



Raoul Wallenberg Day – January 17th

Dr. Erwin Koranyi Saved by Raoul Wallenberg Lesson Plan by Jessica Sutherland, OCDSB

The following lesson guides are to support documentation and video testimonials from Holocaust survivor Dr. Erwin Koranyi.

The lesson has links to the Grade 6 Social Studies curriculum (Canadian experience and the Holocaust), **as well as to English and French language writing, and media literacy.**

In 2001, the Government of Canada designated January 17th as Raoul Wallenberg Day in his memory. He was the recipient of the first Honorary Canadian Citizenship and recognized by Yad Vashem (Israel) as a Righteous Among the Nations. In November 2012 Canada Post issued a stamp in memory of his 100 birthday.



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Introduction

Raoul Wallenberg was a Swedish diplomat who risked his life to save 100,000 Hungarian Jews during World War II. Many of those survivors moved to Canada, where they began new lives and made significant contributions to Canadian society.

Wallenberg was arrested on January 17th, 1945, and sent to Moscow, never to be seen again. His courage and determination serve as a reminder that, even in the darkest of times, hope can be found through the actions of those who seek to do good. Wallenberg's actions remain an inspiration as CHES strives to combat racism, discrimination, and all forms of hate.

A ***Schutzpass***, also known as a “Wallenberg Passport”, was a certificate of protection issued to Hungarian Jews during the Holocaust, by Raoul Wallenberg, with the support of the Swedish Foreign Ministry. The passes granted the bearers Swedish citizenship and exempted them from wearing the yellow star that identified them as Jewish allowed thousands of Hungarian Jews to escape certain death.

Dr. Erwin Koranyi (1924-2012) survived the Holocaust with the help of a *Schutzpass* (diplomatic passport) given to him by Raoul Wallenberg. Dr. Koranyi, a Holocaust survivor from Budapest who settled in Ottawa after the war, was a renowned Professor Emeritus of Neuropsychiatry at the University of Ottawa. The *Schutzpass* included in this lesson plan (p. 5) is an authentic document.

Resources:

Before any teaching related to the Raoul Wallenberg, it is recommended that teachers do some pre-reading.

Two excellent sources:

[Raoul Wallenberg and the Rescue of Jews in Budapest - USHMM](#)

[Raoul Wallenberg - Yad Vashem](#)

Activities

For pre-teaching about Raoul Wallenberg, please review with students what the Holocaust was, how it evolved in Hungary and who Raoul Wallenberg was and what he did to save a large number of Hungarian Jews (see p. 3).

Teachers can modify the following resources to use as background information with students. The first link is an introduction to the Holocaust. The second link is a Power Point presentation on Raoul Wallenberg.

[Introduction to the Holocaust for grade 6](#)

[Raoul Wallenberg Power Point](#)

Activity #1: Watch the [video interview](#) of Dr. Erwin Koranyi, as done by the Center for Holocaust Education and Scholarship. (Only watch until 9:56; that is the part on Wallenberg and the *Schutzpass*).

As they watch the video, have students take notes using the following graphic organizer: [Language and Oral Response Graphic Org Blank Master Boxy Box](#) (see copy on p.7).

Activity #2: Passport inference. Photocopy the diplomatic passport (see *Schutzpass*, p.5) and explain to students how a diplomatic passport differs from a regular passport.

Have students, either individually or as a group of 3-4, take notes on what a passport is and discuss the information they see on a Canadian passport (find a sample online.) Students can then discuss the information they see on the diplomatic passport of Dr. Koranyi and develop questions that they can ask about it. Note as well that it is in German and Hungarian and discuss why that is.

*This can also be done as a Google classroom assignment, where it is shared digitally as a Google slide or document.

Schutzpass Translation from German and Hungarian

DEFENSE PASSPORT (Schutzpass)

(Top left)

Name: Ervin Koranyi

Residence: Budapest

Born: 21. February 1924

Birthplace: Budapest

Height: 173 cm

Color of hair: brown Colour of Eye: brown

(Centre)

SWEDEN (3 crowns)

(bottom left)

The Swedish Royal Embassy certifies that the above-named person will travel to Sweden, according to the repatriation plan, approved by the Swedish Royal Ministerium of Foreign Affairs.

The above-named person and his apartment is under the protection of the Swedish Royal Embassy of Budapest.

This document loses its validity fourteen days after the arrival to Sweden.
The travel-right will be affected only through a collective passport.

Budapest, 18. August 1944

Koll.17.8. 1944 Raoul Wallenberg

Royal Swedish Embassy Danielson

Royal Swedish Ambassador (signature)

Cumulative Activity #3: Explanation text and Canva Poster. Students write a text, using their notes from their graphic organizer, explaining How Dr. Erin Koranyi received a diplomatic passport. Once they are done with their text, students will create a poster using Canva explaining either the story of Dr. Erwin Koranyi or Raoul Wallenberg. (Teachr to decide if students have enough information to do something on Dr. Koranyi. Maybe Wallenberg or the *Schutzpass* would be better.

- a. [Text Explanation and Rubric French](#)
- b. [Text explanation and rubric English](#)
- c. [Canva poster rubric](#)

Title of work underlined

Introductory paragraph with thesis statement

1 _____

2 _____

3 _____

Who What Where When Why Which How-Use your Critical Thinking sheet to generate ideas to fill the boxes below, then go back up and list them in the intro paragraph

Subtopic with 2-3 supporting details	Subtopic with 2-3 supporting details	Subtopic with 2-3 supporting details
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">1</div> <p>a _____</p> <p>b _____</p> <p>c _____</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">2</div> <p>a _____</p> <p>b _____</p> <p>c _____</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">3</div> <p>a _____</p> <p>b _____</p> <p>c _____</p>

You can switch the order of the subtopics around after you have filled in the boxes if it improves the flow of your writing

Concluding paragraph. Don't rewrite everything again, just wrapping things up. This should be similar to the Introductory paragraph with some wrap up words. It should be 3-7 sentences.

1 _____

2 _____

3 _____