



2024, November 21: *Walk to Bear Witness, A Learning Journey Alongside Holocaust Survivors*

The workshop was developed by Alyssa Novick, Ashbury College; Kenra Mroz, Sir Robert Borden High School; and Jaden Lairson, Woodroffe High School.

An exclusive workshop to guide teachers through *the National Holocaust Monument* IWalk App's bilingual educational resources. An essential companion to the Monument, inviting you and your students to personally engage with the physical space while hearing the testimonies of Holocaust survivors who settled in Canada.

The workshop introduces the *Student Version*, a powerful interactive bilingual tool that will lead your students through a virtual tour of the National Holocaust Monument.

The workshop is designed to provide teachers with a comprehensive unit on the Holocaust, the symbolism of the Monument, and how to use the IWalk app that includes testimonies from Holocaust survivors who settled in Canada. A visit to the Monument, guided by the App, will deepen your students' understanding of the Holocaust's historical context and its enduring relevance.

The IWalk App includes:

- Pre-visit lessons contextualizing the Holocaust for students*
- First-hand survivor testimonies
- Explanations of the Monument's symbolism
- Lessons on Canada's role in WWII and contemporary antisemitism
- Post visit lessons*

*To download the pre and post educational material, visit <https://www.iwalknhm.org/> and scroll down to Educational Materials.

The National Holocaust Monument: Landscape of Loss, Memory, and Survival honours Jewish victims and survivors of the Holocaust and serves as a poignant reminder to Canadians of the perils of antisemitism, hatred, racism and intolerance. It stands as a tribute to the courage and resilience of Holocaust survivors who found refuge in Canada and made significant contributions to the nation.

The IWalk App was developed by the Centre for Holocaust Education and Scholarship (CHES) in collaboration with Liberation75 and the USC Shoah Foundation.

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Testimonies and video clips included in the IWalk were provided by the USC Shoah Foundation, Liberation75, and the Centre for Holocaust Education and Scholarship (CHES). A special thank you to Professor Jan Grabowski for being a historical consultant for this IWalk.



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The following instructions complement [this PowerPoint](#).

Slide 1: Title slide

Slide 2: The 2024 Teachers' Workshop was dedicated to David and Rose Shentow.

"There is a saying that reminds me of David Shentow: 'history shared is history saved.' I do not remember how I first met David and Rose Shentow, but I had the great honour of welcoming them to Ashbury to speak to our students many times.

David was a Holocaust survivor who was born in Poland but grew up in Belgium until he was engulfed in the Holocaust at the age of 16. He survived forced labour in France, years in Auschwitz, a death march and Dachau, before being liberated. He survived but his whole family, immediate and extended, did not.

After learning that he was alone, David came to Canada where he met and married Rose. He worked, raised a family and never spoke about the Holocaust until Holocaust denial became prevalent. And then he made it his mission to speak to as many groups as possible here in Ottawa, elsewhere in Canada, in Israel and in Belgium. And he returned to Auschwitz many times with the March of the Living.

David told my students, as I am sure he told everyone he spoke to, I lived this and now I've told you. It is now your job to bear witnesses and to tell others. And now, even in death, through a legacy he has left CHES, his teaching goes on.

It is crucial to remember this incredible man, who gave so much of himself to the cause of Holocaust education, and his wife Rose, who was his rock in many ways, and to thank them. This workshop is courtesy of them and is being held in their honour. History shared is history saved. We honour their memory by teaching about the Holocaust."

Slide 3: Introduction to the Centre of Holocaust Education and Scholarship (CHES).

CHES offers programs and resources year-round. Click [here](#) to learn more about CHES. Click [here](#) to request a speaker to come to your school.

Slide 4-5: The National Holocaust Monument (NHM)

The National Holocaust Monument: Landscape of Loss, Memory, and Survival honours Jewish victims and survivors of the Holocaust and serves as a poignant reminder to Canadians of the perils of antisemitism, hatred, racism and intolerance. It stands as a tribute to the courage and resilience of Holocaust survivors who found refuge in Canada and made significant contributions to the nation.

Slide 6: IWalk App Introduction

The National Holocaust Monument IWalk app is an essential companion to the Monument, inviting you to personally engage with the physical space while hearing the testimonies of Holocaust survivors who settled in Canada. By providing valuable history and context, the IWalk takes you



on a journey through the destructive legacy of antisemitism during the Holocaust and its significance today.

Slide 7: Our Objectives

The Ministry has introduced [new guidelines](#) for the teaching of the Holocaust in grade 6 (as of 2022) and for Grade 10 (beginning in September 2025.)

As a result we felt that this was a good time to develop a workshop on the National Holocaust Monument and how the monument, in conjunction with the IWalk App, could be used to enhance Holocaust education. By integrating the IWalk App, the workshop was designed to help teachers get started with the app and explore practical ways to incorporate it into their Holocaust units.

Of course, Holocaust education does not only belong in the History curriculum; these ideas and resources are suitable for English, Philosophy, etc.

Slide 8: Brainstorming session

We posed these questions for the teachers so that we could gauge the group's knowledge of the Holocaust, and so that we could tailor the workshop to their present concerns and needs.

Slide 9: Benefits and Concerns

We led the participants in a discussion regarding the benefits of teaching Holocaust history and legacy. We discussed what constitutes "history" and what constitutes "legacy" and how the two concepts work together to support the fact that the lessons of the Holocaust continue to have significant relevance today -- and shall continue to be relevant in the future.

Following this, we led the participants in a discussion and examination regarding possible concerns that might come up for educators (whether these were concerns that the participants, themselves, have -- or had -- or whether they are concerns that the participants felt that others who are reluctant to teach / discuss / mention the Holocaust might have) and ways in which to address these concerns.

One of the main points that was addressed is the fact that, more often than not, educators are afraid of somehow, inadvertently, saying the wrong thing -- or possibly offending somebody. One of the best ways in which to build comfort is for educators to learn about the details of Holocaust history & legacy themselves, by attending workshops like the one CHES hosted.

Also, we continuously gather feedback so that we are aware of local teachers' current concerns and priorities regarding teaching the Holocaust to their students and within their classrooms.

Slide 10: Definition

This is the definition we used for the workshop.

There are also 3 websites that we called attention to for having outstanding resources from all media and for all age groups, that can help guide teachers developing lesson plans and units on the Holocaust:

1. [United States Holocaust Memorial Museum](#)



2. [Centre for Holocaust Education & Scholarship](#)
3. [Liberation75](#)

Slide 11: Installing the IWalk App

Sedda Antekelian is the Senior Learning and Development Specialist for the USC Shoah Foundation. She was virtually present and gave step by step instructions to the teachers on how they themselves and their students can install the IWalk App to their devices.

The “IWalk- USC Shoah Foundation” App can be found on the Apple App Store or Google Play Store, and is available for iOS and Android devices.

Slide 12: Finding the IWalk on the App

Tap on “Canada”.

Then tap on “National Holocaust Monument: Landscape of Loss, Memory and Survival”.

Slide 13: Downloading the IWalk App

Go to the bottom and tap on the “Download” button.

Slide 14: Multiple Versions

Select your language preference: tap either “English” or “French”.

There are 2 versions of the IWalk App:

1. General Public
2. High School

Select the “High School” version. The “High School” version poses questions and records students’ answers. Teachers can later access their students’ answers afterwards.

In order to do this, the teacher has to make an account on IWitness (This process is explained in later slides. See Slide 17).

Slide 15: Multiple Versions (continued)

If you want your students to submit their answers via the App, have them tap on “Yes”.

Then have them type the IWalk class code, their name and the first three letters of their last name.

Then tap on “Start” at the bottom.

Slide 16: Begin the IWalk

The set up is complete. You and your students may begin the IWalk.

Slides 17-18: Setting up an Educator Profile



To sync an iWitness account to the iWalk App, one needs to tap on “Educator Login” in the Menu. But a teacher needs to create an iWitness account first. See instructions below.

Search iwitness.usc.edu on Chrome or Firefox.

Tap “Sign in”.

Tap “Register Here”.

Tap “Educator”.

Fill out all information.

Read and check Terms of Use and Community Guidelines.

Tap “Submit”.

Use your Username and Password to login. An iWalk class code and iWitness group are then created. Share with your students with the class code and have your students submit responses to the iWitness group.

Slides 19-22: iWalk Student Group in iWitness

To access your students’ responses, one needs to first login into their iWitness account.

Tap on “Dashboard”.

Tap on “Students & Groups”.

Find and tap on the iWalk group and class code you want to access.

Tap on “Check Student Progress” to see the student responses.

Slide 23: Before Going

[The pre-walk activity \(pg. 9\)](#) which we led is the one wherein we brainstormed and discussed what a monument is. In other words, how do people define it and what meaning does the concept of a monument convey to us?

Slide 24: Other Monuments

We provided some examples of recognizable monuments and invited participants to share experiences that they had encountered at monuments and their thoughts and reactions regarding these experiences.

Slide 25: The Monument

We also took some time in which to examine the distinction between “public” and “personal” monuments, where a public monument is something that would have universal meaning, whereas a personal monument might be something more private and specific. Either way, both forms have meaning and provide the opportunity for learning and reflection.

Slide 26: At the Monument

We divided the Monument into 7 different stations. For the 7 different stations, teachers were divided into homogeneous groups and worked through the content as their students would. We then did a group debrief for each section and discussed the relevance of some of the student questions.



Slide 27: Post Activity Visit

[The post-walk activity \(pg. 15\)](#) involved an "around the room" sharing session wherein the participants shared their reactions and responses to the "tour" that they took of their assigned stations (1 to 7). Each group provided information details about what they had seen and encountered, as well as specific things that stood out to them / resonated with them. The stories shared via recorded testimony of Holocaust survivors were mentioned often as being especially meaningful and thought-provoking.

Slide 28: One More Question

When the workshop was over, we asked teachers to reach out to CHES if they could suggest any pre-or post-visit activity they developed and used, or they would like to try with their students that we had not included in the IWalk App.