



Escape from War and Persecution

Refugees and help in escaping danger – past and present



14-18



3x45 min.



board/flip chart; buttons; dice; blank flashcards; smartphones/computer with internet access for students; mounting material (magnets / tape / push pins); moderation cards; sewing needles; blank note cards; colored A4 printing paper; pens; computer with internet access and attached projector; mobile phone or other recording device; writing utensils (as needed); white board; scraps of wool and fabric; computer workstations or mobile terminals; world map;



This module looks at why people flee their home countries and who helps them to do so, how, and why.



Biology Communication Cosmopolitan issues Dialogue Diversity English Ethics/Religion Geography History IT
Language Media Education Political Studies Signs Social Studies/Civic Education Social Learning Symbols



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Introduction

Background information and didactical perspective

Can we compare the situation of Jewish refugees in the National Socialist period with that of refugees today? This question, subject to heated debate in current discussions around refugees, is at the centre of this module. The objective is not to use the selected sources and pieces of text to find 'proof' for or against the thesis proposed in this question. Instead, the intent is for pupils to engage with a range of historical and current causes and examples of refugee movements which demonstrate that people flee their home countries for various, often overlapping reasons and that, today as in the past, they do so in response to the threats and dangers of war, violence, starvation or the lack of a meaningful future for them in their home country. Are those who help refugees to escape heroes or profiteers, good Samaritans or people smugglers? The module will ask pupils to discuss this question using the examples of two people who helped Jews to escape during the National Socialist era, evaluating their actions. Pupils will also attempt to put themselves in the place of someone helping refugees to escape today and explore their motives. What role do statistics and online forums play in shaping people's views on taking in refugees? In order to examine this question, pupils will analyse tweets responding to the results of a survey conducted in July 1938 on allowing Jewish refugees into the US and republished shortly after the terror attacks in Paris in November 2015.

Learning outcomes

Competencies

Comprehending, categorising and assessing information and sources; critically reading information and making appropriate judgements; interpretative skills; media competencies; changing perspective; factual knowledge and competencies

Topics / National curriculum

Current refugee and migration movements; why refugees flee; the Holocaust; the Second World War; Jewish emigration and escape from Nazi Germany; US immigration policy; the individual and society; values and conflicts between different sets of values; living together and a sense of community; people in need

Lesson plan

Abbreviations:

A = Activity

D = Discussion

GW = Group work

IW = Individual work

HW = Homework

PW = Partnerwork

PTS = Previous Teacher's Study

PO = Pupils opinions

PP = Pupil's presentations

TP = Teacher's presentation

Lesson No 1 : Refugee movements past and present

Phase	Content	Media, Material
Introduction (15 min.) A D	Objective <ul style="list-style-type: none">• In exploring definitions of migration and being a refugee, pupils learn to differentiate the two.• Pupils come up with their own ideas on causes of flight and forced migration.• Pupils will also learn, via independent work, about refugee movements today and in the past. Preparation <ul style="list-style-type: none">• In preparation for teaching the topic, the teacher should read the introduction <i>Escape from war and persecution</i> (Material 1) and may wish to explore links on the topic.• The teacher should make sufficient copies of the text <i>Causes of forced migrations and escape as a refugee</i> for the partner work.• In general, migration refers to a permanent move to a new place, usually a new country. Refugees are also migrants, except their move is prompted by circumstances – such as war, persecution or natural disaster – that make them feel they have to leave their previous home. ‘Taking refuge’ as a refugee, then, is migration under duress from external factors. Execution <ul style="list-style-type: none">• Without passing comment, the teacher writes the words ‘migration’ and ‘escape’ (or ‘taking refuge’) on the board or equivalent, one on the left, one on the right. The teacher then asks pupils for their associations with each term, writes them up on the board, and leads a discussion on similarities and differences between the two.	M1 Text for informative purposes Additional material <ul style="list-style-type: none">• board/flip chart
Main section (25 min.) A PW	Step 1 The teacher should now read the text on worksheet <i>Causes of forced migrations and escape as a refugee</i> (Material 2) together with the pupils. Step 2 The teacher now responds to any questions the pupils have relating to comprehension of the text. Step 3 A phase of partner work follows, in which pupils use the text to draw up a definition of ‘taking refuge’ and ‘forced migration’ and identify causal factors.	M2 Worksheet “Causes of (forced) migration and escape as a refugee: A short introduction”
Presentation and knowledge checking (10 min.) TP PP	<ul style="list-style-type: none">• The teacher shows the pupils the definition of a refugee and of a refugee movement as laid down by the Office of the UN High Commissioner for Refugees <i>UNHCR Definition of a refugee</i>.• Pupils share their definitions with the whole group and compare them with the UNHCR’s definition.	M3 UNHCR definition of a refugee Additional material <ul style="list-style-type: none">• board/flip chart

Lesson No 2 : Help to escape: National Socialist times and the present day

Phase	Content	Media, Material
Introduction (15 min.) A TP PO	<p>Objective</p> <ul style="list-style-type: none"> In this lesson, pupils will explore help for refugees in the National Socialist period and the present day. They will learn about the lives and actions of two people who helped refugees escape the Nazis. In the ensuing discussion, they will evaluate the actions of those who help refugees escape. <p>Preparation</p> <ul style="list-style-type: none"> The teacher should make sure there is a working internet connection and that a device to play the videos is ready. The teacher will need a projector to show videos and brief pieces of text. Before taking the session, the teacher should have read the information on the video <i>Help a Refugee Escape</i> and may wish to visit the campaign website. The teacher should provide sufficient copies of <i>Luise Meier and Josef Höfler: help for refugees from Nazi Germany</i> for all pupils and a printout of <i>Help a Refugee Escape</i> for her- or himself. <p>Execution</p> <p>Step 1 The teacher and pupils should watch the video <i>Help a Refugee Escape</i>.</p> <p>Step 2 After showing the video, the teacher projects the quotes at the end <i>Quotations from video</i>.</p> <p>Step 3 The teacher should keep the transcript <i>Help a Refugee Escape</i> to hand in order to answer any questions the pupils have or to read out specific passages.</p> <p>Step 4 After the video, the teacher should provide background information on the campaign and ask the pupils for their thoughts on the film and the quotes from the film in comparison with the headline in the German newspaper.</p>	<p>M4 Video "Help a Refugee Escape"</p> <p>M5 Transcript of video "Help a Refugee Escape"</p> <p>M6 Quotations from video "Help a Refugee Escape" and newspaper headline</p> <p>Additional material</p> <ul style="list-style-type: none"> board/flip chart
Discussion (25 min.) A PO	<p>Step 1 Now the pupils read the text <i>Luise Meier and Josef Höfler: help for refugees from Nazi Germany</i> and identify the historian's view on the actions of Luise Meier and Josef Höfler.</p> <p>Step 2 The discussion should evaluate the actions of the couple in the video and of Luise Meier and Josef Höfler in the text, exploring differences in this evaluation relating to the specific situation of the National Socialist period as opposed to the current situation.</p> <p>Step 3 During this, the teacher notes arguments for each point of view on the board or equivalent.</p>	<p>M7 Worksheet "Luise Meier and Josef Höfler: help for refugees from Nazi Germany"</p>

Conclusion (10 min.)

D

- In a concluding dialogue with the pupils, the teacher encourages critical discussion and adds to the arguments noted down on the board.
- After the video, the teacher should provide background information on the campaign and ask the pupils for their thoughts on the film and the quotes from the film in comparison with the headline in the German newspaper.
 - Can you think of any other people or organisations who help refugees directly or indirectly? (Examples might include the emergency services/coastguard or Seawatch)
 - What are the arguments for and against helping refugees leave their country and reach their aimed-for destination?
 - What are the (legal) problems associated with this kind of help for refugees? How can states tackle these issues?
 - What might be people's motives for helping refugees to escape?
 - What are the circumstances under which helping refugees to escape is the (morally) right thing to do?

Additional material

- board/flip chart

Learning expectations

- The final discussion should aim to assist pupils in forming their own points of view via engagement with the topic and subject-oriented changes of perspective (stepping into someone else's shoes).

Lesson No 3 : Migration in Europe

Phase	Content	Media, Material
Introduction (15 min.) A	Objective <ul style="list-style-type: none">• Pupils will explore the impact of current migration to Europe on the various EU member states.• They will compare the issues arising due to migration and the responses of member states' governments.• Pupils will then engage critically with arguments for and against admitting refugees to a country. Preparation <ul style="list-style-type: none">• The teacher prepares the role cards <i>Migration in the EU</i>. Some roles may be left out in accordance with class size. The teacher may choose to decide in advance which countries he or she wishes to definitely include and which can be left aside.• The teacher prepares to discuss the Global Compact for Migration by reading <i>Background information on the Global Compact for Migration</i>.• Each group will need internet access for the group work phase.• The teacher will need to provide sufficient copies of worksheet <i>Migration in the EU</i>. Execution <p>Step 1 The teacher reminds the class of the discussion conducted in the last session.</p> <p>Step 2 Together, the pupils list the aspects of migration and escape as a refugee which came up in that discussion.</p> <p>Step 3 Discussion starters:</p> <ul style="list-style-type: none">◦ How did we 'see' migrants in our discussions last session?◦ How did people who help refugees to escape come up?◦ What issues and problems that occur in the context of migration did we not talk about last time? Are there any we only touched upon briefly? <p>Step 4 Why do we talk about a European migration or refugee 'crisis'?</p>	
Main section (15 min.) GW	<p>Step 1 The teacher divides the pupils into several small groups of 2-3 pupils each and gives out the worksheet <i>Migration in the EU</i>.</p> <p>Step 2 The groups each draw an EU member state.</p> <p>Step 3 The teacher tells the pupils that, while they are allowed to use Wikipedia to give themselves an overview, they will need, when they present their work, to refer to at least one reliable/quotable source and explain briefly why they consider that source credible.</p>	M8 Worksheet "Migration in the EU" M9 Role cards "Migration in the EU"

Discussion

(15 min.)

PP D

Step 1 The groups present their EU member state and their source(s) in turn.

Step 2 The teacher facilitates the ensuing discussion, with each group taking the position of the EU member state they have been working on.

Step 3 After the video, the teacher should provide background information on the campaign and ask the pupils for their thoughts on the film and the quotes from the film in comparison with the headline in the German newspaper.

- What is your attitude to migration to Europe?
- What are your reasons for this attitude?
- What problems have you had with migration to Europe?

Step 4 What do you hope for or demand from the other EU member states?

Conclusion

(5 min.)

TP

The teacher gives the pupils an outline of the UN Global Compact for Migration as an attempt at an international solution to the migration crisis.

M10

Background
information on the
UN Global Compact
for Migration

M1 Text for informative purposes

Text for informative purposes, to accompany module 'Escape from War and Persecution' (teacher to read/present)

According to figures from the UN's refugee agency, 68.5 million people worldwide were refugees at the end of the year 2017. A total of 25.4 million of these have fled their homes due to violent conflict, persecution and serious human rights violations (UNHCR 2018; figures refer to end of year 2017). This is the highest figure since the Second World War.

The Convention Relating to the Status of Refugees, signed at Geneva in 1951, lays down that persons recognised as refugees may not be returned to a state where they are threatened with persecution. Despite this stipulation, most refugees can barely hope to enter Europe legally without the aid of networks dedicated to helping refugees reach safety. It is very difficult for a person to escape a threat to their human rights in their country of origin legally and without assistance from third parties and to reach a country of refuge. Immigration control measures such as the introduction and increasingly restrictive granting of entry visas and the securing of borders using modern technology make entering Western European states an undertaking requiring assistance, including from agents who help on a professionalised basis. A European Union regulation makes it illegal to deliberately assist a refugee in entering an EU member state, although member states may decide not to prosecute if the assistance is given on humanitarian grounds. Commercial people smugglers¹ face severe penalties.

In the past, many Jews, for example, wanting to escape Germany during the National Socialist period would never have reached a safe haven abroad without the aid of people who helped them. Restrictive immigration policies in neighbouring countries or other potential refugee destinations, alongside the numerous bureaucratic and financial barriers set up for immigrants, meant that not all Jews were able to leave Germany legally or enter other countries by regular means. Enabling a refugee to escape illegally to neighbouring countries in Europe, such as Switzerland, was punishable by confinement in prison or a concentration camp or death by firing squad.

Opinions on the role of people who helped refugees to escape in this period continue to differ today. Views on the provision of assistance to today's refugees are similarly divided. In many cases, people's reasons for leaving their home countries and seeking asylum elsewhere are legitimate and easy to understand. This said, the provision of asylum is and has always been a complex task which continues to engage governments, whose responses include the issuance of legislation to regulate the asylum process while having regard to the overall balance of the host society. Those who assist refugees illegally, and the refugees themselves, show disregard for these laws and in so doing call migration policy in their destination countries into question.

¹The term 'people smuggling' is generally applied to the activities of those whose support for people's non-lawful migration is organised in some way, ranging from simple connections to border officials or other people in positions of authority all the way to networks encompassing contacts in government and other influential circles. In contrast to human trafficking, which usually involves coercion, those who carry out people smuggling generally assist refugees who are acting of their own volition. All the same, the term carries negative connotations, and its use will mostly seek to emphasise the illegal nature of migration achieved via these means. The fact that refugees turn to people smugglers in order to circumvent laws and regulations means that they have no legal recourse should something go wrong and are effectively forced to accept the terms and conditions offered them. In many instances, unsafe routes or means of transport provided by people smugglers leads to refugees risking their lives.

M2 Worksheet “Causes of (forced) migration and escape as a refugee: A short introduction”

“Causes of (forced) migration and escape as a refugee: A short introduction”

By Birte Förster (historian)

Forced migration and flight from war or danger are historical phenomena that have presumably existed ever since human beings first began to settle permanently in one place. One example from ancient times is the expulsion of the Jewish population after the Bar Kokhba revolt in the Roman province of Palestine around 123–135 CE. Another is the forced migration of enslaved people from the regions of the world subject to Roman rule.

In Europe, the increasing emergence of territorial states¹ in the early modern period brought with it the notion of a specific ethnic or religious group belonging to a specific country. It was not until a clearly and permanently defined area or region had been established that its borders could be crossed, people included or excluded.

As an example, the Alhambra Decree of 1492 expelled all people of Jewish faith who were not willing to convert to Christianity from Castile and Aragon; the same occurred in 1497 in Portugal. The Sephardic Jews were thus forced to scatter across the entire Mediterranean region, with others emigrating to Western, Central and Eastern Europe.

The persecution of Protestants in sixteenth- and seventeenth-century France was accompanied by acts of violence, re-Catholicisation and threats of arrest. Although an explicit ban on migration was in place, almost all the Huguenots left France, with many settling in Brandenburg, Prussia, under the Edict of Potsdam issued in 1685. Yet another historical example is the forced migration of members of separatist religious movements from England to the US; the ‘Pilgrim Fathers’ are probably the best-known instance.

We can see that there can be numerous reasons for forced migration and escape as a refugee; alongside religious persecution, refugees may have suffered from political, racial or anti-Semitic discrimination and been subject to violence. Other reasons may be a lack of food or the reordering of territories. The Great Famine of Ireland (1845–1852), caused by the potato blight that spread through the population’s staple food crop, was a key reason for the mass emigration of primarily young Irish people to North America, Australia, England and Scotland. The nineteenth century also saw many people from Scandinavia, Italy and Germany leave their homes for a hoped-for better future in the US.

Reasons for leaving a country as a refugee or a migrant under duress frequently overlap. This can be seen clearly in the case of refugees from National Socialist Germany, whose subjection to anti-Semitic persecution frequently went hand in hand with socio-economic degradation caused by bans on exercising their profession, so-called ‘Aryanisation’ measures, dispossession, taxes on leaving the country, and regulations that made it difficult or even impossible to transfer property and funds abroad.

It is well-known that the ‘total wars’² of the twentieth century, marked out by their tendency to engulf local civil populations in the hostilities, gave rise to major flows of forced migrants and refugees. Along with the events familiar to us that happened in Europe, large refugee movements also took place in consequence of the reordering of territories during the foundation of India and Pakistan in 1947. The partition of India saw millions of people driven from their homes, or forced to flee, and almost a million were killed.

Many people are currently fleeing for their lives to Europe, from civil wars, violence committed by the state or terrorist groupings, the threat of starvation, poverty and the lack of any hope for a safe and peaceful future. Migration under duress or as a refugee is not travel for fun. It takes place under the pressure of threat to life and limb and is itself a dangerous undertaking. Refugees lose everything they had previously possessed and risk their lives on their journey.

¹A territorial state is a state (land or region, as opposed to a city state) whose government (previously the lord or monarch) controls a specific area of sovereignty and thus governs the population living within it.

²‘Total war’ is characterised by the following factors: ‘Total mobilisation – of the military, the economy and the population – for the war effort [...]; Total

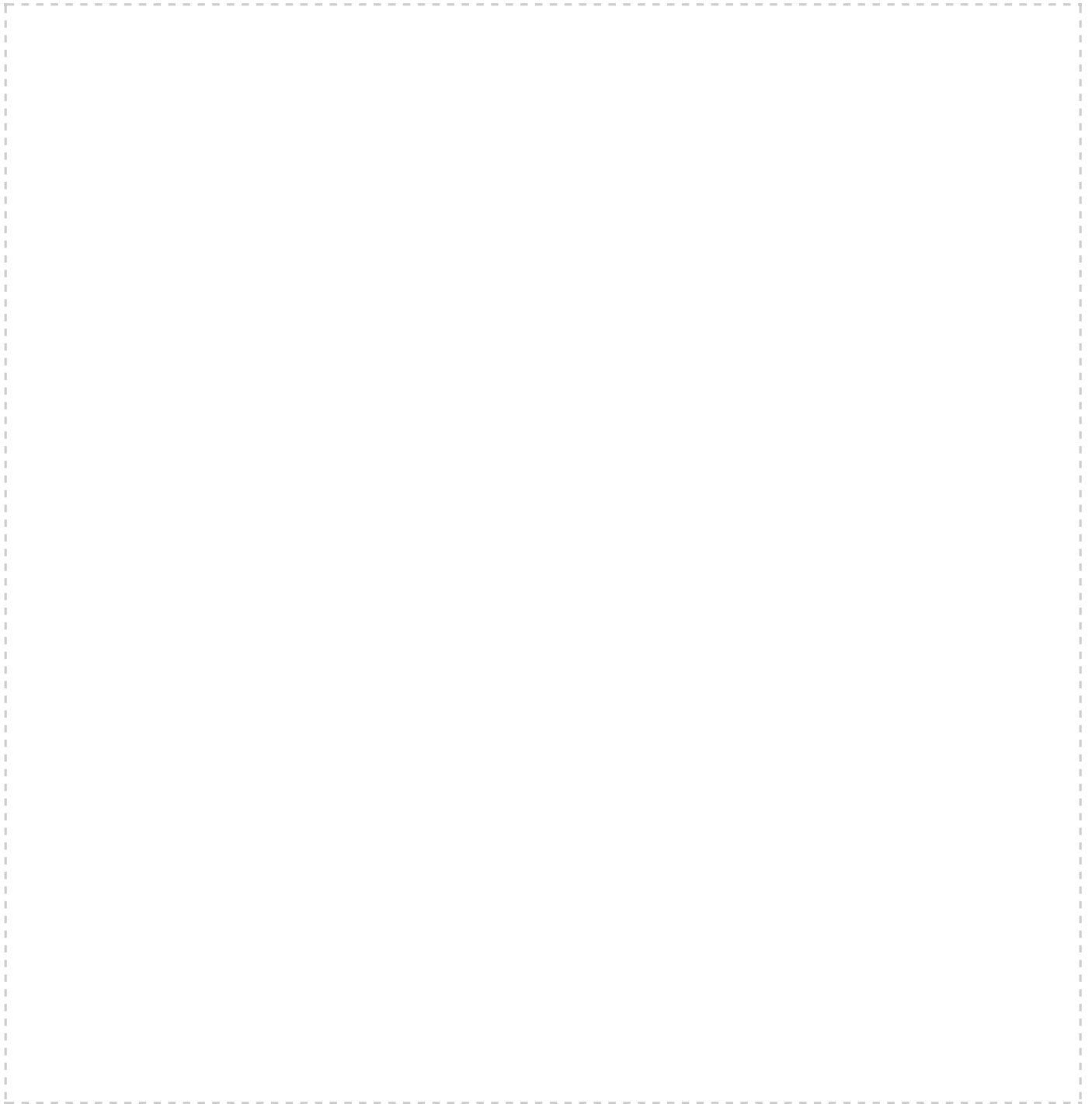
control – of all areas of society (including leisure and culture), by the state, for the purposes of securing total mobilisation; Total objectives – the aim is the complete defeat and subjugation of the enemy [...]; and Total warfare – to ensure victory in a war defined and glorified as a fight to the death. Everything seemed to be permitted, as long as it served the success of one's own side.'

Source:

Birte Förster: Ursachen von (Zwangs)Migration und Flucht. Eine kurze Einführung', published 14 August 2015, <http://gefluechtet.de/wp/2015/08/14/ursachen-von-zwangsmigration-und-flucht-eine-kurze-einfuehrung/> - References to sources removed. Explanations of terms are editorial additions.

Task

- Working with a partner, use the text to formulate a definition of forced migration and escape as a refugee.
- Identify the issues that might cause someone to become a refugee or a forced migrant.
- Afterwards you will present your results to the class. Make notes to speak from.

A large, empty rectangular box with a dashed border, intended for students to take notes or write their definitions and findings during the task.

M3 UNHCR definition of a refugee

Article 1 of the Convention Relating to the Status of Refugees of 28 July 1951 defines a refugee as a person who

‘owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country [...]’.

Sources:

UNHCR

<http://www.unhcr.org/dach/wp-content/uploads/sites/27/2017/03/Flucht-und-Asyl-1.pdf>

<https://emergency.unhcr.org/entry/95331/refugee-definition>

<http://www.unhcr.org/dach/de/services/faq/faq-fluechtlinge>

M4 Video “Help a Refugee Escape”

Help a Refugee Escape' (original title: 'Werde Fluchthelfer.in') is a campaign produced by the Berlin-based Peng Collective, which calls upon holidaymakers to help refugees by taking them back to Germany with them. The collective's members are aware that the campaign borders on the illegal, but assert that they wish to make a clear statement advocating the right of all people to freedom of movement and advance the view that assisting refugees, while it may be illegal, is a legitimate act.

To achieve the aim of their campaign – helping people in situations of peril – they encourage their supporters to disregard the law.

Link: <https://www.youtube.com/watch?v=kYszLc6iYTU> (02:41 min.)

Sources:

Website „Werde Fluchthelfer.in, <http://www.fluchthelfer.in/>
Frank Seibert: „Kampagne. Peng Collective sucht Fluchthelfer“ (02.08.2015),
<https://www.br.de/puls/themen/welt/fluchthelfer-peng-collective-kampagne-100.html>

M5 Transcript of video “Help a Refugee Escape”

Voiceovers representing the characters' thoughts:

- D = Driver
- FSP = Front seat passenger
- BSP = Back seat passenger

D : We've been coming here on holiday for years, and the trip's always been a relaxed thing before. But today I'm nervous.

FSP : I felt a bit dodgy about it at first. What we're doing here isn't exactly legal, after all.

D : I just think it's unfair that I have freedom of movement and he doesn't. Who has the right to make that decision?

BSP : I have taken many risks: I had to cross the Sahara and the Mediterranean Sea. Even here in Europe, there is a risk. But I need to reach a safe place.

Front seat passenger : Sometimes you just have to give yourself a kick and do something. We have a responsibility to, in a way. When it's about transporting goods and money across the globe, freedom to travel seems to work just fine. But when people have to flee their homes, for whatever reason, suddenly walls spring up.

D : There's so much talk of freedom and equality for all. But who is 'all'? After all, it's sheer coincidence that I was born in Germany, and this coincidence means that I get to enjoy being in the mountains. But for a lot of people, there's still a border here, and if they're caught they'll be deported.

BSP : For most people in Europe, those borders are invisible. Why can't it be like that for all humanity?

Front seat passenger : Many times in history, people have helped other people escape persecution, and it was never legal to do so in the countries they operated in. But it's not a court that will pronounce the final judgement, but the history books.

Captions:

Help a refugee escape, now.

‘I wouldn’t care less what the state thinks! [...] I think all these Dublin laws are completely stupid as well. [...] Back then, we didn’t give a damn whether what we were doing was legal or not.’

— Dr Burkhard Veigel, helped refugees to escape from East Germany between 1961 and 1970 and was awarded the Cross of the Order of Merit of the Federal Republic of Germany for his actions

‘[...] we need to try to save one another. [...] What then? Whatever comes then will certainly not always be smooth sailing. It will be in the hands of future generations.’

— Lisa Fittko, Jewish resistance member who helped people escape the Nazis between 1940 and 1941

M6 Quotations from video “Help a Refugee Escape” and newspaper headline

‘I wouldn’t care less what the state thinks! [...] I think all these Dublin laws are completely stupid as well. [...] Back then, we didn’t give a damn whether what we were doing was legal or not.’

— Dr Burkhard Veigel, helped refugees to escape from East Germany between 1961 and 1970 and was awarded the Cross of the Order of Merit of the Federal Republic of Germany for his actions

‘Dublin laws’ is a reference to EU regulations issued in 2003 and 2013 which set out the responsibility of member states for processing applications for asylum.

‘[...] we need to try to save one another. [...] What then? Whatever comes then will certainly not always be smooth sailing. It will be in the hands of future generations.’

— Lisa Fittko, Jewish resistance member who helped people escape the Nazis between 1940 and 1941

Headline in the Frankfurter Allgemeine Zeitung of 21 April 2015 on a statement made by the German chancellor Angela Merkel on Europe’s migration crisis:

Merkel: [We should] rescue refugees, pursue people smugglers, fight the causes [of the crisis]

Luise Meier (1885-1979) and Josef Höfler (1911-1994): help for refugees from Nazi Germany

Source:

<https://www.faz.net/agenturmeldungen/dpa/merkel-fluechtlinge-retten-schlepper-verfolgen-ursachen-bekaempfen-13551316.html>

M7 Worksheet “Luise Meier and Josef Höfler: help for refugees from Nazi Germany”

The refugee assistance network of which Luise Meier and Josef Höfler were at the centre was not a ‘Jew smuggler organisation’ – as the contemptuous jargon of the National Socialists would have it – with specific, established structures. In its beginnings, it consisted of courageous individuals who made the decision in a particular situation to help people escape. It subsequently evolved, substantially driven by support from Switzerland, into an association which was able to carry out its task for the relatively long period of twelve months. Those involved, like others who helped refugees escape, acted from a range of complex motives, among them humanitarian, religious and political rationales. Money also came into it. According to [the refugee] Jizchak Schwersenz, the escape agents from Baden demanded 6000 marks from him before they would act. Continuing, he explained how Frau Meier, who did not take payment for her assistance, intervened, eventually persuading the men to accept four suitcases of linen instead of cash.

It is true that some of those who helped refugees asked for or accepted money for their services, be it to cover their expenses, to provide some security for their families in case of arrest, or simply because they were not averse to earning a little extra on the side. However, as the refugee Herbert Strauss pointed out, there were ‘easier and safer ways of making money’. As in other instances of help for refugees, the boundary between helping Jews as a specific form of resistance to the Nazi regime and doing it to earn money was a blurred one. Nevertheless, Willy Vorwalder, who was involved in helping refugees escape, was quite right to assert, as he did in a letter to Luise Meier: ‘In any case, we have done a good deed and saved the lives of many unfortunate people.’

If caught, those who helped refugees to flee Germany faced trial by a special court, which imposed penalties including committal to a concentration camp. We do not have evidence of death sentences being pronounced or carried out against people who assisted almost 100 Jewish refugees to escape at the border to Switzerland at Schaffhausen from 1942 onward.

The current state of research indicates that assisting Jews appeared not to be subject to capital punishment in Germany, whereas death sentences were common in Poland. However, a period of imprisonment could also be lethal for the victim, as the case of [August] Ruf, a priest in Singen, shows us.

It follows that Luise Meier and her associates were aware that their ‘people smuggling’ activities were against the law. Despite this knowledge, they accepted the risk in order to help persecuted people who in most cases were strangers to them. While they did not consider themselves ‘heroes’, they experienced as painful the years after the war during which they had to fight for compensation for their imprisonment. In 1951, Josef Höfler’s compensation claim was rejected on the grounds that he had failed to prove he had acted out of resistance to the Nazi regime and not for material gain. It was not until he took legal action against this decision that he was finally awarded compensation.

With the exception of Josef Höfler, who was decorated with Germany’s Federal Cross of Merit in 1984, none [of the members of this refugee assistance network] received official recognition of their courage while they were alive. It was not until 2001 that Luise Meier and Josef Höfler, who had died in 1979 and 1994 respectively [...] were honoured posthumously at the Yad Vashem memorial as ‘Righteous Among the Nations’ – an act of recognition substantially proposed by Herbert and Lotte Strauss. Talmudic tradition holds that whosoever saves one life has saved the whole world.

Source:

Cited from Claudia Schoppmann: *Fluchthilfe in die Schweiz*, in Wolfgang Benz (ed.), *Überleben im Dritten Reich. Juden im Untergrund und ihre Helfer*, dtv-Verlag, Munich, pp. 218f.

Task

Identify how the historian Claudia Schoppmann views the actions of Luise Meier and Josef Höfler. Make brief notes (bullet points) on the motives for and the consequences of helping Jews escape Nazi Germany. Use your notes as arguments in the class discussion to follow.

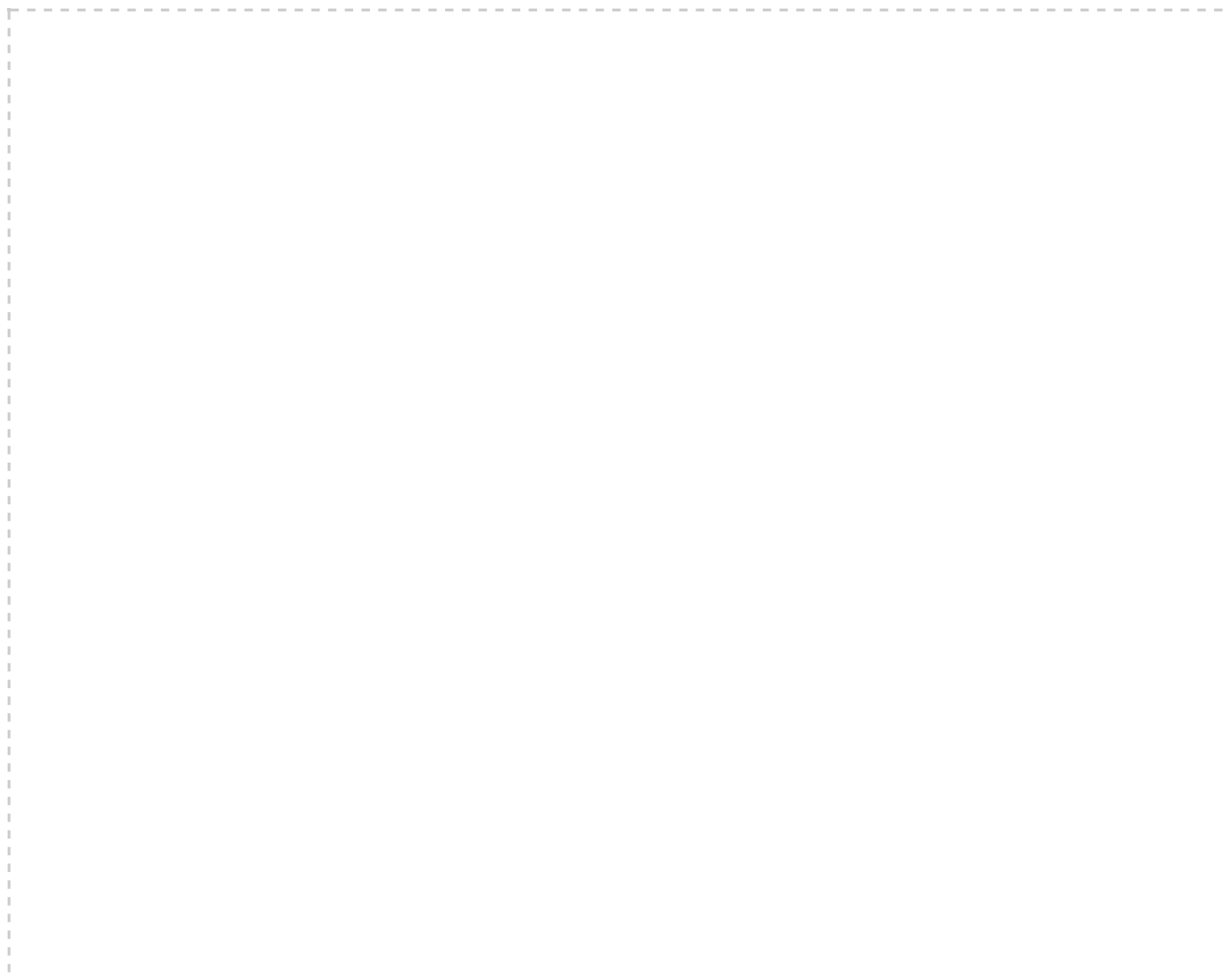
M8 Worksheet “Migration in the EU”

Task

You will be preparing a class discussion. Working with your group, conduct internet research to identify the significance of migration to the EU member state assigned to you and find out the state’s official position on migration.

You can use Wikipedia to gain an overview, but you’ll need to support your assertions using at least one quotable source (i.e. not Wikipedia!). When you present your work to the class, talk about the sources you have used and explain why you think they are reliable and credible.

You have 15 minutes.

A large dashed rectangular box, intended for students to write their research findings and conclusions within the 15-minute time limit.

M9 Role cards “Migration in the EU”

Role 1: Austria	Role 2: Belgium	Role 3: Bulgaria
Role 4: Croatia	Role 5: Cyprus	Role 6: Czech Republic
Role 7: Denmark	Role 8: Estonia	Role 9: Finland
Role 10: France	Role 11: Germany	Role 12: Greece
Role 13: Hungary	Role 14: Ireland	Role 15: Italy
Role 16: Latvia	Role 17: Lithuania	Role 18: Luxembourg
Role 19: Malta	Role 20: Netherlands	Role 21: Poland
Role 22: Portugal	Role 23: Romania	Role 24: Sweden
Role 25: Slovenia	Role 26: Slovakia	Role 27: Spain

M10 Background information on the UN Global Compact for Migration

The UN Global Compact for Migration (full title: Global Compact for Safe, Orderly and Regular Migration) is the first agreement negotiated among representatives of the governments of 192 countries across the globe 'to cover all dimensions of international migration in a holistic and comprehensive manner'¹. The compact's text was drawn up between April 2017 and July 2018, and the agreement was adopted by representatives of 164 states on 10 December 2018 in Marrakesh. Its purpose is to tackle challenges related to current developments in migration and to assist migrants and migration in contributing to sustainable global development. Among its aims are improving the coordination of international migration and promoting cooperation among states in this regard. One specific focal area of the compact relates to informing those contemplating migration about the entire length of the journey they propose to undertake and above all about the risks they will face. A further aim is to minimise what are known as 'push factors', that is, issues preventing people from establishing a safe and sustainable living in their countries of origin.

A report issued by the Council on Foreign Relations asserts that migration affects three fundamental aspects of nation states: sovereignty in the form of national borders, the core of democratic political systems as expressed in human rights, and national identity as a fundamental social need².

Migration presents national governments with the challenge of balancing a selective emphasis on national identity, encompassing a focus on national borders, with the humanitarian imperative of care for individuals which is a concomitant of responsibility within the international community.

The refugee crisis of 2015 revealed weaknesses in the EU's asylum system; the European Parliament has presented a number of proposals for solutions at the European level. Many EU member states have gone further, advocating an international solution that transcends the EU level and which, alongside setting out regulations for managing migration to the EU, is able to engage with the causes of that migration.

¹ <https://refugeesmigrants.un.org/migration-compact> last accessed 27 December 2018

² <https://www.cfr.org/report/domesticating-giant-global-governance-migration> 'For nations, migration affects the most rudimentary pillar of sovereignty (national borders), the core of democratic political systems (human rights), and atavistic social needs (national identity).'

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