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Section 1: Best Practices

Introduction

The Montreal Holocaust Museum (MHM) led a project to ensure the long-term preservation, indexing, accessibility and use of oral history recorded by Holocaust survivors who made Canada their home. The Montreal Holocaust Museum (MHM) educates people of all ages and backgrounds about the Holocaust, while sensitizing the public to the universal perils of antisemitism, racism, hate and indifference. Through its permanent exhibit, commemorative programs and educational initiatives, the museum promotes respect for diversity and the sanctity of human life.

Canadian Oral History Project: Holocaust Life Stories

The Canadian Oral History Project is the product of a partnership between the Montreal Holocaust Museum, the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto, the USC Shoah Foundation and seven Canadian collection holders of Holocaust survivor video testimony. We wish to acknowledge the Calgary Jewish Federation, the Alex Dworkin Canadian Jewish Archives (formerly known as the Canadian Jewish Congress Charities Committee National Archives), the Concordia University Centre for Oral History and Digital Storytelling, the Freeman Family Holocaust Education Centre Foundation, the Jewish Archives and Historical Society of Edmonton and Northern Alberta, the Living Testimonies program at McGill University and the Ottawa Jewish Archives for the contribution of their collections to this unified Canadian collection of 1,200 testimonies. It is now preserved and fully catalogued as part of the USC Shoah Foundation Visual History Archive and is accessible through the organisations mentioned. The Holocaust Life Stories website is designed to provide primary and secondary teachers in Canada with necessary tools to facilitate learning about the history of the Holocaust. Its aim is also to promote sharing experiences between communities and generations across the country. The site includes many teaching aids to help students discover survivors’ stories and follow their journey. It is also intended for members of the general public who wish to learn more about the Holocaust through life stories.
How to Use this Guide

Survivor testimonies are essential for understanding the Holocaust and its impact. These first-person accounts offer a glimpse into the lives of individuals and allow for a deeper, more personal understanding of the consequences of the genocide. Testimonies are also important primary sources for historical research. This guide is your resource for teaching the history of the Holocaust using survivor testimonies. Designed to be used in conjunction with the Holocaust Life Stories website, it includes additional activities and tools to assist students in their research.

You will find all activities and additional resources at:

www.holocaustlifestories.ca

The guide is divided into three sections:

1. Best Practices

This section discusses oral history and the use of testimony as a historical source. It provides examples of best practices, suggestions on using these sources, and how they can benefit students.

2. Material on the History of the Holocaust

Here you will find additional information on the history of the Holocaust, including a timeline, glossary, and maps.

3. Educational Tools

This section includes a chart outlining the objectives of the activities and all classroom exercises, with detailed instructions on delivering each lesson.

What is Testimony?

The word *testimony* is used to describe the telling of a story or set of experiences in the “voice” of the person who lived through the events being described. This can be delivered through a variety of formats, including:

- Primary source written documents, such as diaries, letters, and autobiographical documents, which are created during the same time as the events described.
- Oral history recordings, which are often interviews recorded in a format that allow the individual to recount their experiences in their own words. With a series of questions, they are guided
through a temporal sequence of events. While these testimonies are invaluable, oral history recordings are unedited and the narratives may vary depending on a number of factors, including the time that has passed since events occurred, the setting of the interview, and the interviewer themselves.

• Memoirs and autobiographies, which are written accounts of a lifetime of experiences. These accounts are usually edited, and secondary authors may sometimes assist in the writing process. These documents are often characterized by a reflective tone, as most memoirs are written decades after the events being described. Examples: Memoirs published by the Azrieli Foundation.

The Canadian collection of Holocaust survivor testimonies forms part of the Canadian testimonies indexed and archived in the USC Shoah foundation Visual History Archives. They are especially relevant for Canadian classrooms. This archival collection includes the testimonies of some of the more than 40,000 displaced persons who came to Canada after the Second World War. These recordings describe not only the events of the Holocaust and the loss of human life, but also the survivors’ resilience to rebuild their lives in cities and towns across Canada. Survivors have made significant contributions to Canadian society, and have likewise been shaped by their experiences living in Canada.

Why Record One’s Personal Testimony?
Discussing the events of the Holocaust can be a deeply emotional experience for many survivors. Some of the reasons given for speaking and recording their experiences include:

• To give an account in seeking justice;
• To prevent prejudice, antisemitism, and discrimination;
• To build bridges between communities;
• To fight genocide denial;
• To educate for a better world;
• To develop empathy and compassion between individuals;
• To remember people and communities who were murdered during the Holocaust.

To learn more, visit the United against genocide: Understand, question, prevent online exhibit at:

http://genocide.mhmc.ca/en/transmit
Using Survivor Testimonies in the Classroom

The clips featured in the Holocaust Life Stories project are excerpts from interviews recorded between 1980 and 2016. These excerpts were edited with the goal of covering specific subjects for your lessons. The testimonies are relevant to the teaching of history as well as social sciences, geography, ethics, religion, and language classes (first or second language).

Teaching with testimony enables students to:

1. Develop an interest in history by:
   • Putting a face to the facts, dates, and numbers, while helping students understand that history is made and experienced by individuals;
   • Understanding how history directly impacts the lives of individuals, their families, and their communities;
   • Learning that one can have a personal experience of history. Many survivors who left testimonies were children or adolescents during the Holocaust;
   • Using video, an engaging medium for students;
   • Developing students’ critical thinking skills.

2. Improve their Historical Analysis Skills through an understanding of the Holocaust by:
   • Understanding how Jews lived before, during, and after the Holocaust;
   • Recognising the diversity of individual experiences during the Holocaust;
   • Understanding how history can impact individuals. For example, students can grasp the psychological, physical, economic and religious impacts of persecution, trauma, and displacement during and after the Holocaust;
   • Comprehending the different responses and motivations of individuals facing extreme situations: resilience, solidarity, collaboration with the oppressor, resistance, or inaction, all motivated by fear, hope, compassion, etc.
   • Discovering stories of non-Jews who risked their lives to help save Jews during the Holocaust.
3. Promote inclusiveness and acceptance by:
   • Developing students’ empathy and enabling them to appreciate cultural diversity and those individuals or groups labelled as “others”;
   • Helping students who have difficulty reading or writing. Oral histories are historical documents to be viewed and listened to, providing an alternative that suits students’ of varying learning styles and abilities;
   • Introducing younger students to challenging and often upsetting material through age appropriate testimony excerpt selections.

**Teaching with Testimonies**

**Preparing your lesson:**

1. Create a strategy: Be clear about your educational objectives, and why you are using video testimony to teach students about the Holocaust.

2. Consider the following questions before showing the videos to your students: What do you wish to accomplish? Where and how can the clips be integrated into your discussions about the Holocaust or other genocides?

3. Follow the guidelines *How to teach about the Holocaust (page 8).*

4. Choose class-appropriate content: When selecting testimonies, take your students’ emotional maturity and cognitive skills into account. As their teacher, you know best how to choose and adapt the material.

**In the classroom:**

5. Prepare your students before watching the testimony: Because of the sensitive subject matter, you should prepare your students for the visual medium itself, the context/content of the testimony and the emotions it may evoke. Explain to them that a testimony clip is a single moment of a full life history.

6. Provide historical context before watching the video clips, including basic facts about the Holocaust, unfamiliar terminology or ideas.

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1 The information here is adapted from the USC Shoah Foundation Institute For Visual History and Education’s document “Consideration and Guidelines for the Use of Visual History Testimony in Education”: http://sfi.usc.edu/teach_and_learn/for_educators/resources
7. For older students - On interpreting and analyzing historical memory: Explain to your students that the story conveyed is a personal interpretation of the individual’s lived experience. They may speak about better known historical realities, such as living in a ghetto, or describe exceptional personal events, such as escaping from camps. This is an opportunity for students to understand the many different elements offered by testimony.

8. Play the video clips for students more than once. This will enable them to listen more carefully, re-read the subtitles, and take note of any unfamiliar terms or items.

9. Provide enough time for discussion: Encourage students to reflect upon and discuss their reactions to the videos. These reflections could be expressed through journal entries, poems, or artistic responses.

10. Promote the relevancy of the testimonies: Provide examples and guide students to reflect upon causality, continuity and change, throughout history and within the present.
Guidelines for Teaching the History of the Holocaust

Here are some teaching guidelines adapted from the International Holocaust Remembrance Alliance\(^2\) and the United States Holocaust Memorial Museum\(^3\).

**Define the term Holocaust.**

The Holocaust was the systematic persecution and murder of 6 million Jews by Nazi Germany and its collaborators from 1933 to 1945.

European Jews did not represent the only victims of the Nazi genocide. Other groups persecuted during the Holocaust include

- Roma and Sinti people
- People with disabilities
- Homosexuals
- Slavic people
- Political opponents
- Jehovah’s Witnesses

**Use eyewitness testimony to individualize the history.**

Survivor testimonies help students recognise those persecuted by the Nazis as individuals, rather than a faceless mass of victims.

**Contextualize the history.**

The Holocaust must be studied in the broader context of European and global history to provide students with perspective on the background and circumstances that contributed to the rise of the Nazi state.

Related links: A Brief history of the Holocaust

**Be precise about choice of language (and urge your students to do the same).**

There are many myths about the Holocaust, resulting in students approaching the subject with preconceived ideas. Ambiguities in your use of language may help perpetuate misconceptions. For example, avoid using perpetrator language and terminology. Terms like “extermination camps” should be replaced with “killing centres” or “death camps.”

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\(^2\) [https://www.holocaustremembrance.com/node/319](https://www.holocaustremembrance.com/node/319)

\(^3\) [https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines](https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines)
Distinguish between the history of the Holocaust and the lessons that might be rendered from it.
There is a danger of applying and distorting the history of the Holocaust to serve a particular moral lesson or agenda. Studying the Holocaust can sensitize youth to contemporary issues of prejudice and injustice. However, moral or ethical lessons must be based upon an accurate and objective understanding of the history. Historical inquiry introduces students to the difficult decisions made during genocide, and draws attention to general responses to human rights violations in the students’ own lives.

Avoid simple answers to a complex history.
The Holocaust raises difficult questions about human behaviour and the context within which individual decisions are made. Be wary of simplification. Try to convey the nuances of this history and encourage students to consider the various factors and events that contributed to the Holocaust.

Provide access to primary sources.
Students should have access to original sources to understand that analysis and interpretation require a sound reading of the historical documents.

Provide appropriate written and visual content for students to engage with.
The Holocaust can be taught effectively without using any photographs of gratuitous violence, and the overuse of such imagery can be harmful. Respect for both the victims of the Holocaust and your classroom requires a sensitive approach to what constitutes appropriate material.

Avoid creating a hierarchy of suffering.
A study of the Holocaust should highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups. The trauma of any individual, family, or community persecuted by the Nazis should not be ranked greater than the experiences of victims or survivors of other genocides. Avoid generalizations that suggest exclusivity such as, “The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”
Call attention to the fact that the Holocaust was preventable.
The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. By focusing on those decisions, students can gain insight into history and human nature and can improve their critical thinking skills.

Avoid using in-class simulations where students identify with perpetrators or victims.
Simulations are pedagogically unfit as they normalize the experience of victims and take the Holocaust out of its historical context. Simulations often oversimplify the complex nature of the human behaviour and hinder the development of historical and critical thinking.

Digital Resources:
Many other resources are available on the Montreal Holocaust Museum website:
www.museeholocauste.ca/en/resources-training/

Pedagogical Tools:
Hana’s Suitcase:
Heart of Auschwitz:
A Brief History of the Holocaust:
A Brief History of Antisemitism in Canada:
Holocaust Survivor Memoirs Program of the Azrieli Foundation:
http://memoirs.azrielifoundation.org/resources-for-educators
Vancouver Holocaust Education Centre’s Discovery Kits:
http://vhec.org/discoverykits.html
Section 2: **Material on the History of the Holocaust**

On the Holocaust Life Stories’ website, you will find a «Resources» section, featuring many complementary tools. This section includes:

- A glossary;
- More maps;
- A timeline;
- Students’ activities in PDF format for download;
- Links to the resources of the Montreal Holocaust Museum such as interactive maps and timelines.

[www.museeholocauste.ca/fr/resources-training/](http://www.museeholocauste.ca/fr/resources-training/)
In June 1941, Germany reacted the Soviet Union and began mass executions of Jews by firing squads. The Einsatzgruppen, or mobile killing units, were formed by the German army to identify, round up and kill Jews, communists, and any other person hostile to the German authorities. In Lithuania, the local population of close to one million women and children were executed.
Section 3: Educational Tools

Canada’s educational programs vary greatly from province-to-province. As part of a nation-wide initiative, this project was developed based on a study of each province’s educational objectives. The activities therefore incorporate the terms and concepts used in the different curricula across the country.

Educational Objectives Chart

The following educational activities can be used in class while viewing video testimonies on the Holocaust Life Stories website. The table below indicates the objectives, techniques, resources used, as well as intended grade levels. All activities allow for the discovery of historical facts and the analysis of testimony as a primary source. For this purpose, students are encouraged to use the Testimony Analysis Sheet (page 20).

<table>
<thead>
<tr>
<th>OBJECTIVES / Activities</th>
<th>Sheet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
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<tbody>
<tr>
<td><strong>Level</strong></td>
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<tr>
<td>E = Elementary</td>
<td>E</td>
<td>SII</td>
<td>SI + II</td>
<td>SI + II</td>
<td>SI</td>
<td>E</td>
<td>SII</td>
<td>SI + II</td>
<td>SI</td>
<td>E</td>
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<tr>
<td>S-I = Secondary, Junior</td>
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<td>S-II = Secondary, Senior</td>
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Objectives

- Initiate historical work sequence  
- Put elements into context  
- Research information  
- Deduct information  
- Develop critical thinking  
- Interpret territory related data and issues  
- Understand the role of Canada in immigration  
- Debate and discuss with other students, team work  
- Identify racism and stereotypes  

The table above indicates the objectives, techniques, resources used, as well as intended grade levels.
<table>
<thead>
<tr>
<th>OBJECTIVES / Activities</th>
<th>Sheet</th>
<th>1</th>
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<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>-Identify situations where human rights are violated</td>
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<td>x</td>
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<tr>
<td>-Observe situations of resistance and commitment</td>
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<tr>
<td>-Establish causality between facts</td>
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<td>x</td>
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**Techniques**

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<th>Techniques</th>
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<tbody>
<tr>
<td>-Read and analyse a map</td>
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<tr>
<td>-Build a chronology of events</td>
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<td>-Write a factual text</td>
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<tr>
<td>-Write a subjective text</td>
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<td>x</td>
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<tr>
<td>-Compare and organize data in a chart</td>
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<tr>
<td>-Structure questions and arguments</td>
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</table>

**Disciplines**

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<th>Disciplines</th>
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<tbody>
<tr>
<td>-History</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>-Geography</td>
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<td>-Languages Studies</td>
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<tr>
<td>-Religious studies</td>
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</tr>
</tbody>
</table>
Using the Activities and Videos on the *Holocaust Life Stories* Website

The following table shows which activities deal with specific themes, and which activities apply to the videos.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>VIDEO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL</strong></td>
<td></td>
</tr>
<tr>
<td>Testimony Analysis Sheet</td>
<td></td>
</tr>
<tr>
<td>1 – Portrait of a Survivor</td>
<td>All videos can be used to complete these activities. All survivors’ experiences are relevant.</td>
</tr>
<tr>
<td>6 – Ethical Questions</td>
<td></td>
</tr>
<tr>
<td>7 – Life Journeys</td>
<td></td>
</tr>
<tr>
<td><strong>BASED ON THEMES</strong></td>
<td></td>
</tr>
<tr>
<td>2 – Comparing Experiences</td>
<td>For these activities, use videos with the keywords indicated on the sheet.</td>
</tr>
<tr>
<td><em>Pre-war life OR Liberation &amp; Post-war</em></td>
<td>Example: The Human Rights activity uses testimonies associated with the “Anti-Jewish measures” theme. Use the drop-down menu on the home page of the site to select survivors that share this theme.</td>
</tr>
<tr>
<td>3 – Anti-Jewish Measures</td>
<td></td>
</tr>
<tr>
<td><em>Anti-Jewish Measures</em></td>
<td></td>
</tr>
<tr>
<td>4 – Resisting Nazism</td>
<td></td>
</tr>
<tr>
<td><em>Resistance</em></td>
<td></td>
</tr>
<tr>
<td>5 – Way of Life and Territorial Occupation</td>
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<tr>
<td><em>Ghetto, Camps, Hiding</em></td>
<td></td>
</tr>
<tr>
<td>8 – Human Rights</td>
<td></td>
</tr>
<tr>
<td><em>Anti-Jewish Measures</em></td>
<td></td>
</tr>
<tr>
<td>9 – Immigration to Canada</td>
<td></td>
</tr>
<tr>
<td><em>Immigration</em></td>
<td></td>
</tr>
</tbody>
</table>
Student’s Activities
# Testimony Analysis Sheet

**Survivor's name:**

<table>
<thead>
<tr>
<th>Listen to the testimony</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How might you summarize the testimony in a few words? What topics did the survivor raise?</td>
</tr>
<tr>
<td>2. Who are the people mentioned in the testimony? How were they presented?</td>
</tr>
<tr>
<td>3. When did the events mentioned in the testimony take place?</td>
</tr>
<tr>
<td>4. Where did the events take place?</td>
</tr>
<tr>
<td>5. Was the survivor an active participant or a witness to the events?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze the testimony</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Who is the survivor? Include a few biographical details: year of birth, age during the events described, birthplace, profession, etc.</td>
</tr>
<tr>
<td>7. Who conducted the interview?</td>
</tr>
<tr>
<td>8. In what year was the survivor interviewed?</td>
</tr>
<tr>
<td>9. How much time had elapsed between the events and the telling of the story?</td>
</tr>
<tr>
<td>10. In your opinion, what question was the survivor answering in the excerpt you heard?</td>
</tr>
<tr>
<td>11. Who is the testimony's intended audience?</td>
</tr>
<tr>
<td>12. Does the testimony present facts or opinions or both?</td>
</tr>
<tr>
<td>13. Does the information provided by this source correspond to what we know about the Holocaust?</td>
</tr>
</tbody>
</table>

Do some things still seem unclear to you? How might you find out more about them?
Activity 1 - Portrait of a Survivor

1. Choose a survivor testimony. Read the survivor’s biography and listen to excerpts from his or her testimony.
   Survivor’s name: _____________________________

2. Use the survivor’s testimony and biography to complete the following table.
   a. Using a pen, write down everything you are sure of (heard directly from the testimony or read in the biography).
   b. Using a pencil, write down everything you can deduce from the testimony clips or biography.
      i. For example, if the survivor says they became seriously ill during the war, we can assume the survivor was in good health before the war. Since it is impossible to know this fact for certain, the answer should be written in pencil.
   c. For any answers you are unable to obtain or deduce from the testimony clips or biography, mark the box with an X.

<table>
<thead>
<tr>
<th></th>
<th>Before the Holocaust</th>
<th>During the Holocaust</th>
<th>After the Holocaust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies, interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(work, going to school, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of housing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Fill in the following diagram with information from the table.
   
a. It is important that you place your answers in **chronological order** and that there be a **causal link** between the events listed.

b. On each **arrow**, write an **event** experienced by the survivor (e.g. "Nazis in power").

c. In each **rectangle**, provide **details** about the event listed on the corresponding arrow.

4. In your opinion, did major events related to the Holocaust and the Second World War influence or shape the survivor’s life? Explain how and why.
Activity 2 - Comparing Experiences

1. Using the drop-down menu, select two testimonies with the keywords Pre-war life or Liberation & Post-war. Read the survivors’ biographies and watch their testimony clips.

2. Use the clips and biographies to complete the following table.
   a. Using a pen, write down everything you are sure of (heard directly in the testimony or read in the biography).
   b. Using a pencil, write down everything you can deduce from the testimony clips or biography based on the material you’re provided.
   c. For any answers you are unable to obtain or deduce from the testimony clips or biography, mark the box with an X.

<table>
<thead>
<tr>
<th>Survivor 1</th>
<th>Before the Holocaust</th>
<th>During the Holocaust</th>
<th>After the Holocaust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies, interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main activity (work, going to school, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of housing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survivor 2</th>
<th>Before the Holocaust</th>
<th>During the Holocaust</th>
<th>After the Holocaust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies, interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main activity (work, going to school, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of housing</td>
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</tbody>
</table>
3. Using the following circles, indicate which experiences are unique, and which are shared between the two survivors.
Activity 3 - Anti-Jewish Measures

1. Select the keyword **Anti-Jewish measures** from the drop-down menu. Choose a survivor who talks about this theme.
   
   **Survivor’s name:**

2. Watch the testimony video and read the survivor’s biography.

3. What country was the survivor living in when they were subjected to anti-Jewish measures?

4. Based on the testimony clip, name the measures that targeted Jews in that country during the Holocaust.

5. Which rights and freedoms were stripped by these measures?

6. Using information from the survivor’s testimony, biography or other resources, try to determine the date when anti-Jewish measures were first introduced in the country.

7. Why did the Nazis and their collaborators institute these measures to persecute Jews?

8. What impact did anti-Jewish measures have on the survivor in the video clip?

9. Examine the different stages of genocide presented by your teacher. What stage(s) would these anti-Jewish measures fall under? Why?

10. Following your teacher’s instructions, form a group with other students who have worked on different testimonies than yours. In the table below, write down the immediate and long-term consequences of anti-Jewish measures. Be prepared to share your answers.

<table>
<thead>
<tr>
<th>Immediate Consequences of Anti-Jewish Measures</th>
<th>Long-term Consequences of Anti-Jewish Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Activity 4 - Resisting Nazism

Part 1
1. In groups, listen to a survivor’s testimony with the keyword Resistance. Survivor’s name: ____________________________

2. What type(s) of resistance does the survivor mention (armed, humanitarian, spiritual or other)? Explain your answer. ____________________________________________________________

3. Make a diagram showing everyone involved in your survivor’s story. Indicate the role of each person. If possible, connect the participants to one another, identifying their relationships in the story.

4. Did the survivor take part in acts of resistance, or was he or she helped by members of the resistance? Or both? Explain your answer. ____________________________________________________________

5. Based on your survivor’s testimony, what are the risks associated with acts of resistance? ____________________________________________________________________________

Part 2
6. Follow your teacher’s instructions and change groups. Compare your story with those of the other students in your group.

7. Why do you think people got involved in resistance despite the risks? ____________________________________________________________

8. Why are the acts of resistance described in the testimonies important to the history of the Holocaust or in understanding genocide? ____________________________________________________________
Activity 5 - Way of Life and Territorial Occupation

1. Select a testimony with the keyword **ghetto, camps** or **hiding**.
2. Listen to the testimony and read the accompanying biography.
3. Complete the following diagram using the testimony and biography.

**Event that led to the creation of the location**

**Where** was the location situated?

**Why** was the survivor living in this location?

**How was the location organized economically?**

**Does the location have a name?**

**How was the location organized socially?**

**Key historical figures** and their **motivations**

**Main problems** with this location

**How was the location organized politically?**

**Aggravating factors**

**Consequences**

**DON’T FORGET!**

Issues for people living in these locations:

- **Survival**
- **Cultural Preservation**

**Solutions**
Activity 6 - Ethical Questions

1. Choose one of the following questions.
   a. Why do you think people resisted or cooperated with Nazism?
   b. Do you think survivors should be considered heroes? Why?
   c. Why do you think people helped individuals being persecuted during the Holocaust? Why did others refuse to help?
   
   **Selected question:**

2. Can you think of values, norms, principles or laws that would be relevant to the question you selected? Identify the ethical issue in your question, and then explain why it resonates with you.

3. Choose a survivor. Watch the survivor’s testimony clips and read his or her biography.
   
   **Survivor’s name:**

4. Complete the following table using the survivor’s testimony clips and biography.

<table>
<thead>
<tr>
<th>What event(s) does the survivor mention in his or her testimony?</th>
<th>How did the survivor and/or people mentioned respond to these events?</th>
<th>Why?</th>
<th>Ethical issue(s) related to the selected question</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

5. Answer your selected question a second time, taking into account the experiences described in the survivor’s testimony.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Activity 7 - **Life Journeys**

1. Choose two survivors. Watch their testimony clips and read their biographies.
   - **Survivor 1:** 
   - **Survivor 2:**

2. Every time a survivor mentions a place, locate it on the map and note the year when he or she was there. Link every location with a color that’s specific to the survivor. Repeat the exercise for the second survivor.

"Map of Europe in 2016"

CC BY-SA 3.0, San Jose
3. List all events described by the survivor chronologically on the following timeline. For each survivor, use the same color as in Question 2.

**Survivor 1:**

**Survivor 2:**

4. Compare and contrast the two survivors’ experiences. What’s similar? What’s different? Your answer can include the survivors’ reasons and motivations for certain actions, as well as the impact of the Holocaust and Second World War on their lives.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Activity 8 - Human Rights

1. Work in pairs for the following activity, as directed by your teacher.
2. Read the summary of the Universal Declaration of Human Rights, adopted in 1948.
3. Why do you think this declaration was adopted?

4. Select two testimonies that contain the keywords Anti-Jewish measures.
   Survivor 1: ___________________________ Survivor 2: ___________________________

5. Watch one testimony clip each and read the biography for that survivor.
6. Using the Declaration as a reference, list all of the survivor’s rights that were violated through anti-Jewish measures.

<table>
<thead>
<tr>
<th>Rights violated by anti-Jewish measures</th>
<th>Survivor 1</th>
<th>Survivor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impacts on the victims’ lives</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

7. Use elements from the chart to formulate an ethical question on human rights violated by laws.

8. Do you think people today are facing situations similar to those experienced by the survivors? Explain why or why not.
Activity 9 - Immigration to Canada

1. Watch the testimony clips containing the keyword Immigration and read the excerpts that your teacher selected from Exploring the Evidence on Jewish immigration in Canada.

2. Answer the following two-part question in a paragraph using complete sentences:
   • Why did Canada wait until 1947 to open its doors, and in a limited way, to Jewish refugees?
   • How did this decision impact the survivors’ individual experiences?
     Your answer should include a discussion of values, social norms, and different points of view.
Activity Instructions

Teacher’s guide – Testimony Analysis Sheet

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Testimony Analysis Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>30 to 50 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individual or group</td>
</tr>
<tr>
<td>Level</td>
<td>Grades 9–12</td>
</tr>
</tbody>
</table>

1. Activity

Students apply the general historical method. Students begin by completing the table, which enables them to think about the contents and familiarise themselves with the life of a survivor. During a subsequent group discussion, they compare the content of the different testimonies and the results of their individual analyses.

Video testimony is a unique type of primary source that provides direct access to the memories of people who lived through certain events. During the interview, the speaker presents a first-hand account of events or thoughts that occurred in the past. When listening to or analyzing testimony, it is important to try and understand the choices and actions described without judging them. For example, it is important to listen through to the very end of the testimony without jumping to conclusions like, “She should have run away” or “He should have known things were going to get worse”. It is also important to consider when the survivor recounted their experiences, when those events actually happened and the constraints they faced at the time of events.
2. Objectives

a. To apply the historical method.
b. To identify sources that can supply answers to historical questions.
c. To answer questions related to the external and internal critique and interpretation of a primary source.
d. To have students adopt a critical approach.\(^4\)

3. Procedure

a. Each student selects a different testimony, using the website's drop-down menu. (5 to 10 minutes)
b. Each student listens to and analyses the selected testimony by completing the table individually. (15 to 20 minutes)
c. Students form groups to compare their tables. They can also discuss the question as a larger group. The teacher can go from group to group to check group answers, making corrections if necessary. The teacher may also decide to have a class discussion without necessarily having students prepare structured oral presentations. The class discussion may be used to summarise answers to the initial questions, as well as to compare the answers of different groups that worked on the same initial questions. (20 minutes)

4. Evaluation

a. Below are examples of expected answers to the most difficult questions in the table, as well as some clarifications:
   i. Question 9: How much time elapsed between the events and the telling of the story? Example: Approximately fifty years (1941-1994). This question can only be answered if the events mentioned in the testimony are dated. The information can also be cross-checked in the survivor's biography.

\(^4\) Testimonies are authentic sources in that they reveal personal experiences from documented historical events. However, students have a tendency to confuse history and the past and to instantly consider any source containing so-called historical information to be true. By adopting a critical approach, they are obliged to differentiate between the two and to consider subjectivity of the interpreter. For further discussion, please consult the suggested resources at the end of this document.
ii. Question 10: In your opinion, what question was the survivor answering in the excerpt you listened to? Example: What acts of resistance did you take part in? The questions are rarely included in the recordings and often unavailable. The idea is not to determine the correct answer, but to stimulate discussion of the intention behind the testimony.

iii. Question 13: Does the information provided by this source correspond to what we know about the Holocaust? Example: Yes, the information corresponds to such-and-such an event that we saw in class. No, the information is highly personal and cannot be linked to what we saw in class. The idea here is to get students to see that personal stories may be tied to world events, even though the latter may often be presented in a very impersonal way. World events have consequences on individuals and their lives. The teacher will need to discuss this question with the students.

5. Useful Resources

On cognitive approaches:

On the historical thinking model:


For questions on listening to and analyzing sources:
Montreal Holocaust Museum. Teaching with Primary Sources in History Classroom.
1. Activity

Students conduct comparative analysis and establish causal links using a series of primary (testimonies) and secondary (biography) sources concerning the life of a survivor.

a. Testimonies can either be assigned by the teacher or chosen by students. First, students will categorize information based on time references, linking events to three distinct time periods (pre-, during, and post-war). They will draw conclusions from the events described by the survivor to fill in missing information, and will determine when it is not possible to obtain certain information based on the data. The activity is designed to develop students’ ability to work with and analyze testimonies as historical sources.

b. Students then identify the major stages of an individual’s life story, especially the causal links between the events, by organizing the elements worked on in the first section of the activity. They reflect on the impact of historical events during the Holocaust and the Second World War on individual lives.

c. Doing this exercise individually (at least in part) will help highlight each student’s ability to deduce information from historical sources.
2. Objectives

To develop the use of time-oriented comparative analysis.
   i. To make inferences based on available data
   ii. To understand personal experiences of the Holocaust, using the notion of causality to deepen one’s understanding.
   iii. To use a table and a diagram to organize data.

3. Procedure

a. Individually, students choose a survivor and listen to the survivor’s testimony clips. The teacher may wish to set a number of clips to be listened to (between 8 and 12 minutes).
   i. Depending on the grade level and the time available, students can complete the table while listening to the testimony for the first time, or afterwards (5 minutes).

b. Students complete the table (10 minutes).

c. Students complete the diagram (20 minutes).

d. The teacher can choose to have students compare their work with a neighbour or hold a class discussion (10 to 15 minutes).

4. Evaluation

a. To make deductions based on available information. 1) At a minimum, students should be able to identify data specifically mentioned in the testimony clips and biography. The teacher can provide annotation techniques for the biography to help students take notes more efficiently. The class can work on the same testimony together, with the teacher modeling appropriate techniques. 2) Students should be able to deduce facts about survivors’ lives based on the historical information provided. These facts may be extremely varied, depending on prior learning and the subject matter covered in the testimony clips. The more students know about the history of the Holocaust, the more they will be able to draw conclusions between the survivor’s testimony and the larger historical context.
b. To understand personal experiences of the Holocaust. To use the notion of causality to deepen one’s understanding. To use a diagram to organize data. Students must select five major stages in the survivor’s life for the diagram. The amount of information available for the different stages will vary based on the themes covered in the survivor’s testimony clips. It is important that the causality identified by students is not forced. In other words, students should structure the events without attempting to make connections where none exist. Teacher’s feedback can focus on the logic of the cause-and-effect links identified by students. For example, if a survivor joined the Resistance to protect their family, students should present this as the survivor’s primary motivation, as opposed to creating another cause such as the fear of deportation. Deportation would instead represent the context surrounding the survivor’s primary motivation. Students will be able to explain and expand upon the influence of this context in Question 4. Students’ comparisons and the class discussion will provide an opportunity to discuss in more detail the cause-and-effect of these events.

5. Useful Resources

On comparative analysis and causality:

On the historical thinking model:

Teacher’s guide – ACTIVITY 2

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Comparing Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>45 to 60 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individual</td>
</tr>
<tr>
<td>Level</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

1. Activity

Students carry out a comparative analysis of a series of primary (testimonies) and secondary (biographies) sources

a. The use of testimonies forces students to deduce certain information, as the videos do not necessarily cover survivors’ entire life stories.

b. First, they will link events to three distinct time periods: before, during, or after the Holocaust (time references). They will also deduce information based on the testimony to fill in missing data. Students often use their imagination to fill in the gaps in historical accounts: this activity is designed to have them use evidence instead.

c. Second, students will compare the life stories of two survivors. Ideally, students should be able to compare the similarities and differences using themes (either those in the table or others) or time references (such as continuity and change).

d. Doing this exercise individually (at least in part) makes it possible to highlight students’ ability to deduce or to use abstraction to create comparative categories.

2. Objectives

a. To develop the use of comparative analysis.

b. To make deductions based on available data.

c. To use a table and a Venn diagram to compare data.

d. To understand the plurality of experiences that occurred during the Holocaust.
3. Procedure

a. Individually, students select and listen to the testimonies of two survivors (20 minutes). Depending on the teacher’s preference, the grade level and the time available, students can complete the table either while listening to the testimony for the first time, or afterwards. Instructions can therefore be given before or after students listen to testimonies for the first time.
b. Students complete the table (10 minutes).
c. Students complete the Venn diagram (10 minutes).
d. The teacher can choose to have students compare diagrams with a neighbour or hold a class discussion (10 to 15 minutes).

4. Evaluation

a. To make deductions based on available data. 1) At a minimum, students should be able to identify data specifically mentioned in testimony clips and biographies. 2) Students should be able to deduce facts about survivors’ lives based on the historical information provided. The more students know about the history of the Holocaust, the more they will be able to draw conclusions between the survivor’s testimony and the larger historical context.
b. To understand the plurality of experiences that occurred during the Holocaust. To use a table and a Venn diagram to compare data. By comparing the experiences of first two, then several survivors, students are able to identify what makes individual Holocaust experiences unique, as well as what makes them similar. For example, the uniqueness of experiences may be due to political and geographical context; deportation, escape and survival conditions, etc. Similarities may be found in the emotions experienced by survivors, the treatment to which they were subjected, the loss of or reunification with family, etc. More advanced students will be able to make connections between similarities, differences, and time references.

5. Useful Resources

On the historical thinking model:
Teacher’s guide – **ACTIVITY 3**

<table>
<thead>
<tr>
<th><strong>Title of activity</strong></th>
<th>Anti-Jewish Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of activity</strong></td>
<td>50 to 60 minutes</td>
</tr>
<tr>
<td><strong>Suggested activity format</strong></td>
<td>Individually or in pairs</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Secondary</td>
</tr>
</tbody>
</table>

1. **Activity**

   • First, (in questions 3 to 9), students answer questions based on their comprehension of the testimony, describing the contributing factors and consequences of anti-Jewish measures. By connecting the introduction of such measures to the stages of genocide, students are able to use a survivor’s experience to analyse the context of the time.
   • Second, (in question 10), students reflect on the measures’ consequences.

2. **Objectives**

   a. To reflect on the impact of laws on a group of individuals.
   b. To reflect on the conditions under which anti-Jewish measures were introduced, and the consequences of such measures.
   c. To connect anti-Jewish measures to the stages of genocide.

3. **Procedure**

   a. Individually, students select a testimony with the keywords **Anti-Jewish measures** and watch the clip. They then read the survivor’s biography (8 minutes).
   b. Students answer questions 3 to 8 (15 minutes).
4. Evaluation

a. Answers to questions 3 through 9 will be specific to the selected testimony, and will also depend on the teacher’s presentation of anti-Jewish measures.
b. Answers to question 10 will depend on the information obtained from testimonies and shared by students.
c. The discussion regarding legality versus justice requires students to think about the impact such measures may have on human rights, and to reflect on the type of ethical assumptions one can make about laws. In History class, this question may be used to spur a discussion on the evolution of the legality of certain human rights, of the importance of universal rights, or of the concept of democracy. In Ethics and Religious Studies, the question may pave the way for a discussion on moral judgment. What is of interest here are the explanations provided by the students, highlighting points that should be addressed in a class discussion.

5. Useful Resources

Steps to a genocide:

On causality:
Teacher’s guide – ACTIVITY 4

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Resisting Nazism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Teams of 3, 4, 5 or 6 students</td>
</tr>
<tr>
<td>Level</td>
<td>Grades 5–8</td>
</tr>
</tbody>
</table>

1. Activity

The aim of the activity is for students to reflect on the historical significance of individual acts, specifically acts of resistance by survivors of the Holocaust. Historical facts or events are considered historically significant when they result in change, and when they reveal and shed light on social conditions (Seixas and Morton, 2013). Having students watch the testimony in groups will help them develop a better understanding of the testimony as well as of the concept of resistance. Making each student then act as an expert on the survivor’s testimony to another team will challenge them to answer more general questions by agreeing or disagreeing with the answers of other group members who listened to different testimonies.

2. Objectives

a. To reflect on the historical significance of individual acts of resistance.
   i. To show how resistance can change people’s lives.
   ii. To show the consequences of acts of resistance.
   iii. To explain why acts of resistance are important to the history of the Holocaust
b. To understand the different forms of resistance, the human resources they mobilize, and the reasons for becoming involved in such a risky undertaking.
   i. To map the relationships between various historical figures.
   ii. To define resistance.
   iii. To become aware of the associated risks and explain involvement in resistance.
3. Procedure

a. The teacher introduces the concept of resistance to clarify the vocabulary and provide context for the various actions that will be discussed in the pre-selected testimonies. The teacher also provides students with definitions from the glossary.

b. The teacher forms groups and assigns each group a different testimony discussing resistance. The number of testimonies selected depends on the number of groups.

c. Each group listens to the assigned testimony. (3 minutes)

d. The groups answer the questions in Part 1. (10 minutes)

e. The students change groups and answer the questions in Part 2. (10 minutes)

f. The teacher brings the class back together to wrap up the activity with a discussion of the notion of historical significance as it applies to individual acts of resistance. (7 minutes)

4. Evaluation

a. Questions 4 and 5: To map the relationships between various historical figures. Each testimony has its own narrative depending on the survivor recounting the acts of resistance. The diagram can help students identify the people involved and connect them to the acts mentioned.

b. Question 6: To become aware of the risks. Students must make the connection between the act of resistance and the fact that it is prohibited. They must show that the act of resistance is openly or implicitly subject to punishment.

c. Question 8: To explain involvement in the resistance. Building on the answer to Question 6, students must explain why members of the resistance took part in activities that required them to take risks and put their lives in danger. This answer is difficult because it involves combining answers that are based on three different testimonies. Answers may help the teacher revisit the importance of individual resistance stories to the history of the Holocaust.

d. Question 9: To explain why acts of resistance are important to the history of the Holocaust. Students must show how individual acts of resistance had an influence on the course of events in the lives of other people, as well as consequences for the course of the events of the Second World War. Students are not expected to be able to answer this question in depth. It will be up to the teacher to conclude the activity with a class discussion on the topic, building on students’ answers if possible.

i. To show how resistance can change people’s lives. Students must show that resistance can result in the survival, death, displacement, or mobilization of individuals. They should also
show an understanding of the less tangible consequences of resistance. It maintains hope, sense of agency, sense of humanity and is often a final act of defiance. It may not lead to tangible results, but shows that many people refused to be passively led to their death.

ii. To show the consequences of acts of resistance. The consequences of acts of resistance may be understood in a variety of ways by students. Some students may mention the specific choices made by individual members of the resistance: never seeing their families again, saving their families, saving strangers, getting paid, getting revenge, organizing a network, being able to pray, etc. Others will talk about the war in general: winning battles, preventing the enemy from making a rapid advance, destroying or protecting resources, saving people’s lives, preserving cultural customs, etc.

5. Useful Resources

On historical significance:

On resistance:
The resistance component of the exhibition of the Montreal Holocaust Memorial Centre, United Against Genocide: http://genocide.mhmc.ca/en/resistance
Teacher’s guide – **Activity 5**

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Way of Life and Territorial Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individually or in pairs</td>
</tr>
<tr>
<td>Level</td>
<td>Grades 7 and 8</td>
</tr>
</tbody>
</table>

1. **Activity**

- This is an interdisciplinary activity aimed at developing students’ ability to contextualize history and understand and interpret the organization and issues of a territory (geography). The reality of the ghettos, camps or hideouts was directly connected to the occupation and organization of territory (through segregation and control, or through adaptation to places and resources). Students can better understand the reality of daily life during the Holocaust by conducting a historical and geographical analysis of a survivor’s testimony.
- The issues presented in the diagram are connected to the relationship between its establishment and how the survivor(s) adapted to that arrangement.
- The work can be carried out individually or in pairs depending on the teacher’s approach and the students’ level.

2. **Objectives**

a. To put the living conditions of people into context.

b. To understand and interpret territorial organization and specific issues surrounding different locations.

c. To organize information using a diagram.
3. Procedure

a. Students select a testimony, watch it, and read the survivor’s biography. (8 minutes).
b. Students then complete the diagram (30 minutes). If the teacher wants to introduce students to geographic analysis, the teacher can do a practice exercise in front of the class or provide a complete example based on a testimony not used by the students. If students have already done geographical analyses, the teacher may decide to use this activity to combine geographic analysis and historical contextualization.
i. A single testimony might not contain all the information necessary to complete the entire diagram. Students can do research online or at the library.

4. Evaluation

a. Geographic location. The expected answer is the name of the city and ideally the country or region where the location was.
b. Event that led to the creation of the location. Students must name the event that played the biggest role in the creation or the establishment of that location. Students may need to conduct additional research to find the answer.
c. Reason for the survivor’s presence? Students should indicate the circumstances that brought the survivor to the location.
d. Historical figures and motivations. Students should compare the motivations of those forced to live in the location, and those who forced them to live there, in terms of how the space was used. These motivations may be quite diverse: changing the boundaries of the territory, creating secret places for education or prayer, organizing resistance, maintaining borders, rationing resources by monitoring arrivals and departures, etc.
e. Social organization of the territory. Students must compile data about the territory’s social organization: population and density (in general or in places relevant to the survivor), survival conditions (access to water, food and shelter), etc.
f. Economic organization of the territory. Students must compile data about the territory’s economic organization: currency, trade, work, etc.
g. Political organization of the territory. Students must compile data about the territory’s political organization: Jewish associations, specific laws, police controls, etc.
h. Main problems: lack of food, lack of water, lack of space, frequent controls, prohibition from leaving, overpopulation, disease, contagion, etc.
i. **Natural aggravating factors.** The main natural aggravating factor was cold due to winter conditions. Social aggravating factors. Indifference or fear of taking action—due to propaganda, for example.

j. **Consequences.** Possible consequences include illness, death, loss of family, participation in forced labour, hunger, thirst, and cold.

k. **Solutions.** Solutions will be few and will not necessarily have improved the situation, but their purpose was to try to ensure the survival and preserve the culture of people imprisoned. Different types of resistance may be mentioned, as well as solidarity and assistance.

### 5. Useful Resources

**On ghettos:**

United States Holocaust Memorial Museum. *Ghettos.*


**On camps:**

United States Holocaust Memorial Museum. *Camps.*

**Teacher’s guide – ACTIVITY 6**

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Ethical Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>60 to 75 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individually</td>
</tr>
<tr>
<td>Level</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**1. Activity**

- In this activity students use ethical questions to take a critical approach and an objective distance with regard to norms and values. The best themes for this activity are Resistance and Hiding.
- Students select an ethical question and explain what issues it raises. A question is ethical if it concerns values and norms and causes one to reflect on an issue about which there are opposing views. The answer to an ethical question should be rational rather than based on emotions, prejudice and judgments.
- Students prepare an answer to the chosen ethical question. The answer must take into account the survivor’s unique experiences, focusing on elements pertaining to the values, norms and issues raised by the testimonies. The activity can be done in groups where a shared question is answered through the individual analysis of different testimonies.

**2. Objectives**

a. To develop a critical approach and objective distance.

b. To think about the values, norms, issues and different perspectives that must be taken into account in problem solving.

c. To understand how circumstances, values and norms influence ethical and moral choices.
3. Procedure

a. Students choose an ethical question (2 minutes) and explain its fundamental concepts (5 minutes). They then select a survivor.

b. Students complete a table highlighting the historical events that had an impact on the survivor’s life experience, and present and explain historical figures’ reactions to these events. Students then find elements to help them answer the initial question (values, norms, issues and perspectives) (10 minutes). This can be done while listening to the testimonies.

c. Students prepare a detailed answer to the ethical question using the elements they included in the table (15 minutes).

d. The teacher brings the class back together to discuss the answers to the ethical questions (20 minutes).

4. Evaluation

A variety of answers are to be expected and may address a broad range of values and norms. The material provided to the teacher is intended to give examples of possible answers.

a. Why did some people resist Nazism? Why did others cooperate?
   i. This question addresses the notions of cooperation, justice, legality, human rights and morality. It can help deconstruct prejudices such as, “The Jews let this happen to them.” It is important for students to think about the historical context of the Holocaust and the need for security, which may cause people to decide to stay close to their loved ones in familiar places.

b. Should survivors be considered heroes? Why?
   i. ‘Hero’ is a title usually given to a role model, or to a person who does good rather than evil. Heroes do things that are considered good in our value system. Students should mention this aspect. Discussions of the Holocaust often contain implicit judgments. The students need to become aware of these judgments and realize that they are based on social constructs of right and wrong.

c. Why did some people help individuals being persecuted during the Holocaust? Why did others refuse to help?
   i. This question gets students to think about the deeper motivations and ethical values of people who helped or refused to help. They should mention the notion of otherness
them vs. us; Jews vs. non-Jews). The Nazis segregated people in order to dehumanize them. Why did some people reject this segregation? Why did others encourage it? Why did still others remain neutral? It is important that students take a step back from their own emotions and beliefs and try to understand the motivations of historical figures.

5. Useful Resources

**On the decision to resist:**
http://genocide.mhmc.ca/en/resistance

**On historical empathy:**
Teacher’s guide – **ACTIVITY 7**

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Life Journeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individual or in teams</td>
</tr>
<tr>
<td>Level</td>
<td>Elementary and Secondary</td>
</tr>
</tbody>
</table>

1. Activity

This activity requires students to mark individual journeys in time and space, shedding light on the broader histories of the Holocaust and Second World War. Students obtain the information regarding the places and events from the selected survivors ‘testimony clips and biographies’.

2. Objectives

a. Read a map and identify countries or cities in Europe.
b. Trace the unique character of each survivor’s journey, despite the similarities with others.
c. Understand the forceful impact of the displacement of people during the Holocaust.

3. Procedure

a. Students select two survivors, watch their testimony clips, and read their biographies (15 minutes).
b. Students locate the different places mentioned by survivors on the map (10 minutes).
c. They then build the chronological timeline of events in the lives of the selected survivors and compare them.
4. Evaluation

The teacher can expect a different level of detail regarding the location of a village or the very precise date of an event. Note that some locations do not exist anymore today, or they exist under a different name and sometimes a different country. The survivor’s biography will provide details to help the students in these cases.

The use of colour helps to clearly distinguish each journey. This will be instrumental for the comprehension of Question 4. Students should reflect on each journey’s uniqueness and underline the impact of these events. This question also provides for the evaluation of linguistic competencies.
Teacher’s guide – ACTIVITY 8

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Pairs</td>
</tr>
<tr>
<td>Level</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

1. Activity

- This activity can be approached from a historical, political or ethical angle. Its purpose is to help students reflect on the relationships between law and the preservation or destruction of human rights. Depending on the approach selected, the teacher may choose to focus on a number of issues, such as: the creation of the *Universal Declaration of Human Rights*; the conditions that led to the implementation of anti-Jewish measures; the consequences such laws had on targeted populations; the morality of such laws; the issue of individual freedoms; cohabitation in a multicultural society; and present-day conflicts and situations where human rights are being violated.
- Students begin by thinking about the conditions that led to the adoption of the *Universal Declaration of Human Rights*.
- Next, students reflect on how anti-Jewish measures violated those rights. They may draw a connection between the Nazi regime and the proclamation of universal human rights. Students must be able to understand the testimonies in order to formulate an ethical question using information provided by the survivors.
- Students complete the exercise by considering the extent to which human rights are respected today.
- It is recommended that this activity be done in pairs. Working in groups stimulates discussion between students, which can lead to more in-depth answers, especially in formulating the ethical question.
2. Objectives

a. To make a connection between the Nazi regime and the adoption of the *Universal Declaration of Human Rights*.
b. To formulate an ethical question.
c. To think about how contemporary society respects human rights, adopting an objective approach to key norms and values.

3. Procedure

a. Provide students the summary of the *Universal Declaration of Human Rights* and read the most important articles with the class (namely, 1 to 5). (5 minutes)
b. Students answer Question 2 in pairs (2 minutes). The approach to the answer will vary depending on prior teaching and the students’ level.
c. Students then complete the table using information from the testimony and biography they consulted (5 to 8 minutes).
d. Students answer Questions 6 and 7 (5 to 8 minutes).

4. Evaluation

a. *Use the information you know to explain why you think such a declaration was adopted in 1948.* Students of all levels should be able to highlight the need to prevent another war as deadly as the Second World War. Some students may also mention the importance of establishing the principle of equality of people. Others may argue that the United Nations needed a document that sets down in writing the human rights it defended. Answers will vary depending on students’ prior knowledge.
b. *Table.* An example of an answer could be that being forced to live in a ghetto violated the survivor right to freedom of movement and residence within the borders of the survivor’s country, as well as their right to leave the country and return to it. The consequences were that the survivor suffered hunger, thirst and cold, and risked deportation and death.
c. *Formulating an ethical question.* A question is ethical if it concerns values and norms and causes one to reflect on an issue about which there are opposing views. The answer to an ethical question should be based on reasoning rather than emotions and snap judgments. The formulation of the question can focus on the understanding of ethical situations, the identification of points of view, norms or values.
d. **Recognition that people might still be experiencing situations similar to those experienced by Holocaust survivors.** Students may discuss current events such as the war on terrorism, or refer to the situation involving Syria and the refugee crisis. Depending on what they have already learned and their tendency to follow the news, students may decide to draw parallels between current situations and those experienced by survivors of the Holocaust. The teacher should go over this question and check that students compare past and present situations without applying current values and norms.

### 5. Useful Resources

1948 Declaration on human rights:

**On anti-Jewish laws:**
Montreal Holocaust Museum resources.
Teacher’s guide – **ACTIVITY 9**

<table>
<thead>
<tr>
<th>Title of activity</th>
<th>Immigration to Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of activity</td>
<td>60 to 75 minutes</td>
</tr>
<tr>
<td>Suggested activity format</td>
<td>Individual</td>
</tr>
<tr>
<td>Level</td>
<td>Grades 9–12</td>
</tr>
</tbody>
</table>

**1. Activity**

- This activity encourages students to think about issues of causality, social values, discrimination, and immigration. To develop their answer, students use critical thinking to identify the values, norms and different views on the topic.
- Students may quickly draw parallels between the historical topic being discussed and current issues. It’s important to introduce the subject with testimonies and excerpts from *Exploring the Evidence: The Holocaust, Cambodian Genocide and Canadian Intervention* student materials, in order to ensure that students maintain a historical perspective without applying present concepts to past events.
- Although this activity is intended to examine ethical issues in Ethics and Religious Culture classes, it can also be used in History and Social studies. It is, however, recommended that teachers explain the historical context to help students answer the question.
- This activity involves the production of a structured text; students should therefore work individually.

**2. Objectives**

a. To understand the issue raised by the ethical question.
   i. To adopt critical thinking when defining an answer regarding ethical values, norms and views.
3. Procedure

a. Students watch the testimony clips with the keyword Immigration. They read all or part of Activity 4 in Exploring the Evidence: The Holocaust, Cambodian Genocide and Canadian Intervention (pp. 42-61) (30 to 40 minutes). Depending on the time available, the students’ level, and the way the subject of the Holocaust is being covered in class, the teacher can choose excerpts from the archives to help students build their answers.

b. Students’ answers to the ethical question should include a discussion of relevant values, norms and views (30 to 40 minutes).

4. Evaluation

a. The evaluation should be based on three elements:

   i. Values. The values mentioned must be relevant to the question and be used to build an argument. It is important that they not be deemed applicable solely based on today’s standards.

   ii. Norms. The norms mentioned must be relevant to the question and be used to build an argument. It is important that they not be deemed applicable solely based on today’s standards.

   iii. Views. The text must discuss several opposing views. These views must take into account the political, social and economic context of the time in Europe and Canada.

5. Des références utiles

About ethical issues in history:

On Jewish immigration to Canada:
A Brief History of Antisemitism in Canada.
Acknowledgements

The Montreal Holocaust Museum and the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto partnered with the USC Shoah Foundation in an expansive project to digitize, preserve and catalogue Canadian Holocaust survivor testimonies. With the Holocaust Life Stories website (Récits de vie de l’Holocauste, in French) and program, part of this important Canadian collection, as well as educational tools, are accessible online. The project includes testimonies from the Montreal and Toronto collections, as well as the Calgary Jewish Federation, the Alex Dworkin Canadian Jewish Archives (formerly known as the Canadian Jewish Congress Charities Committee National Archives), the Concordia University Centre for Oral History and Digital Storytelling, the Freeman Family Holocaust Education Centre Foundation, the Jewish Archives and Historical Society of Edmonton and Northern Alberta, the Living Testimonies at McGill University and the Ottawa Jewish Archives.

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We extend our sincere thanks to all our major supporters on behalf of the survivors whose testimonies are preserved and Canadians who will access these unique human stories in future generations.