

# INSPIRING CHANGE THROUGH LEGACY:

## In-depth Exploration of the Voices of Holocaust Survivors



## About CHES

The **Centre for Holocaust Education and Scholarship (CHES)** develops educational programs and activities to promote knowledge and understanding of the history and legacy of the Holocaust. The Centre brings together academics, educators, survivors, students, community members, and other appropriate partners. CHES also forges connections with diverse audiences and offers year round programming whose objectives include combating antisemitism, prejudice, and racism and promoting respect for diversity, social justice and human rights.



<https://chesatottawa.ca/>



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# Preface

Systemic racism and discrimination continue to operate in deeply hegemonic ways within global, domestic, and local contexts. From racist laws and rhetoric, to police brutality, to online hate speech, and the like, racial inequity remains persistent and pervasive in many aspects of social, political, and economic life. An Ipsos poll (2020) reported that 28% of Canadians have personally experienced racism. In particular, Black, Muslim, Jewish and indigenous groups are disproportionately victimized. Moreover, pre-existing racial inequities have been deeply exacerbated by the ongoing COVID-19 pandemic. In fact, hate crimes against racialized people nearly doubled in 2020. These stark numbers not only demonstrate the pervasive reality of racism and discrimination in Canada, but also signals to the degree of work and commitment necessary to effectively address the root causes of racism.

In response, the Canadian government has created an Anti-Racism Strategy, outlining a whole-of-government approach to addressing racism. A key aspect of the strategy includes combating anti-semitism as incidents motivated by Antisemitism have increased at a record-breaking pace over the past 5 years in Canada and around the world. Moreover, recent studies have shown a critical gap when it comes to Holocaust awareness and knowledge among Canadian young adults.

The strategy calls on strengthening public awareness and education. As a result, in many provinces, school boards have made strong commitments to integrate the principles of equity, diversity, and inclusion (EDI) in classrooms. However, currently, teachers lack sufficient access to up-to-date resources that focus on Holocaust education despite its strong alignment with EDI principles.



Holocaust education is a valuable way to teach EDI principles for a wide variety of reasons as it:

- Presents ongoing moral lessons;
- Builds students' critical thinking and inquiry skills;
- Encourages students to question and challenge injustice;
- Makes connections to the world students live in currently;
- Places emphasis on storytelling and humanizing historical content;
- and helps students understand how to use the lessons of the Holocaust to address modern day issues around racism and discrimination.

In implementing effective Holocaust Education in Ottawa schools, our mission is to contribute towards the full attainment of Canada's Anti-Racism Strategy and the Ontario Ministry of Education's commitments to equity, diversity, and inclusion.

Realizing that the weight of teaching the Holocaust poses challenges for educators and students prompted CHES to leverage its experience, network, and resources to envision innovative ways of helping educators integrate Holocaust education in their classrooms. As part of the ongoing efforts to raise public awareness and better equip our education system, CHES has developed this teacher resource which includes three lesson plans that examine Antisemitism from both a historical and modern-day context through the testimonies of Holocaust survivors.

This resource is meant to provide engaging activities and guidelines for teachers. Teachers may adapt the suggested guidelines and pick and choose the activities in whatever way best fits their schedules and the interests and skill level of their students.



# Acknowledgements

First and foremost, we would like to acknowledge the tireless work of the CHES Education Committee members, Kenra Mroz, Minda Chaikin, Mina Cohn, Marion Silver, and Sophia Mirzayee, whom without, this project simply would not have been possible. Thank you each for your steadfast support for this project, and for engaging in the educational work necessary for social change.

Many thanks to the generosity of the Congregation Beth Shalom Legacy Fund Committee for its belief in and financial support of this important educational project.

We would like to extend special acknowledgement to each of the courageous Holocaust Survivors for sharing their lived experiences. To Elly Bollegraaf, Tova Clark, Jessica Fiksel, Vera Gara, Agnes Klein, Raoul Korngold, Canter Kraus, Kati Morrison, David Moskovic, Judy Young Drache, and Erwin Koranyi. It is our hope that this initiative will preserve and carry on your legacies so that we may all have a more inclusive and equitable future.





# Student Well-being & Holocaust Education

Holocaust education content can be difficult for students to digest and process, no matter their age or level of readiness. It is thus important to check in with students before, during, and after learning about difficult subject matter. Here are some useful guidelines to help you and your students prioritize mental and emotional well-being as you teach and learn about the Holocaust and contemporary forms of racism and discrimination.

## Consent Matters

As a teacher, you know your students best and should evaluate their level of readiness before integrating Holocaust education in your classroom. Given the graphic nature of Holocaust history, it is important to obtain student consent before engaging with this material. A student who is consenting to learn will be better able to cope with the difficult facts. Prepare your students in advance by disclosing to them the nature of some of the images, videos, and testimonies they will encounter. Let students know that they may opt out of the activities at any point if they experience strong reactions. Be sure to ask for consent throughout, not only at the outset.

## Hold Space for Difficult Emotions

Information about Nazi propaganda, concentration camps, and ongoing forms of racism and discriminations in our communities will likely spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this heavy content. Journaling, writing a “letter” to a victim, or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported by staff and fellow students. Devoting time—even if it means skipping content—to these strategies ensures we support learners *and* model valuable coping skills that extend into other facets of life.

# Student Well-being & Holocaust Education

## Don't Invalidate Sadness with Hope

We encourage you to share stories of courage and hope while teaching the Holocaust. It is important for your students to know that the past need not repeat itself and that they do indeed have the capacity to address racism and discrimination in their own way. Using a purely anguished approach to teach about the Holocaust is unhelpful and unhealthy. However, it is equally important to validate the sadness, frustration, guilt etc. your students may experience. Invalidating these feelings by hyperfocusing on positives or glossing over history is also problematic as it devalues the lives of victims, and suspends opportunities to express and work through difficult emotions. Helping students find hope is most genuine if we first show respect for students' full range of emotions.

## Seek Extra Support if Necessary

Keep in mind that Holocaust education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll while learning about the Holocaust, including the triggering or exacerbation of symptoms. In general, students may not communicate their struggle to a trusted teacher, or parent for a variety of reasons. Therefore, we must be sensitive to the underlying message of what students are saying and doing. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings/emotions further or receive additional support to help them cope.

# LESSON ONE: A History of Anti- Semitism in Images





# Lesson Details

## Materials

- Laptops/computers
- Jamboard Links
- Research and Report Worksheets

## Time

90-120 mins

# Intended Learning Objectives

## Critical Literacy

Students will explore dominant systems of meaning that operate in our society to position people and groups of people as "others", and learn how to understand, interpret and evaluate visuals to extrapolate purpose and meaning.

## Research

On several occasions, this lesson will prompt students to conduct research to facilitate deeper learning and collaboration. In doing so, students will develop their ability to organize an inquiry; gather and organize data, evidence, and information; set goals; and focus their research.

## Historical Analysis

This lesson will prompt students to engage with a historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. Students will evaluate historical significance, cause and consequence, and continuity and change.

# Gallery Walk

## Preparation:

To prepare for this lesson, make a copy of the following Jamboards for your students to access during the activity.

Jamboard 1: <https://bit.ly/preholocaust> (*Pre-Holocaust Anti-Semitism*)

Jamboard 2: <https://bit.ly/duringtheholocaust> (*Images from the Holocaust*)

Jamboard 3: <https://bit.ly/postholocaust> (*Contemporary Anti-Semitism*)

## **Step #1: Assess student knowledge and review key terms**

Before diving in, ask your students what they already know about the Holocaust. This will help you determine whether they are ready to examine it more critically. Be sure to go over the following vocabulary to help aid with comprehension:

### **ANTISEMITISM**

Hatred of and hostility toward Jews, at times including the belief that they pose a threat to society and should be eliminated.

Source: Oxford Dictionary

### **HOLOCAUST**

The systematic torture and murder of approximately six million European Jews and millions of other "undesirables" by the Nazi regime from 1933 to 1945.

Source: Holocaust Museum Houston

### **SHOAH**

The Hebrew word for Holocaust

Source: Holocaust Museum Houston

### **NAZI**

Name for members of the NSDAP, National Socialist Democratic Workers Party in Germany

Source: Holocaust Museum Houston

**ARYAN**

Term used by the Nazis to describe northern European physical characteristics (such as blonde hair and blue eyes) as racially "superior".

Source: Holocaust Museum Houston

**MISCHLINGE**

Derogatory Nazi term meaning "mongrel" that denoted people having both Christian and Jewish ancestors. See Nuremberg Laws.

Source: Holocaust Museum Houston

**NUREMBERG LAWS**

Anti-Jewish laws enacted in 1935; included denial of German citizenship to those of Jewish heritage and segregation of them from German society; also established "degrees of Jewishness" based on family lines.

Source: Holocaust Museum Houston

**POGROM**

An organized, state-sponsored attack on a group of people.

Source: Holocaust Museum Houston

**KRISTALLNACHT**

Also referred to as the "Night of Broken Glass," it occurred on Nov. 9-10, 1938 in Germany and Austria against hundreds of synagogues, Jewish-owned businesses, homes and Jews themselves.

Source: Holocaust Museum Houston

**CONCENTRATION CAMP**

Camps in which Jews were imprisoned by the Nazis, located in Germany and Nazi-occupied Europe. There were three different kinds of camps: transit, labor and extermination.

Source: Holocaust Museum Houston

**GESTAPO/SS/SA**

Paramilitary groups or "secret state police" employed by the Nazis to enforce military-style force on Jews and other non-Aryans.

Source: Facing History & Ourselves

**SWASTIKA**

A sacred symbol in Hinduism, Buddhism, Jainism, and Odinism that was appropriated by Hitler to symbolize the "Aryan identity" and German nationalist pride.

Source: US Holocaust Memorial Museum

## **Step #2: Divide your class**

Divide students into three groups and provide each group with the first Jamboard link. Students should spend approximately ten to fifteen minutes on each Jamboard before moving on to the next one. If you are teaching a virtual class, it is recommended that you put each group into a breakout room. If you are teaching an in-person class, setup three stations in your classroom ensuring that each has at least one laptop that can be used to access the Jamboards.

## **Step #3: Provide guiding questions**

Provide your students with the following questions to consider when examining images critically:

- What is happening in the image?
- Why do you think this image was taken? What might have been the photographer's purpose?
- What might have been left out of the frame?
- Who do you think was the audience for this image?
- What do you feel when looking at this image?
- Does this image show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What was happening during the time period this image represents? If someone took this picture today, what would be different/the same?
- What did you learn from examining this image? Does any new information you learned contradict or support your prior knowledge about anti-semitism?

## **Step #4: Explore Galleries**

Allow students to explore each Jamboard Gallery! In addition to displaying images, the Jamboard slides will also prompt students to **Pause & Reflect**. Students may use the sticky notes on the Pause & Reflect slides to answer relevant questions and express their thoughts and feelings as they move through the images.



# The Three Rs: Research, Report, and Reflect

To extend the Gallery Walk activity and deepen learning, you may guide students through the **Research, Report, and Reflection** process.

## Step 1: Research

When students have examined all the Jamboards, ask each group to select one of the following topics related to each Jamboard Gallery to conduct research on (each group will collaborate on three topics in total, one from each theme):

Jamboard 1 (Pre-Holocaust Antisemitism) Research Topic Options:

- Der Stürmer
- The Nuremberg Laws
- Kristallnacht

Jamboard 2 (Images from the Holocaust) Research Topic Options:

- Victims of the Holocaust
  - Women
  - Children
  - Differently abled people
  - Roma people / Gypsies
  - LGBTQ2+ community
  - People of Colour
  - Jehovah's Witnesses

Jamboard 3 (Contemporary Antisemitism) Research Topic Options

- Social media and antisemitic hate speech
- Modern Examples of racism in Canadian schools
- Modern Examples of racism in Ottawa

Each group will use the **Research and Report Worksheets** to conduct further research on their selected topics. If students do not complete their research and report worksheets, you may assign it as homework and/or allow them to continue in class the next day.

### **Step 2: Report**

Once all groups have completed their research, ask students to pair up with a peer who they haven't worked with yet, and share their findings with each other. If you are teaching virtually, you may open breakout rooms and assign two students per room. If you are teaching in person, pair students up in the classroom.

You may provide students with the following prompt questions to help start their discussions:

- *What are the key takeaways from your research?*
- *What surprised you about your findings?*

If time allows, you may also ask a few students to present their main findings to the whole class.

### **Step 3: Reflection & Discussion**

Once students have shared some of their research with one another, ask each pair to submit a question that came up from either their research process or as they were reporting their findings to each other. Collect these questions in a fishbowl. If you are facilitating this lesson virtually, you may use platforms such as Jamboard, [Slido](#), [Poll everywhere](#), [Menti](#) or the videoconferencing chat to collect the questions. Pull questions at random and lead a discussion around them to help students further reflect on their learning.

# Research and Report



Use the links below to learn about Der Stürmer. These links are meant to be starting points for your research; you may use other sources as well.

## **Thought Co. Link**

<https://www.thoughtco.com/der-stuermer-newspaper-1779279>

## **The Holocaust Education Research & Archives Research Team Link**

<http://www.holocaustresearchproject.org/holoprelude/dersturmer.html>

## **IEEE Spectrum Link**

<https://spectrum.ieee.org/inside-the-third-reichs-radio>

## **The Holocaust Explained Link**

<https://www.theholocaustexplained.org/life-in-nazi-occupied-europe/controlling-everyday-life/controlling-education/>

**What was Der Stürmer and what purpose did it serve?**

**What other mediums for propaganda existed in Nazi Germany?**



**Provide specific examples of how each medium was used to glorify Nazi Germany and/or belittle unwanted identities.**



**"What distinguished the Third Reich [Nazi Germany] from all previous dictatorships was its use of all the means of communication to sustain itself and to deprive its objects of the power of independent thought." Albert Speer (Adolf Hitler's Chief Architect). What are your thoughts about this quote? What does independent thought mean to you? And how was it impacted by various forms of propaganda in Nazi Germany?**





# Research and Report



Use the links below to learn about the Nuremberg Laws. These links are meant to be starting points for your research; you may use other sources as well.

**United States Holocaust  
Memorial Museum**

**Link 1**

[https://encyclopedia.ushmm.org/  
content/en/article/the-nuremberg-  
race-laws](https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws)

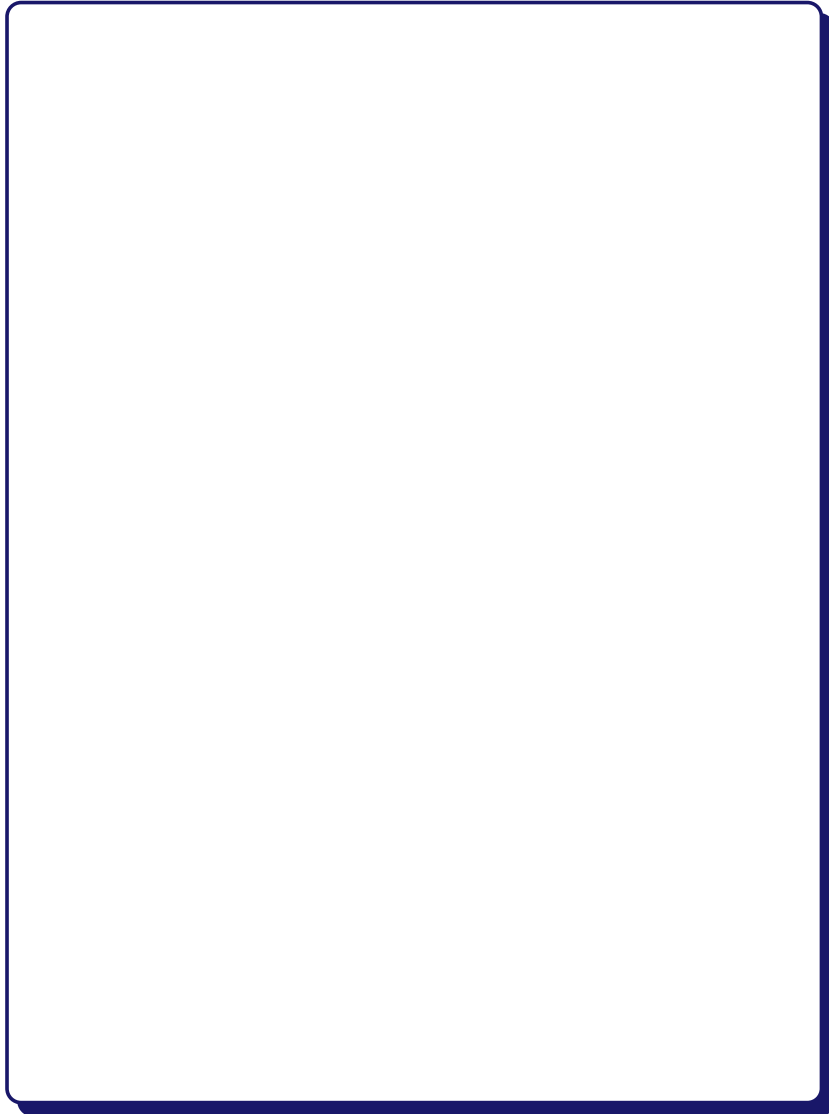
**United States Holocaust  
Memorial Museum**

**Link 2**

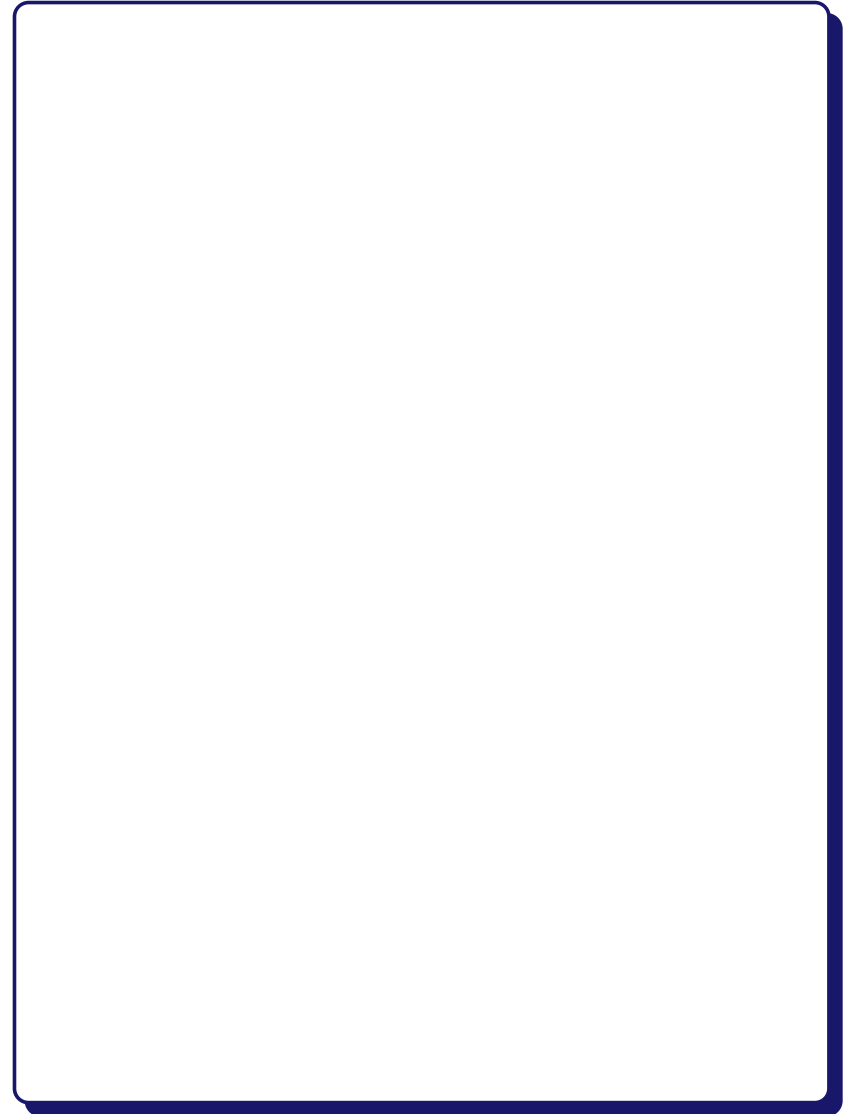
[https://encyclopedia.ushmm.org/  
content/en/article/nuremberg-laws](https://encyclopedia.ushmm.org/content/en/article/nuremberg-laws)

**What aspects of life did the Nuremberg laws impact?**

**Make a list of the Nuremberg Laws that strike you most.**



**Which Universal Human Right(s) do these laws violate?**



**What was the purpose of the Nuremberg Laws and how were they used?**



**What kind of consequences did Jews face if they did not abide by the laws?**



# Research and Report



Use the links below to learn about the Kristallnacht. These links are meant to be starting points for your research; you may use other sources as well.

## Link 1

<https://www.history.com/topics/holocaust/kristallnacht>

## Link 2

<https://www.myjewishlearning.com/article/kristallnacht/>

Why was Kristallnacht a turning point for Jews in Nazi Germany?

**What events or factors led up to Kristallnacht?**



**Have similar events taken place recently (locally, nationally or internationally)?  
If yes, provide examples.**





# Research and Report



Use the internet to conduct research on how various groups of people experienced the Holocaust. For example, women, children/youth, Roma, differently abled people, LGBTQ2S+, BIPOC etc.

**Women:** <https://jwa.org/encyclopedia/article/women-in-holocaust>

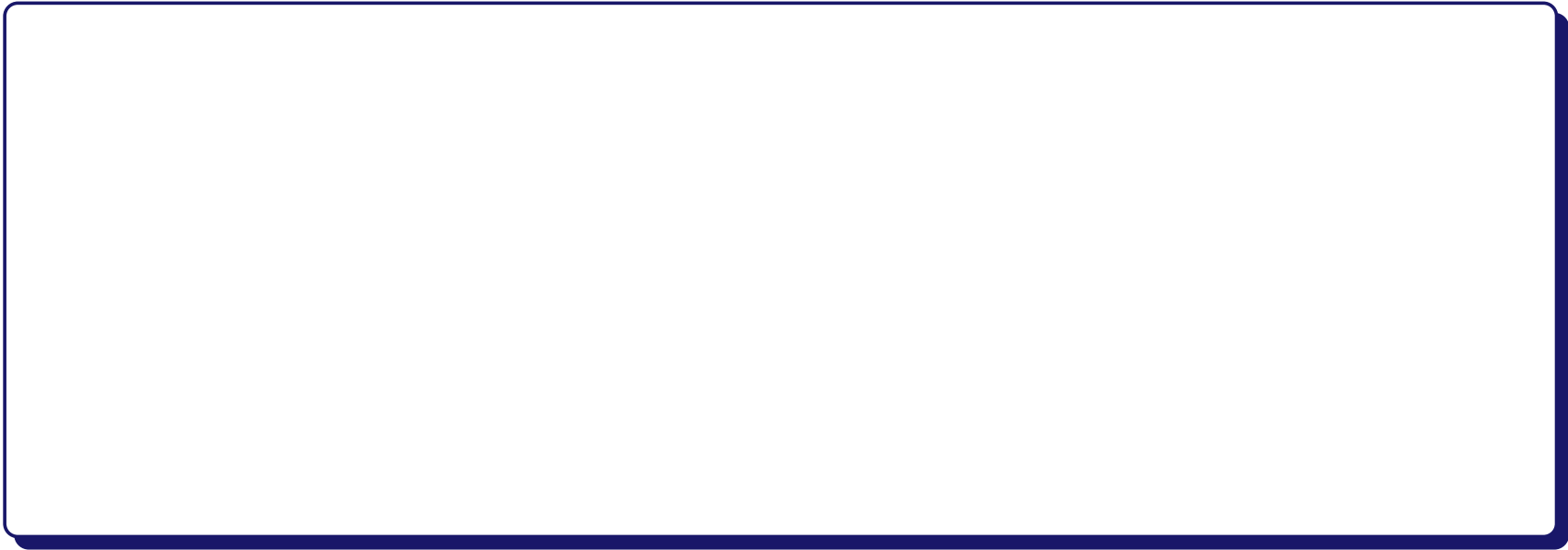
**Roma:** <https://encyclopedia.ushmm.org/content/en/article/genocide-of-european-roma-gypsies-1939-1945>

**LGBTQ2S+:** <https://theconversation.com/lgbtq-history-month-gay-victims-and-survivors-of-the-holocaust-are-often-forgotten-we-need-to-tell-their-stories-154417>

**Differently abled:** <https://www.theholocaustexplained.org/life-in-nazi-occupied-europe/oppresion/disabled/>

**Others:** <https://encyclopedia.ushmm.org/content/en/article/classification-system-in-nazi-concentration-camps>

**What made your selected group's experience of the Holocaust unique? Give examples.**



**Is this group still being persecuted in some way today? If yes, give examples.**



# Research and Report



Use the following links to conduct research on online hate speech on social media platforms.

## Link 1

News article in the Guardian:  
Social media 'bringing antisemitic  
ideas to new generation'

## Link 2

<https://www.commonsense.org/education/videos/teen-voices-hate-speech-online>

What were the main research findings described in the Guardian article?

**Have you ever seen online hate speech? Describe what you saw:**



**What are some ways to address online hate speech according to the students in the video?**



# Research and Report



Read the following article from CTV News and watch the video:

<https://northernontario.ctvnews.ca/north-bay-students-asked-to-make-amends-for-anti-semitism-school-board-1.5601951>

**Describe the incident that took place. Why was it Antisemitic?**



# Research and Report



**What did the school and local leaders do in response?**

**How might this situation be avoided in the future?**

# Research and Report



Use the internet to find a case of Antisemitism in Ottawa.

How was Antisemitism manifested in this case? (e.g., vandalism, slurs, online hate speech, assault, bodily harm etc). Where and when did the incident take place? Jot down as many details as you can.

# Research and Report



**Is there a victim's account of this case? If so, how did the incident make them feel? If there was no victim account, try to image how the victim might have felt during and after the incident and write down your thoughts below:**

# Research and Report



How did the Jewish community respond to the incident? If you can't find anything online about how the incident might have affected the Jewish community as a whole, consider contacting a local Jewish organization and interviewing someone. Jot down your notes below:

# LESSON TWO: The Voices of Holocaust Survivors



# Lesson Details

## Materials

- Laptop/computer
- CHES Holocaust Testimonies
- Life Story Worksheets
- My Maps on Google
- Paper for Mind map or access to Mind Map website/software.

## Time

180 mins

# Intended Learning Objectives

## ■ Mapping/Visual Data

Students will develop greater geographical knowledge as they explore the stories of Holocaust survivors and map their journeys from Europe to Canada. They will have to represent these journeys by accurately mapping data points onto a digital data mapping platform.

## ■ Empathy

Students will build empathy by listening to the personal accounts of survivors, examining the life stories of survivors and relating the content of their own lived experiences and family histories.

## ■ Historical Analysis

This lesson will prompt historical analysis as students examine the causes and consequences of historical phenomena and the changing socio-political contexts in Europe through personal testimonies.

# Voices of Holocaust Survivors

## Why is testimony important?

- It adds a very real human element to historical events.
- It demonstrates the consequences of systemic and institutional racism on human relationships, the psyche, societies, political systems etc.
- Testimonies also reveal the intergenerational impacts of Genocide.

## Preparation:

To prepare for this lesson, read the survivor profiles and if possible, watch the testimonies to select at least two of the videos for your class to watch. It is recommended that you select at least one child survivor video and one adult survivor video. Your class may watch more than two, time permitting!

Visit the CHES Website to access full length videos of Holocaust survivors from the Ottawa community:  
<https://chesatottawa.ca/ottawa-holocaust-survivors-testimonials-full-length/>

## **Step #1: 5-minute review**

Before shifting the focus to survivor testimony, it is important to review the historical context in which these testimonies are embedded. As such, you may prompt your students to briefly discuss what they have learned about the Holocaust thus far via prior knowledge, the Gallery Walk Activity, and the Research and Report Worksheets.

## **Step #2: Pre-amble**

Let students know that they will watch two testimonies of Holocaust survivors who resettled in Ottawa after the war. While there may be some common themes that thread the testimonies together, the experience of each survivor is unique and represents their own individual lived experience within a specific historical context. Remind students that the content of the videos may at times be distressing and that they may take a break or check in with you if needed.

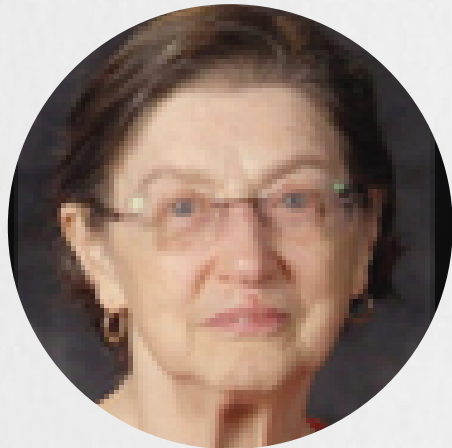


# Survivor Profiles



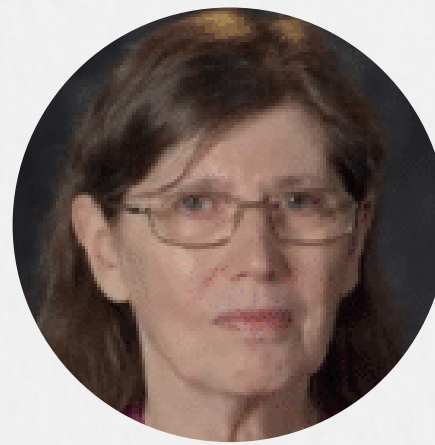
**David Moskovic**

Born in 1929 in Koňuš, Czechoslovakia. David speaks about his experience in the Bunalager (Buna) slave labor camp and the Buchenwald concentration camp.



**Dr. Agnes Klein**

Born in 1937 in Brasov, Romania. As a child during the war, Agnes survived on a farm in Romania and re-located to South America and then Canada after the war.



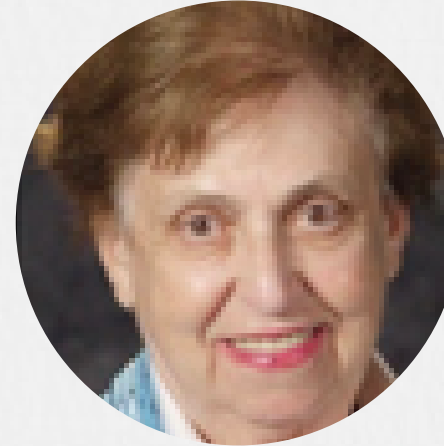
**Judy Young Drache**

Born in 1943 in Budapest, Hungary. Judy survived the Holocaust as a hidden baby in Budapest. She was raised by her mother's cousin after her parents were deported.



**Jessica Fiksel**

Born in 1930 in Lwow, Poland. As a child, she survived the war by hiding in a small dugout underneath a goat stable with her father for 22 months.



**Vera Gara**

Born in 1933 in Vienna, Austria. Vera details her childhood living in a Hungarian ghetto and surviving the Bergen-Belsen concentration camp.



**Tova Clark**

Born in 1939 in Opeln, Germany. Tova and her family escaped Nazi Germany and lived as Jewish refugees in Shanghai, China.



**Kati Morrison**

Born in 1940 in Budapest, Hungary. Kati survived the Holocaust by hiding in a safe house with her little sister, her grandmother and her grandmother's sister.



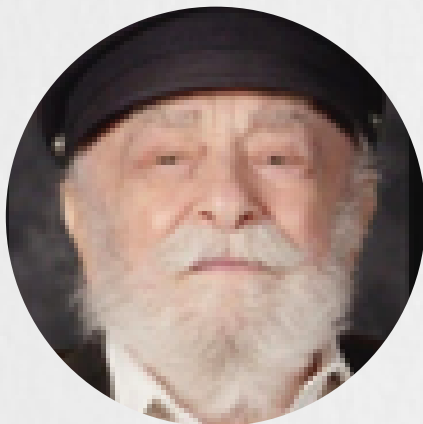
**Raoul Korngold**

Born in 1936 in Strasbourg, France. As a child, Raoul escaped the occupied areas of northern France and survived under a false identity in the south of France.



**Elly Bollegraaf**

Born in 1940 in Amsterdam. Elly survived the war as a hidden child placed with a family in the south of Holland.



**Cantor Kraus**

Born in 1923 in Uzhorod, Czechoslovakia. Cantor speaks about his experience in the Bor labor camp in Serbia and the Bergen-Belsen concentration camp in Germany.



**Dr. Erwin Koranyi**

Born in Budapest, Hungary in 1924. He survived with the help of a Schutz-pass given to him by Raoul Wallenberg.

### **Step #3: 5-minute Essay**

After watching the Holocaust survivor testimonies, ask students to write a 5-minute essay on what they think and how they feel. This is a way of recording their initial reactions and also, helping them start to process the lived experiences that were recounted by the survivors. The idea is to write continuously for 5 minutes without stopping.

### **Step #4: Think, Pair, Share**

After the 5 minutes, ask students to pair up with a peer and share. Once they have shared their initial thoughts, lead a whole class discussion using the following prompt questions:

- 1) What were the immediate impacts of racist policies on the survivors?
- 2) What were the intergenerational impacts of the racist policies on the survivors and their families?

Types of impacts:

- Familial/ relational
- Financial
- Psychological/ mental
- Emotional
- Physical
- Developmental
- Societal
- Cultural/Religious

- 3) How did the child survivor experience the Holocaust differently than the adult?

# Life Story

In this activity, students will reflect on their lives and the events and circumstances that make up their life story while diving deeper into the life stories of Holocaust survivors. The ultimate purpose of this activity is meant to help students relate more closely to the Holocaust survivors.

## **Step #1: Ask Students to fill in the Life Story Graphic**

Students will use the **Life Story Graphic** to demonstrate through words and/or drawings, the various components of their lived experiences as well as the lived experiences of the Holocaust survivors. For example, under culture, students may name some cultural traditions they observe. Under family and relationships, they may name the people who are closest to them and the significance of these relationships in their lives.

## **Step #2: Add the survivor's perspective**

Once students have filled in their own graphic, ask them to do the same for one of the Holocaust survivors whose testimony they watched. Ask students to consider what life story components may be missing or not mentioned in the testimony.

## **Step #3: Discussion**

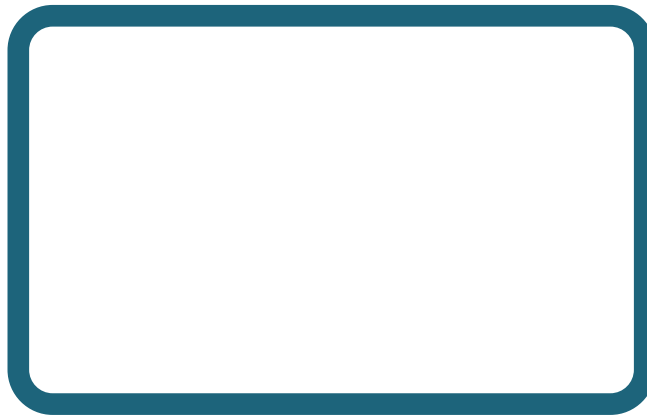
After students have completed both life story graphics, lead a class discussion using the following prompts:

- What aspects of the survivor's life were most impacted by the events of the Holocaust?
- Provide specific examples that demonstrate how the life components (i.e., family, education, relationships, culture, goals etc.) were impacted.
- What similarities or differences do you see between your life story and the story of the survivors?
- How might your life be different if you or one of your family members had experienced what the survivor went through?
- How might the life of the survivor been different if they were not victims in the Holocaust?
- What would it be like if one of your life story components was taken away? For example, if you were no longer allowed to pursue your passion and dreams or if your language or cultural traditions were banned?

**Values**




**Hopes/Dreams/Goals**



**Culture**



**Successes**



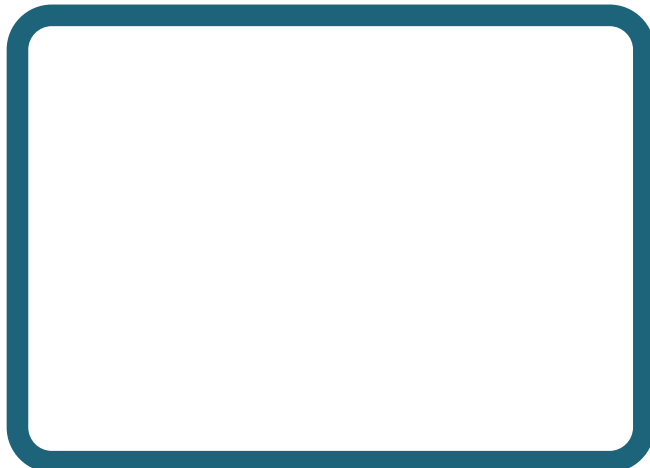
**LIFE STORY**



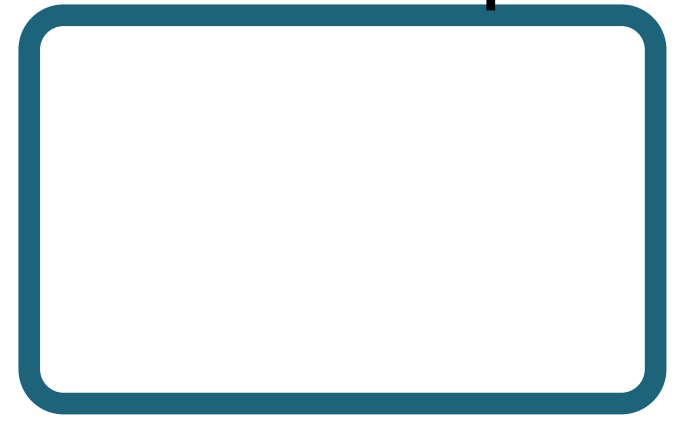
**Challenges**



**Education/Work**



**Family &  
Relationships**



**Values**



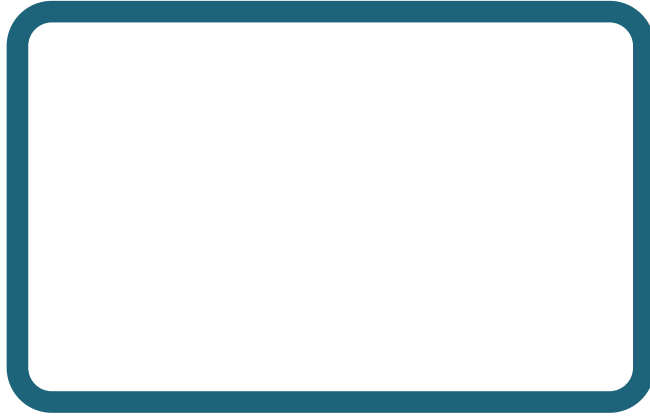
**Hopes/Dreams/Goals**



**Culture**

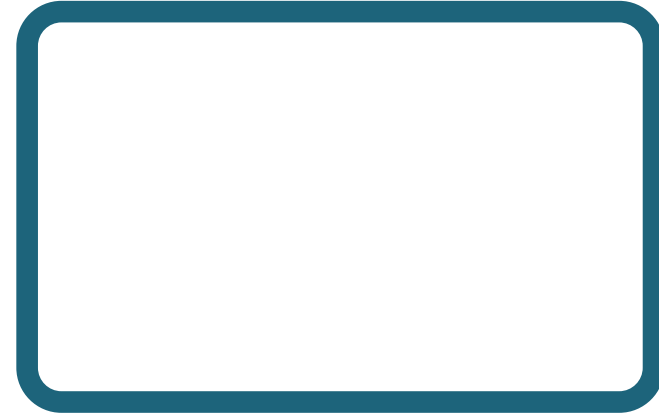


**Successes**




**LIFE STORY**

**Challenges**



**Education/Work**



**Family  
& Relationships**



# Mapping Legacy

## **Step #1: Trace the survivor's journey**

Ask students to use [My maps on Google](#) to trace the Holocaust Survivor's journey from Europe to Ottawa, Canada. Ask them to start with where the survivor was born and add markers on each location the survivor mentions in their testimony. If the survivor provides descriptions related to the location (i.e., significance, events that happened at the location etc.) they may also add those to the map. Students can also add pictures of the locations by searching for photos on Google images, saving them on the device and then uploading them to the map. Once students have placed all the location markers, written descriptions and/or added photos, they can use the "draw a line" feature to add a straight line that connects the markers together in the order the survivor recounted. The last marker should be Ottawa.

## **Step #2: Students trace their own journeys**

If you have students who were born outside of Canada or whose parents were born outside of Canada, encourage them to use My Maps to represent their own personal/familial journeys to Canada. This can be done by clicking on "Add Layer" which will allow students to map a new route.

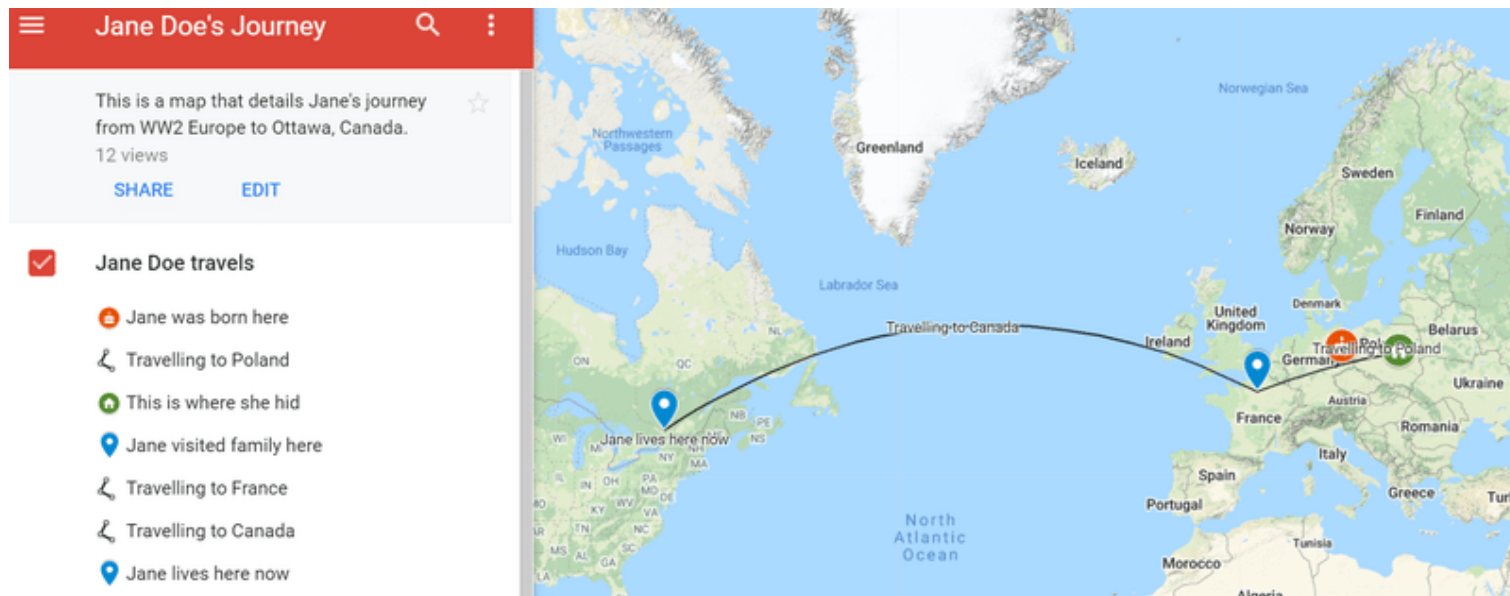
## **Step #3: Discussion**

Once students have created their maps, ask them the following questions:

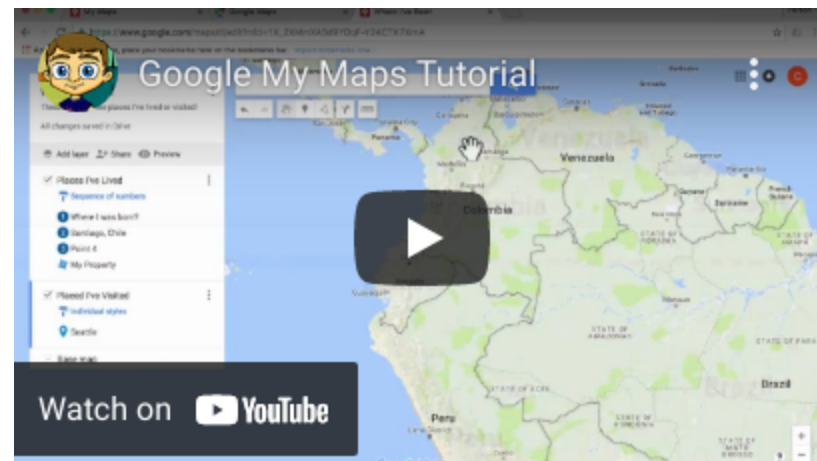
- *Genocide, persecution and other humanitarian crises often cause people to flee their countries to avoid harm. What do you think it was like for the survivor to leave their homes out of fear for their lives?*
- *What was the greatest challenge when you (or your parents) left your country of origin?*
- *Think about how the survivor was able to get to Canada. Who or what helped them along the way?*
- *Do you think the international community has a responsibility to provide refuge for people who are at risk of prosecution in their home countries? Why or why not? Provide support for your argument.*



Here's an example of a very simple map displaying some of the basic features of Google My Maps. Encourage your students to be creative with their maps!



You can also share this tutorial video with students to help them get started!



# Survivor Note

Read the following Note from Kati Morrison, a Holocaust Survivor and Ottawa resident out loud to your class and then have students, fill in the subsequent worksheet.

*"Our family were survivors fortunately, and optimists that the world will be a better place after the Holocaust. It was better that we were alive, together, only our nuclear family. We had no relatives as they were murdered. We had friends to provide a substitute family. The Holocaust caused my mother to have tuberculosis (cured after many years) and depression that was only recognized and treated after coming to Canada in 1979.*

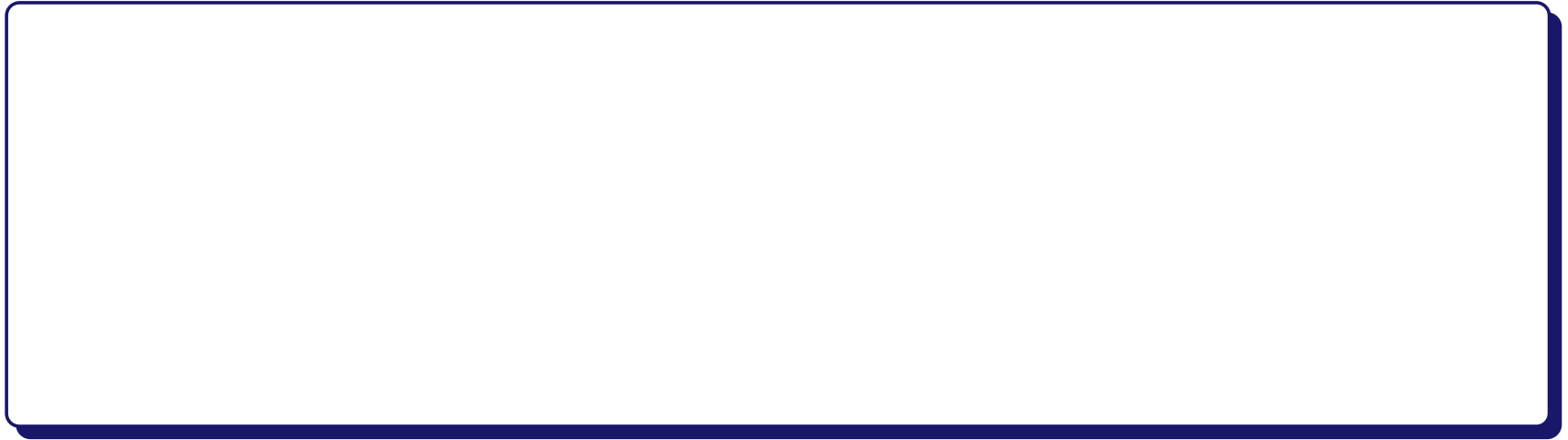
*To study was our only way to improve our lot in life. Medical school was my choice. However poor we were, we had hope for a decent life. After coming to Canada due to my marriage, my goal was to help my family to join me. I loved my work as a psychiatrist, living without fear was and is a gift only people who did not have it can really appreciate.*

*But having Jewish children, I could never plan as I did not trust enough in the world's support. I raised step children and we had a warm, happy family.*

*The last 15 years, I am visiting schools and institutions when invited, to share my family's story about the Holocaust. However much it takes out of me, I think, that personal stories are effective in teaching young people about the dangers of racism, hatred. And I encourage the audience to take personal responsibility for their beliefs and action regarding standing up against injustice, hatred of others different from them."*

- Kati Morrison. Holocaust Survivor and Ottawa Resident.


**How does Kati describe her life in Canada, post-Holocaust?**



**What contributions has Kati made to her community?**



**What message(s) is Kati trying to convey by sharing her experience?**



**How can you apply these messages/lessons to your own life?**



# Causes & Consequences

## Preamble

Explain to students, that because of the intergenerational impacts of Genocide, the Holocaust and other events like it, cannot simply be labelled as "in the past" or merely a "dark history". In fact, the systems that made the Holocaust possible (racist policies, stereotyping, propaganda, "othering" etc.), remain alive and well, and continue to operate in modern day society. This is perhaps why antisemitic acts, among other forms of racism, continue to plague us. In fact, hate crimes in Canada increased by 37 percent in 2020. In particular, hate crimes related to race or ethnicity doubled.

After the Holocaust, the international community said "Never Again" and yet, we continued to see Genocides occur in the Balkans (1992), Rwanda (1999), Darfur (2003), Myanmar/Burma (2017) to name a few. Most recently, The Uyghur population in China are being prosecuted and placed in forced labor camps. And so, while there has been an ideological condemnation of Genocide and the mechanisms that allow it to happen, such horrific events continue to persist.

**Ask students:** Drawing from the testimonies you just watched, why do you think Antisemitism and other forms of racism and discrimination continue to be a reality for many minority groups around the world? What do you think may be the root causes behind this?

Listen to students' preliminary thoughts and then ask them to write their answers down.

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A helpful tip for identifying the causes of a problem is to ask **“why”?** repeatedly. For example, if someone has contracted a disease, ask “why”? This may lead to answers like lack of water and food. Then, ask “why?” again. This will point to the root causes. Keep going until you cannot answer the “why?” question anymore.

To dig even deeper, ask: **“what are the consequences of the consequences?”**. Asking this question will help you identify the secondary or indirect consequences. If, for example, Jews were forced to wear identifying badges as a consequence of the Nuremberg Laws, what effect might this have on their individual lives, their communities, or society at large? A potential secondary consequence may include attacks on them by fellow Germans or a sense of alienation from their community etc.

List some of the consequences of the Holocaust

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List some of the causes of the Holocaust:

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# LESSON THREE: Building a Better Future



**ZERO  
TOLERANCE  
FOR  
ANTISEMITISM**



WHAT LESSENS  
ONE OF US  
LESSENS  
ALL OF US



# Lesson Details

## Materials

- Laptops/computers
- Mapping Movements  
Worksheets
- Padlet

## Time

90 mins



# Intended Learning Objectives

## Social Action

Students develop and use the skills that are imperative to engaging in social action such as project planning, identifying appropriate tactics, constructing and sharing a message, and the use of traditional and digital approaches.

## Consensus-Building

This lesson will prompt students to collaborate and build group consensus around a digital project idea. Students will learn about the guiding principles of consensus building and practice making collective decisions that reflect the views and perspectives of all group members.

## Historical Analysis

This lesson will introduce students to both historical and modern-day examples of youth movements. Students will be asked to consider how contemporary tactics may have been used in historical contexts and examine how youth movements have evolved over time.

# Exploring Youth Activism & Movements

## **Step #1: Introduce the White Rose Movement**

Begin by explaining to students that while there were many Germans who readily supported the Nazi plan to eliminate Jews, there were also many who resisted the fascist regime in a number of ways. **The White Rose Movement** was particularly interesting because it was led by a group of German youth.

## **Step #2: Show Video**

Next, show students the following video about the White Rose Movement:

<https://www.youtube.com/watch?v=ZtOKRsF6Rr0>.

Once students have watched the video, they can read [this written document](#) about the Movement as well.

## **Step #3: Share Questions List**

Both the video and the document should provide them with enough background information to answer the following questions:

*What motivated the members of the White Rose Movement?*

*What were the main messages of the White Rose Movement?*

*What tactics did they use to resist the Nazis?*

*What strengths did they have?*

*What weakness did they have?*

*What challenges did they face?*

Give students a few moments to reflect on potential answers to these questions independently before moving on to Step #4.

#### **Step #4: Worksheet**

Once students have had a few moments to reflect independently, pair students up, and ask them to use the worksheet on the next page to organize their answers. If you are teaching on a virtual platform, be sure to create breakout rooms and provide each pair with a link to the worksheet.

#### **Step #5: Discussion**

Once students have completed the worksheet, bring students back into the large group. Discuss the answers as a class and then ask the class the following reflection questions:

- 1. If this movement was happening today, how might it have been different (or similar)?*
- 2. What modern day tools and tactics could you use to resist if the Holocaust was happening today?*
- 3. What role do youth play in making a difference?*

# White Rose Movement Worksheet

## **MOTIVATION**

What motivated the members of the White Rose Movement?

## **GOAL(S)**

What were the main goals of the movement?

## **MESSAGE**

What was the main message of the movement?

## **TACTICS**

What tactics were used to achieve their goals and spread their message?

## **CHALLENGES & SUCCESSES**

What challenges did the movement face? What successes did they have?

# Youth Activism in Canada

## **Step #1: Explore the youth activism Padlet!**

Ask students to use this Padlet to learn more about present-day youth movements and activism in Canada that focus specifically on anti-racism. Encourage them to go through each example and add additional examples that they may have researched or come across.

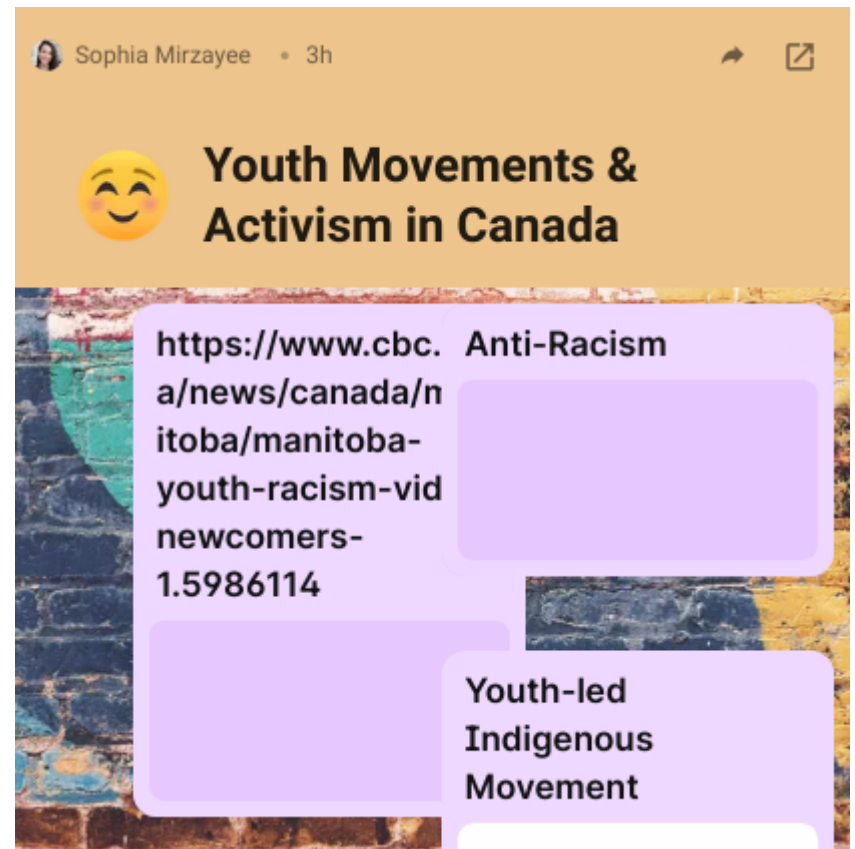
## **Step #2: Discussion**

Once students have surveyed the padlet links and learned more about various youth-led anti-racism initiatives, ask them to reflect on the following questions:

*What forms of activism stand out most to you?*

*What messages do you see in these youth activism examples? What tactics are at play here?*

*What is the biggest strength youth have when it comes to leading social change?*



<https://padlet.com/mirzayeesophia/xb2ftmveie5llpt>

# Tactics

## **Step #1: Introduce the tactic categories**

Explain to students that there are many different ways to engage with anti-racism and work towards a more equitable and inclusive world. Generally speaking, there are two categories of tactics that can be used: Digital and Traditional. The next two pages identify some tactics that fall under these umbrellas. Read them out loud and ask students about their first impressions. *What do you think some of these tactics entail exactly? Are you familiar with all of them?*

## **Step #2: Have students complete the Tactics Worksheet**

Pair students together and assign each pair one of the tactics. Each pair will conduct research on their assigned tactic, using the Tactics Worksheet. If time permits, each pair can present the tactic to the rest of the class.

## **Step #3: Add your own tactics**

Ask students whether they think there are any tactics that are missing from the list that the class reviewed. *Is there a tactic you have come across that we haven't mentioned? Are there any new tactics that you can come up with on your own that you haven't already seen anywhere?* Add these new tactics to the list!

# Digital Media Tactics

Video  
campaigns

Social media  
campaigns

Digital arts

E-petitions

Digital  
Storytelling

Digital  
photo essays

Virtual sit-ins

?





# Tactics Worksheet

Name of Tactic: \_\_\_\_\_

Description: \_\_\_\_\_

Example: \_\_\_\_\_

**PROS**  
What are the advantages ?

**CONS**  
What are the disadvantages ?

In what instances would it be best to use this tactic? Explain your answer:

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# Class Debate

Assign each student to one side of the debate and have them formulate sound arguments for their assigned position. Explain to students that there are no right or wrong viewpoints and that this activity is meant to help them reveal the pros and cons of both approaches. Also remind students not to make personal arguments but rather, to present evidence and arguments that address the topic itself.

## NOTHING BEATS TRADITIONAL ACTIVISM

Face-to-face organizing and tried and true tactics are more effective than digital activism on platforms like social media. It may be faster to spread messages on the internet, but this often also means that campaigns get buried more quickly as people tend to swiftly move on to the next hot topic. And let's face it, you can't rush social change! It takes time and genuine engagement to properly educate people and build trust and solidarity.

VS

## OUT WITH THE OLD & IN WITH THE NEW

The internet CAN replace traditional on-the-ground movements. With the internet, you can mobilize hundreds of thousands of people from all around the world with a simple click of a button and at an unprecedented rate! Why knock on doors, or hand out pamphlets on the streets when you can write a quick tweet or send out an e-mail blast? Times have changed, and so should our strategies!



# Addressing Antisemitism

Ask students to brainstorm answers around the following questions: **How does racism, prejudice, and discrimination manifest in your life, your school, neighbourhood, community? How does it show up in your relationships, your interactions, or physical environment?**

Encourage students to conduct additional research if needed. They can read articles, check the websites of organizations in their community, or interview teachers, peers, family and community members to get a better sense of current issues related to anti-semitism.

WHAT WE ALREADY KNOW ABOUT ANTI-SEMITISM IN OUR COMMUNITY	WHAT WE WANT TO KNOW MORE ABOUT	WHERE/HOW WE CAN FIND ANSWERS

# Consensus Building

## **Step #1: Lay the Groundwork for Consensus Decision Making**

Once students have answered their own inquiries around anti-semitism in their communities, ask students to form their project groups (or make the groups for them). Groups should work together to decide on one tangible and specific project to undertake that addresses anti-semitism in some way. For example, if they choose to address anti-semitic vandalism in their school, the students will then have to come to a consensus around how to address this specific issue. Explain to students that consensus is not reached by a majority vote, nor through compromise, but that it is the result of negotiation. Its goal is to reach an innovative solution that reflects the perspectives of every team member. For this reason, consensus building requires active listening and a high degree of commitment from all team members.

## **Step #2: Set Guidelines and Parameters**

To help students in their discussions and decision-making process, go over the following guidelines and parameters:

### Overall Goals of student projects:

- To address and/or raise awareness about anti-Semitism in school or in the larger community.
- To promote, equity, diversity, and inclusion

### Basic Principles of Consensus Decision Making:

1. All group members are equal and have a valid perspective to contribute to the group.
2. Everyone has the right, but not the obligation, to change his/her/their mind.
3. The decision is reached when all the members accept it.

### Project Parameters:

- The project must address a specific issue related to anti-semitism in the community.
- The project must not be focused on fundraising for any organization.
- The project must utilize at least one digital medium or social media platform.

### **Step #3: Open Dialogue**

Tell the groups that they have up to 10 mins for open dialogue where they can exchange ideas and provide suggestions.

### **Step #4: Discussion Phase**

After the open dialogue time has elapsed, groups will enter the decision-making discussion phase. During this phase, students will have to decide on one project idea to work on as a group. They will have 15-20 mins to reach a consensus on one cohesive idea.

### **Step #5: Recap and Return**

After the allotted discussion phase time has passed, one group member should summarize where the group stands. If the group has successfully reached an agreement, congratulations! If a consensus has not been reached, the group goes back to discussion mode. For groups that return to the discussion phase, you may prompt them by asking: *Is there a compromise that can be reached? Is there a new alternative that hasn't been suggested yet that everyone might support?*

### **Step #6: Reporting to the Class**

Ask one person from each group to explain the project idea that their group have come up with and why and how they arrived at this decision. This is also a great opportunity for you to vet their ideas, and offer helpful suggestions. You may also encourage other students to provide feedback to other groups about their project ideas.

### **Step #7: Project Planning Process Begins!**

Once groups have solidified their ideas, they may begin to work on the **Project Canvas and Team Planning Worksheets**. Before students engage with digital platforms, have them read through the **Digital Safety Tips**. Last but not least, once students have completed their projects, they may fill out the **Reflection Worksheet**.

# Project Canvas

## **MOTIVATION**

What is the primary motivation behind this project?

## **GOAL(S)**

What goals do you want to achieve with this project?

## **MESSAGE**

What will your main message be? Who is the audience for this message?

## **TACTICS**

Which traditional and/or digital tactics do you plan to use to achieve your goals?

# Project Canvas

## **RISK ASSESSMENT**

What are some potential risks or challenges you may face in carrying out this project?

## **RISK MANAGEMENT**

How might you overcome these potential challenges?

## **RESOURCES**

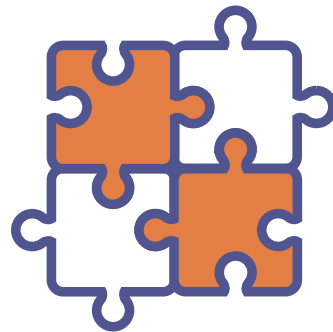
What resources do you need to carry out your project?

## **BENEFIT**

Who will this benefit and how?

# Team Planning

TEAM MEMBERS	SKILLS AND INTERESTS THEY BRING	ROLE/FUNCTION THEY SERVE	ASSIGNED TASKS





# Digital Safety Tips

While digital platforms are a great resource for conducting research, connecting with others, spreading your message and calling people to action, the internet, and social media in particular, also comes with risks. Here are some tips and tricks for staying safe while undertaking a digital project.

## Do not divulge personal information

While creating your project, do not give out any personal information such as date of birth, address, phone number etc. Keep digital interactions and engagement professional

## Separate personal accounts from project accounts

If you plan to use social media platforms like facebook, instagram or TikTok to raise awareness or promote your project, it might be a good idea to create a separate account that is dedicated to your project. This way, you won't have to mix personal social media content with your project/initiative/campaign and it also helps protect your identity. Make sure though, that any new separate accounts you create are not linked to your real phone number or address etc.

## Practice safe browsing

Make sure you are using a secure VPN when browsing and that your privacy-enhancing settings are turned on. This will help you avoid malware and other internet risks.

## Be mindful of what you post

Make sure you think through the content you plan to post. Once something is posted, it is hard to go back and erase. Think about whether your content is appropriate for your intended audience and consider how someone may react or feel if they see the content. Topics of racism and discrimination can be very distressing and triggering for some people so keep this in mind and always run your idea by an adult first!

# Reflection

WHAT WENT WELL.....

EVEN BETTER IF.....

LESSONS LEARNED/ TAKE-AWAYS.....

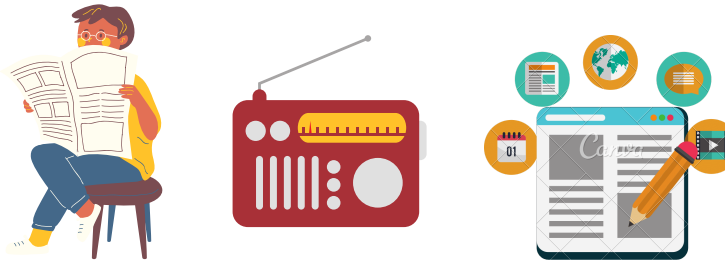
# Sharing Stories

There are many ways for students to share their stories with peers, their school, community members and wider audiences. Sharing their story is important because it can help inspire other people to take action on addressing Anti-semitism as well, or at the very least, help raise awareness on the issue and spotlight important initiatives and actions.

## **Step #1 Ask students to brainstorm various mediums they can use to share the story of their projects.**

Some examples may include:

- Newspaper outlets
- Local TV or Radio
- Slideshow
- Podcast
- Youtube Video
- Blogging
- Etc.



## **Step #2 It's time for students to craft their stories!**

To help them do so, ask students to reflect on the *Why?* and *How?* of their project. More specifically, you might ask them: *Why is it important to address anti-Semitism and other forms of prejudice and racism? Why did you choose these specific methods/approaches for your project? How did you conduct your project? How did it all come together?*

Next, students should consider the impact the project has and its significance to them as individuals and the larger community. To help them reflect on this, you may ask questions such as: *What did you learn from this experience? How did you grow as an individual? What impact does your project have for others and your community as a whole?*

## **Step #3: Match the medium with the message!**

Now that students have thought about their messaging, circle back to the various storytelling mediums discussed in Step #1 and ask students to consider which medium(s) are best suited to deliver their message.

# Final Reflections: Writing to a Survivor

Start by explaining to students that for many of the Ottawa-based Holocaust survivors, sharing their story is important because they want to not only ensure that the memory of the Holocaust is retained but also, that the next generation does not sit back and allow racism and discrimination to persist. The ultimate aim is to prevent another Holocaust from happening and to work towards building a world that values diversity, equity, and inclusion.

Now that your students have learned about the history of the Holocaust, taken in the personal testimonies of survivors, and created a project that aims to address anti-semitism, they may want to write a letter to one or more of the survivor(s) who may have inspired their action projects.

Be sure that your students are genuinely interested in contacting the survivor and sharing their story with them. In their letter, they may discuss what they learned from the survivor's testimony, how their message resonated with them, and how their action project helped to combat anti-semitism and/or other forms of racism. If this letter writing activity is something that interests you and your students, contact CHES to help you facilitate the exchange!





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