

# Pestalozzi

## Training Resources

### EDUCATION FOR THE PREVENTION OF CRIMES AGAINST HUMANITY (PREV)

### “Crimes against humanity during the COLD WAR”

by

**Author:** Biljana Stojanović - Republic of Serbia

**Editor:** Piotr Trojański



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# EDUCATION FOR THE PREVENTION OF CRIMES AGAINST HUMANITY (PREV) “Crimes against humanity during the COLD WAR”

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**Author:** Biljana Stojanović - Republic of Serbia

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** Education for the Prevention of Crimes against Humanity in the Primary and Secondary School

**Title:** What is the role of education in the prevention of crimes against humanity?

### Expected outcome

- To learn about the contents of the Cold War history relating to crimes against humanity in order to prevent crimes.
- To learn to use modern methods and techniques of working with students.
- To promote attitudes, values and actions which prevent Crimes against Humanity.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Secondary	History Civic education

### Brief description of the unit

The aim of this unit is to strengthen the teachers' professional competences, to adapt the school curriculum to students' and society's needs and to contribute to the prevention of violence and crimes. Also, the most important aim is to increase the citizens' sense of responsibility.

- Introduction of the aims of the seminar.
- Discussion on the historical development of human rights awareness. Analysis of "The Universal Declaration of Human rights".
- Discussion on the definition of "Crimes against humanity". Analysis of "the Roma Statute" (article number 7).
- Discussion on the Cold War history in the context of human rights violation and crimes against humanity (PowerPoint presentation).
- Discussion on the role of education in the prevention of crimes against humanity.

## Methods/techniques used

- Presentation
- Discussion
- Individual/group work with documents and photos

## Time 5 hours

Activity 1	▶ 60 minutes
Activity 2	▶ 90 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 90 minutes

## Tips for trainers:

- See tips in activities.

## Resources

Official gazette – curricula, textbooks and other additional teachers and student’s material used in classroom for history and civic education	
“The Universal Declaration of Human rights”	Appendix 1
“The Roma statute” – article 7	Appendix 2
PowerPoint about the Cold War	Appendix 3

## Activity 1 Introduction – the historical development of human rights



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To introduce the topic of human rights - history and related documents.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To present the rationale behind the training module.</li> <li>➢ To analyse “The Universal Declaration of Human Rights”.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Presentation</li> <li>➢ Work on documents</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Hand-outs with the text of “The Universal Declaration of Human Rights” (Appendix 1 – 1 copy per participant).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Lecture style setting</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Welcome the participants.</li> <li>➢ Introduce the topic and explain the rationale behind the training module.</li> <li>➢ Discuss the historical background of the human rights’ development.</li> <li>➢ Present “the Universal Declaration of Human Rights” (when it was adopted and proclaimed, world</li> </ul>	

<p>events that lead to it, its authors, the states that voted for the Declaration, and then adopted it, etc.).</p> <ul style="list-style-type: none"><li>➤ Analyse with the participants the selected excerpt of the Declaration.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Assist the teachers in their work on the document.</li><li>➤ The presentation of the historical background of the human rights' development and of the Declaration can also be done through a PowerPoint presentation.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Ask the participants for their opinion on the importance of the Declaration with regard to developing awareness of respecting human rights in the world.</li><li>➤ Pay attention to the fact that even though some countries adopted the declaration, they did not respect it fully.</li><li>➤ Invite the participants to reflect on how human rights are respected in their own society/environment.</li></ul>	

## Activity 2 Crimes against humanity – understanding the term



90 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To understand the meaning of the term crimes against humanity.</li> <li>➢ To become aware of the connections between human rights violation and crimes against humanity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To introduce an official definition of crimes against humanity.</li> <li>➢ To recognize the differences and similarities between different cases of crime.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Brainstorming</li> <li>➢ Work with document</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Hand-outs with the text of article number 7 on “The Roma statute” (Appendix 2 – 1 copy per participant).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Lecture style setup but allow space for small group discussions.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Ask the participants how they understand the term of Crimes against humanity (brain storm technique).</li> <li>➢ Present the document “The Roma statute”.</li> </ul>	

<ul style="list-style-type: none"><li>➤ Analyse in small groups article no. 7 on “the Roma Statute” (each group chooses one case of crime against humanity listed in the document and discusses the ways in which the world reacted to it).</li><li>➤ Discussion on the differences and similarities of the following terms: crimes against humanity, war crimes and genocides.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ The trainer must assist and encourage the participants to discuss the issue.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Ask the participants to give an explanation why it is important to understand properly the term of crimes against humanity.</li><li>➤ Pay attention to the fact that the concept of crimes against humanity is a very broad one and education for prevention can contain various examples of crime (incl. war crimes and genocides).</li></ul>	

### Activity 3 Crimes against humanity committed during the Cold War in a divided world



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To get to know the history of the Cold War.</li> <li>➢ To understand that the Cold War was a time when human rights were violated and crimes against humanity committed.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To understand the meaning of the term Cold War and divided World.</li> <li>➢ To learn about key events, timeline and persons from this period.</li> <li>➢ To give examples of human rights violation during the Cold War.</li> <li>➢ To discuss the issue of crimes against humanity committed during that period.</li> <li>➢ To discuss the ways in which the world reacted to these crimes.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Presentation</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Power Point presentation: “The Cold war and divided world” (Appendix 3)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Prepare the conditions for work – Power Point presentation.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Show the Power Point presentation on “the Cold War and divided world”.</li> </ul>	

<p>➤ Discuss the following questions:</p> <ul style="list-style-type: none"><li>• How do you understand the term Cold War and divided world?</li><li>• Why the world was divided?</li><li>• In your opinion, was the Declaration of Human Rights only an adopted document or was it respected during the Cold War period? Give examples of crimes against humanity committed during that period.</li><li>• What do you know about the consequences of this period for nowadays?</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <p>➤ The trainers should encourage the participants to discuss and to answer the questions.</p>	
<p>▶ <b>Debriefing/reflecting:</b></p> <p>➤ Make a conclusion on why the Cold War is an important period in the history of the 20th century (for the European and world history, for nowadays, for the issue of human rights/crimes/protection)?</p> <p>➤ Pay attention to the examples of human rights protection, movements, and people's actions from the Cold War period.</p> <p>➤ Underline the political connotation of prevention of crime against humanity from the Cold World period.</p>	

## Activity 4 Crimes against humanity in curricula and textbooks



90 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To discuss the problem of presenting the issue of crimes against humanity in curricula and textbooks.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To analyse the curriculum subjects and the content of history and civic education textbooks/teaching materials with reference to the issue of crimes against humanity committed during the Cold war period.</li> <li>➢ To discuss the issue of education for the prevention of crimes against humanity in the context of teaching about the Cold War.</li> <li>➢ To consider the opportunities for improving the contents of curricula and textbooks/teaching materials with regards to education for the prevention of crimes against humanity.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Work on texts</li> <li>➢ Discussion in small groups</li> <li>➢ Presentation</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Curricula for history and civic education</li> <li>➢ Textbooks and teaching materials for history and civic education</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Prepare the conditions for work - space, trainers, educational documents, textbooks.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Divide the participants into two small groups.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Analyse the examples of curricula and textbooks, looking at the way of presenting the issue of the Cold War, its crimes and consequences (work in small groups). <ul style="list-style-type: none"> <li>• First group looks at the official educational documents and try to find the subjects (topics, terms, and methodological suggestions) related to crimes against humanity during the Cold War;</li> <li>• Second group looks at the textbooks and teaching materials trying to find lessons (contents and photos) related to crimes against humanity during the Cold War.</li> </ul> </li> <li>➤ The participants present the results of their work in groups answering the following questions: <ul style="list-style-type: none"> <li>• Do the curriculum subjects in history and civic education deal with the issue of crime prevention? If so, how?</li> <li>• In which way the textbooks'/teaching materials' authors show the crimes and broach their prevention?</li> <li>• How this can be helpful in education for the prevention of crimes against humanity?</li> </ul> </li> <li>➤ Discuss how to improve the curricula and textbooks with reference to the issue of education for the prevention of crimes against humanity. Each group is to design suggestions with regards to the curricula and textbooks/teaching materials.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Assist the teachers in their work in small groups with official documents and textbooks.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Underline the differences between teaching about crimes against humanity during the Cold War and the education for the prevention crimes against humanity.</li> <li>➤ During the discussion, focus on the necessity of developing the attitudes on the basis of knowledge.</li> </ul>	

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## Appendix 1: The Universal declaration of human rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

### PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

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Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,  
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### **Article 1**

- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### **Article 2**

- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

#### **Article 3**

- Everyone has the right to life, liberty and security of person.

#### **Article 4**

- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
-

**Article 5**

- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

- Everyone has the right to recognition everywhere as a person before the law.

**Article 7**

- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9**

- No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11**

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12**

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13**

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14**

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15**

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16**

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17**

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

**Article 18**

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**

- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20**

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

**Article 21**

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22**

- Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24**

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26**

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**

- (1) Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

- 
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

- Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

- Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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## Appendix 2: Article 7

### Crimes against humanity

1. For the purpose of this Statute, 'crime against humanity' means any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack:

- (a) Murder;
- (b) Extermination;
- (c) Enslavement;
- (d) Deportation or forcible transfer of population;
- (e) Imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law;
- (f) Torture;
- (g) Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity;
- (h) Persecution against any identifiable group or collectivity on political, racial, national, ethnic, cultural, religious, gender as defined in paragraph 3, or other grounds that are universally recognized as impermissible under international law, in connection with any act referred to in this paragraph or any crime within the jurisdiction of the Court;
- (i) Enforced disappearance of persons;
- (j) The crime of apartheid;
- (k) Other inhuman acts of a similar character intentionally causing great suffering, or serious injury to body or to mental or physical health.

2. For the purpose of paragraph 1:

- (a) 'Attack directed against any civilian population' means a course of conduct involving the multiple commission of acts referred to in paragraph 1 against any civilian population, pursuant to or in furtherance of a State or organizational policy to commit such attack;
-

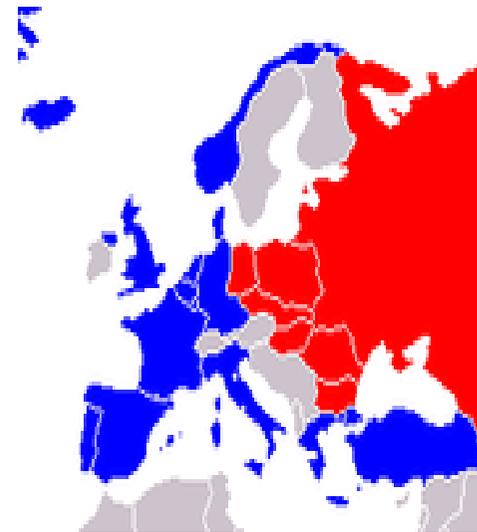
- (b) 'Extermination' includes the intentional infliction of conditions of life, *inter alia* the deprivation of access to food and medicine, calculated to bring about the destruction of part of a population;
- (c) 'Enslavement' means the exercise of any or all of the powers attaching to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children;
- (d) 'Deportation or forcible transfer of population' means forced displacement of the persons concerned by expulsion or other coercive acts from the area in which they are lawfully present, without grounds permitted under international law;
- (e) 'Torture' means the intentional infliction of severe pain or suffering, whether physical or mental, upon a person in the custody or under the control of the accused; except that torture shall not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions;
- Roma Statute of the International Criminal Court
- (f) 'Forced pregnancy' means the unlawful confinement of a woman forcibly made pregnant, with the intent of affecting the ethnic composition of any population or carrying out other grave violations of international law. This definition shall not in any way be interpreted as affecting national laws relating to pregnancy;
- (g) 'Persecution' means the intentional and severe deprivation of fundamental rights contrary to international law by reason of the identity of the group or collectivity;
- (h) 'The crime of apartheid' means inhumane acts of a character similar to those referred to in paragraph 1, committed in the context of an institutionalized regime of systematic oppression and domination by one racial group over any other racial group or groups and committed with the intention of maintaining that regime;
- (i) 'Enforced disappearance of persons' means the arrest, detention or abduction of persons by, or with the authorization, support or acquiescence of, a State or a political organization, followed by a refusal to acknowledge that deprivation of freedom or to give information on the fate or whereabouts of those persons, with the intention of removing them from the protection of the law for a prolonged period of time.

3. For the purpose of this Statute, it is understood that the term 'gender' refers to the two sexes, male and female, within the context of society. The term 'gender' does not indicate any meaning different from the above.

## Appendix 3: PowerPoint presentation

## The Cold War and divided Europe

- The **Cold War** (**Russian:** Холодная война) (1947–1991) was the continuing state of political conflict, military tension, proxy wars, and economic competition existing after **World War II** (1939–1945), primarily between the **Soviet Union** and its **satellite states**, and the powers of the **Western world**, particularly the **United States**.



## OPEN QUESTION

- **When the Cold War was started?**
- There is disagreement among historians regarding the starting point of the Cold War.
- Some of historians think that Cold War was started in 1917 as result of Bolshevic Revolution
- The others think that Cold War was started in after World War II

## OPEN QUESTION

- **Vladimir Lenin**



- **Winston Churchill**



## The term Cold War

- The term **Cold War** first used by Bernard Baruch, an American financier and presidential advisor, on April 1947.
- Former British Prime Minister Winston Churchill delivered his famous "Iron Curtain" speech in Fulton, Missouri. The speech called for an Anglo-American alliance against the Soviets, whom he accused of establishing an "iron curtain" from "Stettin in the Baltic to Trieste in the Adriatic"

## Origins of the Cold War

- Teheran Conference (1943.)
- They talked about the end of war and future
- Yalta Conference (1945.)
- The Allies disagreed about how the European map should look, and how borders would be drawn, following the war



## Divided German

- At the end of the World War II German was divided into 4 zones.
- 1949th year established West Germany and East Germany
- In the period from 1949th until 1961. year from East Germany was flown to West Germany about 2.5 million people
- Berlin Wall (1961-1989)



## Creating blocks

- North Atlantic Treaty Organization (NATO) 1949th, center in Brussels
- Warsaw Pact (1955), center in Moscow

## The struggle for supremacy

- The struggle for supremacy lead to different means and in different ways.
- Crises, local wars and revolutions,
- Arms race,
- Conquering universe
- Espionage

## Crises

- Berlin Blockade (1948) and Berlin Crises (1961),
- Korean War (1950-1953),
- Hungarian revolution (1956)
- Cuban Missile Crises (1962),
- Prague Spring and Warsaw Pact invasion of Czechoslovakia (1968),
- Students movement (1968),
- Vietnam War,
- Antiwar demonstration in USA,
- Afghanistan War (1981)
- Polish Solidarity movement (1981)

## Crises

- **Berlin Blockade (1948)**
- **Berlin Crises (1961),**
- **Berlin Wall 1961**



## Berlin Crises

- **The Berlin Wall destroyed 1989**



## Korean War (1950-1953)



- **Civilians Murdered during the Korean War**
- Hundreds of innocent persons were brutally murdered.
- We do not have a right to forget the real casualties of war

## Korean War (1950-1953)



My cousin never spoke  
Of the Korean Conflict,  
Instead he told  
Us how much our  
letters meant  
in that cold forgotten  
place.  
Sometimes I would like  
to write  
to him again, but  
The telegram forgot to  
mention  
The zip code for  
someone killed in  
action

Post Card



# Cuban Missile Crises



# Cuban Missile Crises

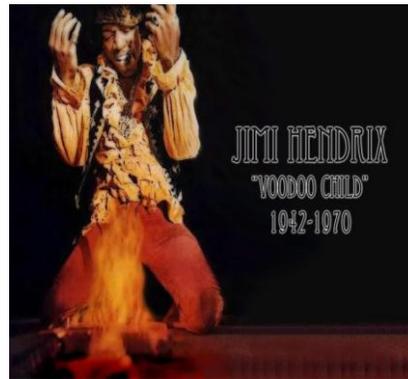
- They have started and stopped Cuban Missile Crisis



- They have started and stopped Cuban Missile Crisis



## Students movement (1968)



## Arms race

- The development of modern and lethal weapons used in the local war
- Nixon began a policy Détente

## Conquering universe

- 1961. the first man in orbit(USSR)
- 20.07.1969. NilArmstrong, the first man on the Moon

## IS THIS THE END OR A NEW BEGINNING



## CONSEQUENCES

- Great loss of life,  
Killed a number of statesmen and leaders of the movement,  
Destroyed by nature,  
Divided country,  
Broken families,  
Prevented the normal development and life,  
Increase in violence
- .....

## Human rights activists and Nobel Prize winners

- Nelson Mandela

