Anglo-American insistence on elections and self-determination for liberated peoples was mere window-dressing, designed to placate their own electorates. He was firmly committed to the concept of spheres of influence and the defence of the Soviet homeland.

Roosevelt left the conference a sick man, and was shortly to die. He was succeeded as president by Harry Truman, in whom Stalin found a formidable



On 6 June 1944, D-Day, British, Canadian, and American troops began landing at Normandy. This was the beginning of the end for Germany.

opponent and, like himself, a believer in spheres of influence. Under Truman, the Americans would embark on a program of global economic and military expansion.

## THE END OF THE WAR

The end of the war in Europe came in May 1945. On 30 April, Hitler committed suicide. Surrender of German forces took place shortly thereafter, between 7 and 9 May. The final meeting of Allied war leaders took place at Potsdam in mid-July. There the harmony that had marked Allied cooperation came to an end. Quarrels quickly broke out between Truman and Stalin on virtually every issue. Differing views on the treatment of Germany and Poland had begun to spawn a cold war between the two superpowers.

Unable to reach agreement, the military commanders, General Eisenhower and Marshal Zhukov, took over the administration of their respective occupation zones. The peoples within each zone adopted the system of government preferred by their liberators.

Despite differing views on the future of Europe, the Allies carried out a **denazification** program, interviewing 6 million former members of the party. Twenty-four major Nazi leaders were brought to trial for crimes against humanity. Fifty thousand others were brought to trial locally. Of the major





After the Second World War much of Europe was in ruins. It would take decades and billions of dollars for these countries to rebuild themselves. This 1945 photograph of a street in Calcar, Germany is representative of the scope of the damage.

leaders, Martin Bormann was sentenced to death in absentia, Göring committed suicide, 12 were given death sentences, three were given life imprisonment, four were given prison terms from 10 to 20 years, and three were acquitted. The crimes they were guilty of were the planning and waging of war. The tribunal did not rule on genocide because it was a domestic matter, nor did it rule on mass-bombing because it was not asked to. It found that there was nothing in the laws of war that prohibited taking hostages.

The cost of the Second World War was a staggering 50 to 60 million dead. The figures are large beyond comprehension. Exact statistics were never kept, but estimates of the dead are probably in the range of 20–25 million Soviets, 10 million Chinese, 5 million Germans, 2 million Japanese, 2 million British, French, and Italians combined, and perhaps as many as 14 million Central Europeans, including victims of the genocide programs. About 259 000 Americans were killed. Add to these figures a far larger number left homeless, and the material and

environmental cost of industrial devastation. Mere figures fail to convey the horrifying breadth of the human cost of this war.

The war altered the balance of power between the industrial nations. At its conclusion, the United States and the Soviet Union emerged as superpowers and the world's power structure became bipolar in nature. Despite its losses in battle, the Soviet Union maintained a formidable fighting force of 12 million and stood in occupation of Central Europe.

At the end of the war, the United States emerged as the supreme world power. It escaped relatively unscathed from the war, and had reached industrial maturity. The USA held \$20 billion worth of the world's bullion supplies, accounted for over half of the world's industrial output, and also had 12 million soldiers under arms. Its factories were producing over half of the world's manufactured products, and it could project its military might anywhere in the world. What is more, the USA had a temporary monopoly on the atomic bomb.

Britain and France were exhausted by the war and could in no way match the newfound strength of the two superpowers. Devastated financially, they would have roles as middle powers and as allies of the United States. The development of the bipolar world in part shifted global power from Europe to North America and Asia.

### DEFINING WAR CRIMES

In 1950, the International Law Commission formulated seven principles relating to the conduct of war. Among these principles were the following assertions: an individual who commits an international criminal act can be punished for it; heads of state are liable for punishment, and "following orders" is no defence in law; there are crimes against peace, including the planning and waging of war; war crimes and crimes against humanity such as genocide, deportation, slave labour, plunder, killing of hostages, and the devastation of cities are not to be tolerated. The basic principle was that war is a planned human activity and is a crime that is punishable.

## ACTIVITY 4: "PROPORTIONALITY SHOULD BE A GUIDELINE IN WAR."

### VALUES IN A TIME OF WAR

War raises agonizing moral questions. When a democratic society goes to war, the decisions made and actions taken are not just the responsibility of those in authority, but are the collective responsibility of the people. Once war has begun, few Americans would question that bringing the conflict to a speedy conclusion is a justifiable goal or end. The moral difficulty comes in deciding which military actions, or means, should be employed to attain a worthy end. McNamara talks about this issue during *The Fog of War*.

- Do morals have a place in war?
- What do you think McNamara means by "proportionality?"
- Does proportionality matter more or less depending on whether you win or lose a war?

Below is a list of potential bombing targets for your air force. Your assignment is to consider each of the targets in terms of its military significance and moral implications. Your task is to decide whether the means of aerial bombardment are justified by the ends, or goals. Rate each potential target on a scale of 1 (completely unjustified) to 10 (completely justified). Explain your group's reasoning for each rating.

POTENTIAL TARGET	RATING	POTENTIAL TARGET	RATING
1. Enemy troops in the field <i>Reason for rating:</i>	_____	7. Military hospitals <i>Reason for rating:</i>	_____
2. Military training camps <i>Reason for rating:</i>	_____	8. Residential neighborhoods of major cities. <i>Reason for rating:</i>	_____
3. Factories (in cities) producing military supplies. <i>Reason for rating:</i>	_____	9. Trains and ships carrying troops <i>Reason for rating:</i>	_____
4. Homes of civilians working in military factories. <i>Reason for rating:</i>	_____	10. Trains and ships carrying both civilians and troops. <i>Reason for rating:</i>	_____
5. Food supplies for the military <i>Reason for rating:</i>	_____	11. High schools <i>Reason for rating:</i>	_____
6. Food supplies for civilians <i>Reason for rating:</i>	_____	12. Universities involved in military-related research. <i>Reason for rating:</i>	_____

### McNamara's talking to you. What do you think?

LeMay said, "If we'd lost the war, we'd all have been prosecuted as war criminals." And I think he's right. He and I say "I were behaving as war criminals." LeMay recognized that what he was doing would be thought immoral if his side had lost. But what makes it immoral if you lose and not immoral if you win?

## ACTIVITY 5

# JUST WAR AND PROPORTIONALITY

Throughout history, the world has known political violence and war. For centuries political and religious thinkers from many traditions have wrestled with two key questions. When is the use of force acceptable? What principles govern how force may be used? These two questions are central to something known as "just war" theory.

Today, just war theory underlies much of accepted international law concerning the use of force by states. International law is explicit about when states may use force. For example, states may use force in self-defense against an armed attack. International law also addresses how force may be used. For example, force may not be used against non-combatants. Despite these laws and norms, there are those who oppose the use of violence under any circumstances.

Over the years, the international community has been working to better define the rules of war. The Geneva Conventions established in the aftermath of World War II introduced new internationally accepted regulations on the conduct of war between states. These rules protect non-combatants, govern the treatment of prisoners of war, prohibit hostage-taking, and respect diplomatic immunity.

In addition, the concept of proportionality—long a part of just war theory—has gained new importance as the weapons of war have become increasingly destructive. Proportionality argues that it is wrong to use more force than is necessary to achieve success.



### EXTRA CHALLENGE

Are the "rules of war" enforceable? What happens to leaders who violate them? Investigate an example of a violation and write about what happened to the leaders. Does it matter what country the leaders are from?



## McNamara's talking to you. What do you think?

In the film, *The Fog of War*, Robert McNamara asks the viewer several questions.

- *How much evil must we do in order to do good? We have certain ideals, certain responsibilities. Recognize that at times you will have to engage in evil, but minimize it.*
- *I think the issue is, in order to win a war should you kill 100,000 people in one night, by firebombing or any other way? LeMay's answer would be clearly "Yes."*
- *McNamara, do you mean to say that instead of killing 100,000, burning to death 100,000 Japanese civilians in that one night, we should have burned to death a lesser number or none? And then had our soldiers cross the beaches in Tokyo and been slaughtered in the tens of thousands? Is that what you're proposing? Is that moral? Is that wise?*

What do you think? Do you believe that the context of killing matters? For example, might it be moral to burn to death 100,000 Japanese during the Second World War, but not in another specific case? What does McNamara mean by "evil?" What do you think he means by "good?" What are the responsibilities that McNamara refers to? How do you think McNamara would answer his own questions?



# Globe Life

VIDEO GAMES » HARM REDUCTION



SHOOT OR NOT SHOOT?  
 ✓ not unarmed  
 ✓ not immobile  
 ✓ not raising hands in surrender  
 OK, SHOOT.

Evan Spencer has agreed not to harm captured or defeated soldiers when he's playing the video game *Call of Duty* — even if it would get him to the next level faster. But he doesn't tell his friends that, if he does shoot an unarmed man, he feels bad about it.

## Art of playing nice

When 13-year-old Evan Spencer wanted to play the ultraviolent video game *Call of Duty*, his parents gave him the green light, on one condition: He had to follow the Geneva Conventions. **Sarah Boesveld** reports



**Someone surrenders and you don't just go and kill them anyways.**

Evan Spencer

Four times a week, 13-year-old Evan Spencer and his buddies rush to their

Xboxes to play *Call of Duty*, the violent, popular sniper game set in the Second World War.

While some of his friends shoot enemies long after

they're down, or spray bullets indiscriminately, Evan does not. He can't — or he'll violate the Geneva Conventions his parents insist he follow, and be cut off from the game he so dearly loves.

"To remember it, it's basically common sense," says Evan, explaining the conventions while slurping a chocolate milkshake at a restaurant near the family home in Etobicoke, Ont.

"Someone surrenders and you don't just go and kill them anyways."

"I think that raises a crucial point, the fact that he's even aware of his decision," says his father, "Tough Spencer, sitting beside me."

In an era when video games,

many of them violent, are the after-school pastime of choice, the decision Mr. Spencer and his wife, Helen Coxon, made to let their son play *Call of Duty* with an affixed moral compass is a creative twist to a battle many parents have with their kids.

Mr. Spencer's experiment garnered quite a bit of chatter on technology blogs across the country after he posted his account of it on [boingboing.net](http://boingboing.net). Since then, some blog com-

ments have called it "a great example of parenting 2.0." Others have chastised Mr. Spencer for not forcing his son to get outside and exercise instead.

"This is the 21st century and [video games are] a part of the universe we live in now."

They're not going to go away, and they'll overwhelm us if we surrender our morals," says Mr. Spencer, a 52-year-old museum consultant.

» SEE VIDEO PAGE 3

# Shooting a captured soldier 'doesn't feel right,' son says

**"I wanted to make sure he was playing on the good guys' side. And if he's not, he has to stop."**

Considered to be the pillars of international human-rights law, the Geneva Conventions are a collection of four treaties mainly concerning the treatment of non-combatants and prisoners of war. The First Convention, which says soldiers must care for the sick and wounded regardless of what side they're on, can certainly be applied in *Call of Duty*, in which moral issues often arise, Mr. Spencer says.

Evan agrees. If he shoots one of his captured soldiers, he tends to feel bad about it. Often his friends don't.

"If there's one standing in the way, they'll just shoot them and they'll fall on the floor and they just walk by them," he says. "That doesn't feel right."

The Geneva Conventions of

fer ethical lessons, not only on how to treat one another in times of war, but also on how to respect peers in everyday life, Mr. Spencer adds.

When Evan first asked his parents to buy *Call of Duty*, Mr. Spencer and Ms. Coxon had a discussion about whether they should allow such a violent video game in the house. The Geneva rule came to Mr. Spencer overnight, he says.

"Part of it was that I wanted to discourage him from getting the game. I just thought, 'Hey, he'll never read the Geneva Conventions.'"

Instead, the youngster bolted for the computer, printed off the conventions and read them carefully. Mr. Spencer quizzed Evan to make sure he understood, then it was off to the video-game store. "In a sense, I wanted to make him aware that there's a lot more about World War Two than just pointing and shooting," he

says. Players can gain empathy for what it must be like to make moral choices on the battlefield.

And a real soldier on the ground has to know the Geneva Conventions or risk consequences, Mr. Spencer adds.

"Even in some ways just the issues that a game like *Call of Duty* raises are a lot more important. Like, 'What is the meaning of this war? Why did this war happen? And how do we conduct ourselves in times of war?'"

Mr. Spencer also knew his son would play at his friends' houses if the game was banned at home, and he didn't want to provoke that kind of secrecy in their relationship.

While he doesn't expect Evan to clutch the rulebook in one hand and the controller in the other, Mr. Spencer does expect his son to fuss up if he violates the conventions. He'll occasionally ask Evan whether

he's still following the rules, and peeks at the screen when he's playing.

Evan says he has been following the conventions closely, even forgoing getting to a higher level faster in order to follow them.

He readily admits to screwing up once, when he blew up a tank so he could enter another battlefield, a move that killed a soldier unnecessarily.

"Have you done that lately?" Mr. Spencer playfully warns, raising an eyebrow at his son. The warning is met with a vigorous headshake.

Still, Evan says his friends don't know he must follow these rules in order to play. Sometimes, his buddies will shout, "Oh man! The enemy was right there! You could have shot him!"

"I'll just say, 'I don't know. I didn't feel like it!'"

"And now you can tell them why," Mr. Spencer says.

## Rules of engagement

The Geneva Conventions and essential rules of international humanitarian law

- » People on both land and sea who do not or can no longer take part in combat are entitled to respect for their lives and for their physical and mental integrity. Such people must in all circumstances be protected and treated with humanity without favouritism.
- » It is forbidden to kill or wound an adversary who surrenders or who can no longer participate in combat.
- » It is forbidden to use weapons or methods of warfare that are likely to cause unnecessary losses or excessive suffering.
- » The wounded and sick must be collected and cared for by the party in conflict that has them in its power. Medical personnel, establishments, trans-

ports and equipment must also be spared.

» The red cross or red crescent or a white background shows that such persons or objects must be respected.

» Captured combatants, such as prisoners of war, and civilians captured by the enemy are entitled to respect for their lives, dignity and their personal, political, religious and other convictions. They must be protected against all acts of violence or reprisal and are allowed to exchange news with families and receive aid. They are also entitled to basic judicial guarantees.

» Source: The International Committee of the Red Cross, [www.icrc.org](http://www.icrc.org)

**8 Stages of Genocide** \* Resource obtained from the Genocide Watch website: <http://www.genocidewatch.org/8stages.htm>

8 Stages of Genocide	Evidence, Exhibits &/or Examples from Holocaust Museum Visit (Tour Guide's Comments, Artefacts & Max Eisen's Story)
<p><b>1. CLASSIFICATION:</b> All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew. The search for common ground is vital to early prevention of genocide.</p>	
<p><b>2. SYMBOLIZATION:</b> We give names or other symbols to the classifications. We name people "Jews" or "Gypsies", or distinguish them by colors or dress; and apply them to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the next stage, dehumanization. When combined with hatred, symbols may be forced upon unwilling members of outsider groups.</p>	
<p><b>3. DEHUMANIZATION:</b> One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print and other media is used to vilify the victim group. In combating this dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than in democracies.</p>	
<p><b>4. ORGANIZATION:</b> Genocide is always organized, usually by the state. Special army units or militias are often trained and armed. Plans are made for genocidal killings.</p>	
<p><b>5. POLARIZATION:</b> Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction.</p>	
<p><b>6. IDENTIFICATION:</b> Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. Members of victim groups are forced to wear identifying symbols. They are often segregated into ghettos, forced into concentration camps, or confined to a famine-struck region and starved.</p>	
<p><b>7. EXTERMINATION:</b> begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with other groups to do the killing.</p>	
<p><b>8. DENIAL:</b> is the eighth stage that always follows a genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims.</p>	

### **Small Group Discussion on Terezin**

1. Discuss the following statement using the documentary as supporting evidence –  
“Truth is the first casualty of war.”
2. How do atrocities happen without protest?
3. Did International Organizations, such as the Red Cross, aid victims of Nazi persecution?
4. What do you see, think, feel when you view this artwork from Terezin? What is its importance to our study of the Holocaust?