

Lesson Plan Ted Ingberg's Story Lesson 1 - 3

Ted's Story is a true story of a 7-year-old boy who survived the Holocaust in hiding and arrived in Canada as part of the first group of Holocaust survivors allowed into the country through the War Orphan's Project.

The lesson plan Ted's Story presented here includes 3 parts and is accompanied by [a PowerPoint presentation available here](#). It was developed in accordance with the requirements of new Grade 6 social studies curriculum. The lesson plan is based on research and primary documents provided by Heather Ingberg, Ted's daughter. The documents are included in the PowerPoint presentation. Teaching history using primary documents is an excellent way to provide students with a unique perspective on historic events.

Please read Ted's Story on page 13 before you embark on teaching it in your classroom.

Objectives of the Lesson Plan

To learn about:

- **Canada's refugee policy in the 20's and 30's and today.**
- **Canadian government response to the Holocaust.**
- **The first Jewish refugees/immigrants who came to Canada after the Holocaust.**
- **The effort of the Canadian Jewish community to bring the orphans to Canada.**
- **The impacts of antisemitism on the Jewish communities' development/identities.**

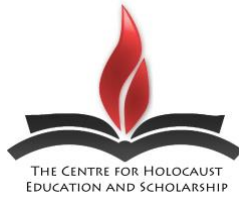
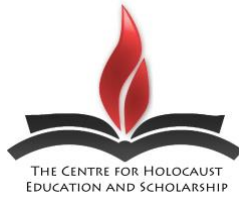


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Curriculum requirements reflected in this lesson plan:

Key Changes Grade 6 Social Studies [Ministry of Education](#)

Strands A. Heritage and Identity: Community in Canada, Past and Present

Topic: Experiences and contributions of Jewish communities and the impact of antisemitism on these communities

What's new this year: Learning about settler and newcomer groups in Canada has been expanded to explicitly include experiences and contributions of Jewish communities. Students learn to identify some of the impacts of antisemitism on these communities' development and/or identities.

See **A3.7**

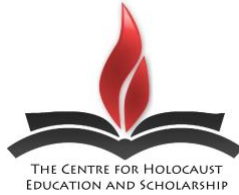
Strand B. People and Environment: Canada Interaction with the Global Community

Topic: Canadian government response to the Holocaust, acts of hate and human rights violations.

What's new in 2023: Learning on the responses of the Canadian government to human rights violations during the Holocaust.

Learning on the impact that global changes in understanding and legislation around human rights since World War II have had on the development of Canada's responses to acts of hate and human rights violations.

See **B3.5**



Lesson 1: Refugees and Canada

**Objectives: To learn about Canada’s refugee policy in the 20’s and 30’s and today.
To learn about the Jewish orphans who came to Canada after the Holocaust.
To learn about the first Jewish refugees/immigrants allowed into Canada after the Holocaust.**

Material: A whiteboard or chart paper and markers
A projector to display some graphs and maps.
All the readings needed are linked below.

Procedure: this first lesson is subdivided into 3 parts (A-C).

[Background terminology for teachers on immigration and refugees.](#)

Part A

1. Start a discussion by putting two words on the board/chart paper:

Immigration
Refugee

Define both, possibly with the students help.

2. Expand on what a refugee is and have them suggest what situations might create refugees. Ask if the students can think of current examples. Use a world political map on the wall/projector to show where refugees to Canada come from.

(Enrichment: Give statistics on how many refugees there are in the world today.)

[Background information for teachers on current statistics.](#)

3. Ask if the students know anything about Canada’s refugee policy today and help them with specific examples and statistics.

For example, over 60,000 Syrian refugees have arrived in Canada since 2015.

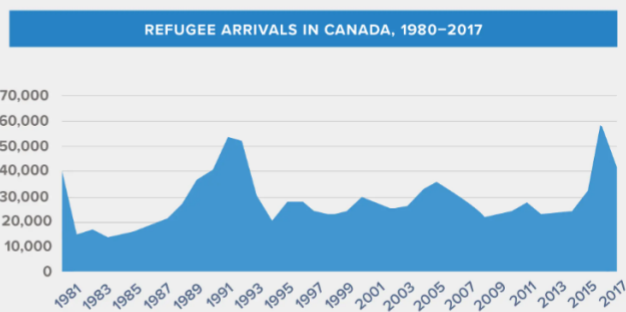
[Information for teachers on refugees in Canada “Global Refugee Statistics.” UNHCR.](#)

[More information: “Refugees in Canada.” UNHCR.](#) (See below chart.)



Canada has a strong tradition of welcoming refugees

Canada has welcomed 1,088,015 refugees since 1980. This number includes those who were recognized as refugees in Canada or who were resettled from overseas.



4. Ask if any of the students know their family's story and IF they want to share.

Note: this can be a very sensitive and difficult subject and students may not know it or may be uncomfortable discussing it but might be willing to share with you in writing.

If you have a story to share, and feel comfortable, you can do that instead or in addition.

Sum up this part by asking how the students would describe/characterize our refugee policy today.

Put the best words on the board or chart paper.

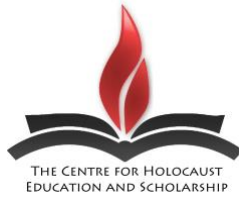
Part B:

5. Segue to the 1930s and explain that you will look back at a time in the not so distant past when we didn't have a refugee policy, just when the world was on the brink of war. Give dates.

Here is some background readings for the teacher:

[This is an article "Jewish Canadians" by Stuart Schoenfeld](#) in the Canadian encyclopaedia with a small section on this time period, but good background on Jewish immigration to Canada in general.

[This article "Why did Canada Refuse to Admit Jewish Refugees in the 1930's?" by Claude Bélanger](#) is a more directly on topic reading on the situation in Canada and why Jews were not admitted. It is easy to read and not that long, but dense with information. (NOTE: this is a reading for the teacher, not the students.)



Examples from the above article:

- Aside from blatant anti-Semitism,* the truth was that the Canadian government had a long history of being hostile towards non Anglo-Saxon immigration. Despite this, prior to the Great Depression the number of immigrants allowed into the country often surpassed 100,000”.
- Canada did not have a refugee policy at the time, so refugees were grouped into our overall immigration laws.

[If you have time to read a book on the subject Abella and Troper, *None is Too Many*, is excellent and comprehensive.]

6. At this point it is important to distinguish whether your classes have had any background to the Holocaust.
 - Do you need to stop and introduce the topic completely (see previous lesson plan on introducing the Holocaust)
 - Or can you just review what was happening in Germany and connect it to the time period and the topic you are now doing?

Either way it needs context, and this will depend on what you have covered previous to this lesson.

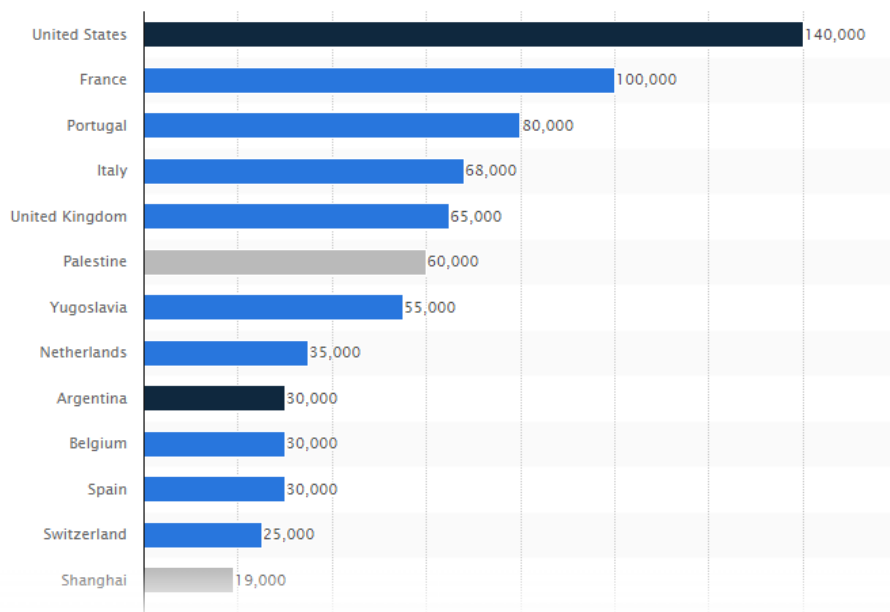
7. Give statistics on various countries who accepted Jewish refugees from Germany with the rise of Nazism and during the Holocaust. Indicate how many Jews were allowed in. Stress that Canada was at the bottom of all countries and stress that it went well beyond the Depression years. Be sure to include other examples of antisemitism in Canada then (see Bélanger article above) and indicate other groups that were allowed in even though there was a Depression. (See two following examples.)

Statistics:

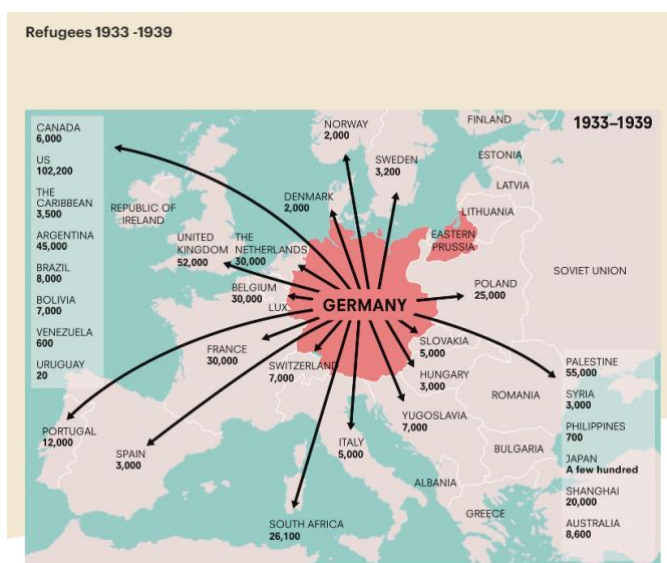
a) [“Number of German Jewish refugees who arrived in selected countries from 1933 until 1945”](#). (see below and note: Canada does not make this list.)

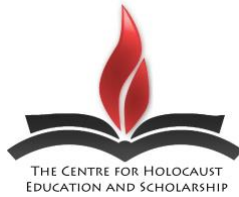
See diagrams below, depending on you class use them as information for yourself or for the class.

Number of German Jewish refugees who arrived in selected countries from 1933 until 1945



b) An excellent visual on where Jews went and how few Canada took
[“The \(im\)possibilities of escaping. Jewish emigration 1933-1942” by Gertjan Broek.](#)





8. Ask the students for words to characterize the Jewish response to refugees then, how did the Jews feel. Put them on the board near the last set and ask them to compare the two descriptions.

Part C:

9. Introduce the Canadian Jewish Congress and their idea to rescue 1000 Jewish children in 1942.

[Information can be found in this reading, "A fresh start: The story of Canada's postwar Jewish orphans." By Michael Fraiman.](#)

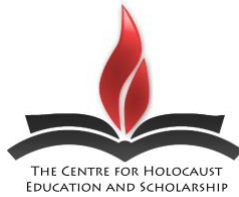
Expand on how hard it was to get this allowed and how and why those children were never rescued. Depending on your students you can gently tell them that those children likely did not survive. Then move onto how the idea was resurrected after the war.

That story is also told in the above article.

10. And then explain that you will now concentrate on one family and one story in particular.
11. Explain that the story is based on primary documents.
Explain that: a primary document are time-capsules that provide windows into the past.

Ask the students what a primary document is and to give examples of such documents
OR give an example of a primary document and ask students to figure out what the document is and what we can learn from it.

[Short Film: ["Welcome to Canada: 150 years of immigration."](#)]



Lesson 2: The War Orphans Project

Objective:

- Introduce the story of the 7 year old child in Poland, his life before, during and following the Holocaust and his immigration to Canada through the War Orphans Project.

Material: [PowerPoint](#), Ted's story (see Lesson 3, page 13)

Ted's story is based on research of primary source documents, including an interview with his daughter. Some of the documents are included in the PowerPoint.

For this part of the lesson, start by telling the story using the PowerPoint with the pictures and the primary documents.

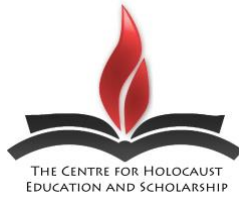
Be certain to explain that we do not know all the facts of the story.

1. Ask the students why that might be the case and add reasons.
2. Before introducing Ted's Story provide students with the following words and ask them to explain what they mean, can be done as **Think, Pair, Share** or as a class using the whiteboard.

Ghetto, Deportation, Labour camp, Gentile, False documents, The Jewish Congress, Pier 21 Halifax.

See attached PowerPoint for the pictures/documents I refer to below (p 15).

1. Show the picture of the family at a wedding in Poland (slide 2). Point out Ted, point out who we know in the picture. Ted is the little 4-year-old boy in the right front row (see blue arrow).
2. Show the registration document (slide 3) to show when Ted was born and how old he was when the Nazis invaded Poland in September 1939 when the Holocaust began for the Polish Jews.
 - Ask the students to start a timeline. This can be done as the lesson goes on OR this can be done together on a whiteboard or chart.
3. The teacher should tell the story of how he escaped with his brother Josef and Josef's wife. (The story is on page 12.) Explain that we are not sure when Josef and Judka



(Paulina) married because we don't have that document. Show the latter picture (slide 4) of the brothers to show the age difference.

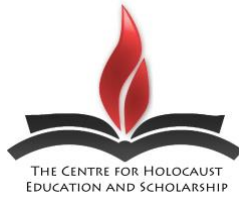
4. There is a picture of a deportation (slide 5); it is not of his family, but it is one example of Jewish people in Krakow with a white band identifying them as Jews, being led by Nazi armed soldiers, holding very few belongings.
5. Stop after Ted's mother sent him to go with his brother and then she and most everyone else he knew were marched off and ask the students how they think Ted felt at that time.
6. Continue the story explaining that there are no pictures of any of them from that time and why not. And explain how Judka (Paulina) was not Jewish and hid them for the entire war.
7. Stop here and **Think, Pair, Share** on what hardships they all might have faced and add to their answers:

(Fear, hunger (no rations), possible betrayal and death, constant moving, loneliness, fear, etc.....)
8. Explain that after the war the three of them made it to Paris (slide 6, picture with Eiffel tower). By this time, it is 1947, and they all have passports and have left Poland. (Slide 7&8, Judka's passport and Ted's passport pictures).
9. Then bring it back to the Jewish war orphans being brought into Canada and how Ted was one of the children to come over. Explain the requirement needed to join the Orphan's project. Show doctor's vaccine certificate (slide 9)

[More about the Jewish War Orphans Project.](#)

"The idea for a Canadian War Orphans Project began in 1942, when the Canadian Jewish Congress (CJC) lobbied the federal government to bring over Jewish children whose parents had been killed in the Holocaust.

Canada's immigration department, under the purview of the openly antisemitic Frederick Blair and Prime Minister William Lyon Mackenzie King, reluctantly agreed to permit 1,000 war orphans into the country. But by the time the government accepted the paperwork, the Nazis had sealed off Vichy, France, where the Canadians had planned to find the children. As Ben



Lappin wrote in *The Redeemed Children*, a 1962 study of the War Orphans Project, “What happened to this group will never be known.”

After the war, national attitudes towards immigration started to change. Canadians found themselves with a suddenly booming economy, resulting in a labour shortage that convinced the government to accept more “undesirable” eastern and southern European refugees, despite a majority of citizens still staunchly opposed to their migration.

The CJC saw this as an opportunity. Once the approval to bring in the 1,000 Jewish orphans was renewed in 1947, The CJC had three months to come up with a plan. It convened committees in Winnipeg, Montreal and Toronto, rounded up well-connected local volunteers, fundraised and pleaded for Jewish families to open their homes and take in these displaced persons (DPs).

“If you are able to provide a home for one of these boys or girls, please notify the Canadian Jewish Congress of that right away,” implored a *Jewish Radio Hour* broadcast in April 1948.

While most Canadian Jewish foster families had requested pre-adolescent girls, it soon became apparent that they’d be getting teenage boys. Of the 1,123 orphans eventually brought over, 949 were 15 or older, and 70 per cent were male.”

Show pictures of his exit stamp from France and entrance into Canada. (Slide 19 & 11).

Use pictures here (slide 12) to show a group of these orphans and the map (slide 13) on where they were sent after arrival in Canada. Explain that Ted was one of 17 orphans adapted by Jewish families in Glace Bay Nova Scotia.

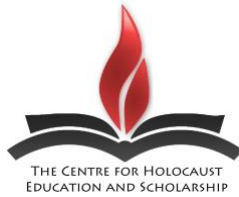
Think, pair, share on how these orphans felt after liberation, the problems they faced and what they might have felt about moving to another country.

10. Ask what the orphans would need to enter a new country? Why might that have been a problem for these orphans. (Following the war, many orphans, especially the young ones, did not know who their family was and had no identity documents).

11. And explain that Ted has to travel alone to Canada. Explain that he is taken in by a family in Glace Bay.

12. Possible activities here:

- Have students draw his voyage: Poland to France to Halifax, to Glace Bay and finally to Montreal. Add the days the boat journey took.



- Ask how he might feel at every stage of this journey.

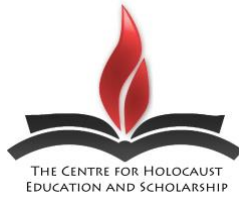
AND/OR

- Have the students write 3 journal entries for points along this journey.

End by finishing Ted's story with pictures and the narrative we know: he graduated from high school in Glace Bay, Joseph and Judka (Paulina) also came and settled in Montreal, following that he moved to Montreal as well, that he married ((slide 14, his wedding picture), and finally the picture of him with his young family (slide 15).

Heather his daughter with the documents she inherited from Ted (slide 16).

- Optional: go back to the original picture in Poland and explain that, of those people, only Ted survived.
- Have students write a possible skit or script or scenario between Ted and Josef and Judka when they were in hiding or when they were newly free or in Paris or in Montreal. That may be a way for the students to put into words some of the things they thought the three of them could be feeling at different stages in the story.



Lesson 3: Ted Ingberg Story

My name is Theodor Ingberg. Everyone calls me Ted. I was born in 1932 in Krakow, Poland to a Jewish family that lived in Poland for generations. I was the youngest of 4 children.

When I was four years old my older brother Victor got married. It was a very joyous wedding.

When the Nazis occupied Poland, it was September and I was 7 years old, and just about to start school. But I never got to go to school, instead, for the next 5 years, my life was completely turned upside down. The Nazis came in and immediately started to impose many restrictions on the Jews: where we could live, what we could do, when and where we could shop, even who we could be friends with.

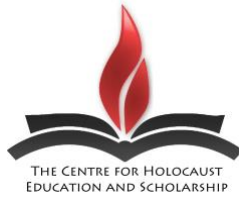
After two years, in September 1941, the Nazis decided that all the Jews of Krakow had to live in a special area, called the Jewish Ghetto. This was a special area of town where all the Jews had to live together but apart from all the non-Jewish citizens (Gentiles). My family, together with all the other Jews in Krakow were forced to leave our homes and move into the small run-down area of town that became the Ghetto.

Life in the ghetto was very difficult. Housing was cramped, food and medicine were in short supply. It was dirty and many people got sick. The Jews were walled in and only allowed in and out with permission. There were Nazi guards everywhere. We had no freedom.

One morning, it was in 1942, the Jews were ordered by the Nazis to gather at a city square in the middle of the Ghetto. We did not know what was going to happen to us. I stood next to my mother and father among a large group of Jews. We were told that we were being sent to labour camps to work. I was ten years old.

A curious group of Polish people gathered outside the ghetto to watch the spectacle of Jews being sent away. My mother spotted Josef, one of my older brothers with his Polish girlfriend Judka (Paulina) in the crowd. Josef was a lot older than me and did not live in the Ghetto; he was already in hiding on the Gentile side of Krakow. My mother quietly and gently pointed to them and pushed me in their direction. I had not seen my older and beloved brother for a long time. I moved slowly and carefully in his direction. If I had been detected by the Germans, my mother and I could have been shot.

Josef and Judka immediately took me and left the area. We went to their apartment on the outside of the ghetto. I didn't know it then, but that was the last time I would ever see my parents.



Through a priest, Judka arranged for false documents for Josef and me, these papers said that we were Catholic. Even with these fake papers we never felt safe. Fearing being identified as Jews and turned in, for the next three years, we move from one hiding place to another. We never stayed in one place long enough in case people started to ask questions. Josef and Judka protected me to the best of their ability. But during those 3 years on the run, using false identities, I could not attend school, have any friends, or speak my language, Yiddish. Obtaining food was also very difficult. Sometimes Josef and Judka had to leave me alone in our hiding place and go out to do odd jobs or to get food. We survived 3 very harsh and scary years living in hiding in Poland.

By the spring of 1945, as the Nazi occupation of Poland came to an end, we no longer needed to hide. But we did not feel safe in Poland; there was still a lot of antisemitism, so we made plans to leave. This meant getting new passports. That took a long time because we had to get all new documents; everything had been lost when the Jews were deported from the ghetto.

Finally, two years later (1947) when I was 15, we left Poland and arrived in Paris, France.

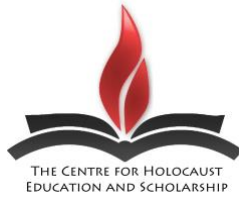
Meanwhile in Canada: In 1947 after years of lobbying by the Jewish Congress, Canada permitted the entry of 1,123 Jewish children orphaned by the Holocaust. It is important to know that During WWII Canada refused to accept Jewish refugees and that they were the first Holocaust survivors permitted into Canada following WWII.

What we did not know when we came to Paris, was that at this time, Canada was ready to permit the entry of approximately 1,000 Jewish children who had been orphaned by the Holocaust. This number of orphans increased to 1123 by the time the project came to an end.

To qualify and be given a visa to enter Canada, Jewish orphans needed to be under 18 and in good health. This sparked the search for eligible orphaned Jewish children in Europe and for Canadian Jewish homes to receive them. It was a huge project, and it took time.

As an orphan of the Holocaust, I qualified for entry into Canada according to the rules. I had lost both my parents; I was under 18 and I was in good health. Unfortunately, this meant I had to leave Josef and Judka, my only family, and move to Canada alone.

On February 14, 1948, I left France by ship and landed in Halifax at Pier 21. I was sent to live with Edith and Joe Jacobson, a childless Jewish couple in Glace Bay Nova Scotia. While I was in Glace Bay, I learned English, and I was finally able to graduate from high school.



Luckily, Josef and Judka (Paulina) also came to Canada and moved to Montreal. I decided to leave Glace Bay and moved to Montreal as well. Eventually I married Roslyn and we had a family of our own. My children, Heather and Hal thought of Josef and Judka as their grandparents.

After all those terrible years, I knew how lucky I was to be one of the 1,123 orphaned Holocaust survivors to be permitted into Canada after the war.

PowerPoint to accompany Ted's Story.

[PowerPoint to accompany Ted's Story.](#)