

A Young Girl During the Holocaust

CHILDHOOD **UNE ENFANCE** INTERRUPTED **INTERROMPUE**

Une jeune fille durant l'Holocauste



TORONTO HOLOCAUST MUSEUM

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CHILDHOOD INTERRUPTED: A THREE-PART LEARNING EXPERIENCE

DESCRIPTION

Childhood Interrupted is a three-part learning experience designed for Grade 6 students that guides them through a cutting-edge new Holocaust Museum in an age-appropriate way and connects directly to the new Ontario curriculum expectations. In the first part, students will prepare for their Museum visit by building knowledge about the Holocaust and its connections to Canada. Next, students will visit the Museum and participate in a multimedia immersion into the story of a young German Jewish girl who experienced the Holocaust and later shared her story as a Holocaust survivor in Canada. The Museum visit features films, an interactive tablet tour, and a hands-on artifact activity.¹ Back in the classroom, students will extend their learning from the museum visit by co-creating a timeline or co-curating a classroom museum.

OVERALL LEARNING OBJECTIVES

1. Students will learn about the Holocaust in a general overview followed by a deep study of the effects of persecution on a young girl's identity during the Holocaust, with emphasis on the Canadian connection to the Holocaust
2. Students will develop an appreciation for museum learning, including museum etiquette, digitally-enhanced learning and hands-on engagement with artifacts
3. Students will make connections with key topics in Grade 6 Social Studies, including the new curriculum expectations, as well as practice the inquiry process and work with concepts of disciplinary thinking

WHY TEACH ABOUT THE HOLOCAUST?

Countless students and educators have discovered that studying and teaching the Holocaust can be a transformative learning experience. Such study necessitates delving into the behaviour of individuals and how they acted and reacted during one of the darkest periods in the history of humanity. For many, understanding the range of human behaviour represented by the categories of Victim, Bystander, Perpetrator, and Rescuer makes the Holocaust a story for all of humanity.

The complex issues that accompany a study of the Holocaust encourage students to think critically about important issues and values not only within the historical context of the Holocaust but also in contemporary society. The Holocaust aptly demonstrates the fragile nature of democratic institutions, inclusion and even citizenship. It challenges students to develop their participation in our democratic institutions. The legacy of the Holocaust is the call to foster a caring and responsible society that respects its citizens.

¹For classrooms that cannot visit the Museum, there is a remote learning option available at torontoholocaustmuseum.org/childhood-interrupted

GRADE 6 SOCIAL STUDIES NEW CURRICULUM EXPECTATIONS

HERITAGE AND IDENTITY A3.7

Describe significant events or developments in the history of Jewish communities in Canada, including some of the ways they have contributed to Canada and identify some of the impacts of antisemitism on these communities' development and/or identities.

In *Childhood Interrupted*, students will:

- Learn significant events and developments in the history of Jewish communities in Canada
- Identify some of the impacts of antisemitism, such as restrictions on participation in medicine
- Discuss some of the contributions Canadian Jews have made to Canada, such as by founding institutions

PEOPLE AND ENVIRONMENTS B3.5

Describe the responses of the Canadian government to human rights violations during the Holocaust and the impact that global changes in understanding and legislation around human rights since the Second World War have had on the development of Canada's responses to acts of hate and human rights violations.

In *Childhood Interrupted*, students will:

- Contribute to a timeline showcasing Canadian responses to human rights violations during the Holocaust and since the Second World War
- Evaluate change and continuity and determine the significance of government responses to human rights violations since the Second World War
- Consider the role of Holocaust survivors in shaping Canada's response to human rights violations



PART 1: PRE-VISIT LESSONS

OVERVIEW

In these lessons, students will build knowledge about the Holocaust and the ways that the Holocaust and antisemitism are connected to communities and identities in Canada, preparing them for a visit to the Toronto Holocaust Museum.

LENGTH

Two class periods. If you are short on time, focus on Lesson 1.

MATERIALS

Screen, [PowerPoint slide deck](#), Vocabulary List, Profile Cards.

TEACHING OUTCOMES

- Assess students' existing knowledge, preconceptions, and misconceptions
- Ensure that students have a sufficient understanding of the topic before moving into deeper study
- Reinforce key terms that the students will encounter later in the learning experience
- Encourage students to think about what they will be learning and where they will be learning about it

GRADE 6 SOCIAL STUDIES CURRICULAR EXPECTATIONS

- **A3.7:** Describe significant events or developments in the history of Jewish communities in Canada, including some of the ways they have contributed to Canada, and identify some of the impacts of antisemitism on these communities' development and/or identities
- **A3.10:** Identify and describe fundamental elements of Canadian identities
- **Citizenship Education Framework:**
 - Structures – Power and systems within societies (e.g. democracy, rules and law, power and authority)
 - Attributes – Character traits, values, habits of mind (e.g. empathy and respect, rights and responsibilities, justice, citizenship)



PART 1: PRE-VISIT LESSONS

LESSON 1: DEFINE THE HOLOCAUST

In this lesson students will engage in a general overview of the Holocaust including content and vocabulary that they will encounter in Part 2 of the learning experience. If you have a preferred resource to teach students about the Holocaust, you can use that instead, but first read through the material provided here to make sure that you are covering similar content and vocabulary.

Begin by asking students what they already know about or associate with the word Holocaust. Write out key phrases or generate a word cloud.

Next, consider as a class the value and challenges of learning about the Holocaust. Ask your students,

- Why are we learning about the Holocaust?
- Keeping in mind that this history is challenging and may have affected students and teachers in our school, how should we approach our learning?
- How do we support each other in this learning?

Using the PowerPoint slide deck provided (or other preferred resource), share an age-appropriate overview of the Holocaust with students and spend some time unpacking it. Distribute and review the Vocabulary List of terms learned in the overview of the Holocaust.

End with a Think-Pair-Share. Assign a prompt about what students are interested in learning about at the Museum, such as:

- Have you visited a museum before? What kind of museum was it?
- What is one topic related to the Holocaust that you are interested in learning about at this Museum?
- What is one question about the Holocaust that you hope will be answered during your visit to the Museum?



PART 1: PRE-VISIT LESSONS

LESSON 2: CONNECT THE HOLOCAUST TO CANADA

In this lesson, students will develop their understanding of the connections between the Holocaust and Canada, further preparing them for the visit to the Toronto Holocaust Museum and completing specific expectations from the new curriculum.

Begin by writing this statement on the board:

“Learning about the Holocaust and antisemitism is connected to communities and identities in Canada.”

Ask students to raise their hands if they agree, disagree, or aren’t sure.

Divide students into five groups and distribute one Profile Card per group; give groups a few minutes to read their card and discuss the questions.

End by returning to the statement written on the board and ask students to share what they learned and how they would respond to the prompt now.

HOMEWORK ASSIGNMENT

Ask students to write a journal entry in response to one of these prompts:

“At the Museum visit, you will go on a tour that is called Childhood Interrupted. What does the title mean to you?”

“In what ways did the Holocaust interrupt children’s lives?”

“What are you interested in learning about at the Museum?”



VOCABULARY LIST

Holocaust

The persecution and killing of Jews by Nazi Germany and its supporters that took place before and during the Second World War, resulting in the murder of six million Jews.

Persecution

To mistreat or attack a person or group, often using violence or laws.

Nazi Party/Nazism

A political movement that developed in Germany and combined many beliefs, including the power of a strong leader, racism, and antisemitism.

Adolf Hitler

The leader of the Nazi Party and of Germany during the Holocaust.

Antisemitism

A feeling or expression of hatred towards Jews that can take many different forms.

Concentration camp

A site used by the Nazis and their collaborators to imprison and punish people they considered to be enemies, like Jews, where working conditions were terrible and many people were killed.

Ghetto

In the Holocaust, ghettos were small crowded areas in cities and towns in Europe where Jewish families were forced to live, and where living conditions were so bad that many people died.

Yellow star

In many parts of Europe during the Holocaust, the Nazis made Jews wear a badge or armband with a star to mark them as separate from other people.

Swastika

A symbol that was used by the Nazi Party on flags and uniforms.

Second World War

A global war that began in Europe and was fought from 1939-1945 between Nazi Germany's side and the Allies, and resulted in millions of deaths.

Allies

The group of countries including Canada that fought against Nazi Germany and its partners during the Second World War.

Collaborators

The countries or people who partnered with the Nazis and helped to carry out the Holocaust.

Kristallnacht

A violent event in Germany's territory where Nazis and other people attacked Jews, their homes and businesses, and their synagogues. Kristallnacht means Night of the Broken Glass, named for the thousands of windows that were shattered.

Synagogue

A house of worship where Jews attend prayer services and hold communal events.

Theresienstadt

A place created by the Nazis to imprison Jews, which was like a ghetto and a concentration camp, located in territory that Germany controlled in Czechoslovakia.

Auschwitz-Birkenau

A camp created by the Nazis to imprison and kill people, located in territory that Germany controlled in Poland, where more than one million Jews were killed.

Deportation

A process by which Jews in different parts of Europe were collected together and sent to sites like ghettos and concentration camps, usually on long train trips where people suffered and died.

Liberation

To be freed or released, like from a ghetto or concentration camp.

Displaced person

People who are forced to leave their homes due to persecution or war.

Holocaust survivor

A person who experienced persecution and suffering during the Holocaust and survived.

Testimony

A personal account of someone's experiences, which can be written or spoken.

PROFILE CARD NO.1

THE MS ST LOUIS



Passengers on the MS St Louis. Courtesy of United States Holocaust Memorial Museum.

INSTRUCTIONS

You have just spent some time learning about the Holocaust. Now let's think about how the Holocaust and antisemitism are connected to communities and identities in Canada. Read this profile of a person, group, or event in Canada and discuss the questions as a group.

TURN OVER →

PROFILE CARD NO.1

THE MS ST LOUIS

PROFILE

The MS St Louis was a passenger ship containing many Jewish refugees from Nazi Germany heading for the country of Cuba in the year 1939. When it arrived there, the Cuban government refused to allow most of the passengers to enter the country. The American government also refused to let the refugees into their country. The ship passed by Canada on its way back to Europe, and some concerned Canadian citizens asked the government to help the desperate refugees. However, the Canadian government rejected these requests for reasons including antisemitism among government officials and restrictive immigration laws. The ship returned to Europe and many of the refugees came under the control of the Nazis again. In total, 254 refugees from this ship were later killed in the Holocaust.

LET'S EXPLORE

Patterns and Trends – How would you describe Canada's immigration policy at the time of the Holocaust? Does it connect with previous or later immigration laws or policies?



DID YOU KNOW?

Canadian immigration laws have changed many times over the past hundred years. Here are some key dates:

1931

Canada put in place new immigration restrictions, making it very difficult for Jews and many other groups to come to the country.

1947

Canada loosened its immigration policies, allowing more groups to enter the country, but still discriminated against some people.

1962

Canada officially eliminated racial discrimination in its immigration policies.

1976

Canada set a new immigration law recognizing refugees as a special group of immigrants.

PROFILE CARD NO.2

HOLOCAUST SURVIVOR NATE LEIPCIGER



Nate Leipziger and Prime Minister Justin Trudeau, Poland, 2016. Photo by Adam Scotti.

INSTRUCTIONS

You have just spent some time learning about the Holocaust. Now let's think about how the Holocaust and antisemitism are connected to communities and identities in Canada. Read this profile of a person, group, or event in Canada and discuss the questions as a group.

TURN OVER →

PROFILE CARD NO.2

HOLOCAUST SURVIVOR NATE LEIPCIGER

PROFILE

Nate Leipziger was born in Poland in the year 1928. During the Holocaust, he was imprisoned with his family in ghettos and later deported to Auschwitz-Birkenau and other Nazi camps with his father. After the war, he learned that his mother and sister were among the three million Polish Jews who had been killed. After some difficulties with the Canadian immigration system, Nate and his father immigrated to Canada in 1948. In Toronto, Nate learned that his Canadian relatives and teachers didn't really want to hear about the Holocaust. For many years Nate kept quiet, but later in his life he began speaking about what he had gone through. He eventually reached tens of thousands of people and was honoured by the Prime Minister of Canada for his work in Holocaust education. He also became one of the founding members of a Holocaust Education Centre in Toronto, which later became the Toronto Holocaust Museum in 2023.



DID YOU KNOW?

Approximately, 35,000 Holocaust survivors came to Canada after the Holocaust, joining Canada's Jewish population of more than 150,000 people. The population was spread out across all provinces, and the majority of Jewish Canadians now live in Ontario and Quebec. Survivors like Nate are active in teaching Canadian students across the country about their experiences during the Holocaust.

LET'S EXPLORE

Continuity and Change - Were the stories of Holocaust survivors valued immediately after the war? How do people respond to Holocaust survivors today? What can we learn about comparing the response to survivors over these two time periods?

PROFILE CARD NO.3

THE CHRISTIE PITS RIOT



From the graphic novel *Christie Pits* by Jamie Michaels & Doug Fedrau, 2019.

INSTRUCTIONS

You have just spent some time learning about the Holocaust. Now let's think about how the Holocaust and antisemitism are connected to communities and identities in Canada. Read this profile of a person, group, or event in Canada and discuss the questions as a group.

TURN OVER →

PROFILE CARD NO.3

THE CHRISTIE PITS RIOT

PROFILE

The Christie Pits Riot occurred during a baseball game in Toronto in the summer of 1933, the same year Hitler came to power in Germany. One of the teams playing that day was made up of mostly Jewish Canadians, who were the largest minority group in Canada at that time, and there were Italian Canadians playing as well. Jews faced discrimination from some Canadians who did not want to share public spaces with Jews and formed clubs to promote their viewpoint. Some of the people from one of these clubs attended the baseball game and held up a large swastika, the symbol used by the German Nazis. A fight broke out and eventually about 10,000 people gathered in Christie Pits Park. Italian Canadians, who also faced discrimination as a minority group in Toronto, supported the Jewish players and others who joined the riot. The violence spread beyond the park and raged all night, though no one was killed. Among the few people arrested were members of an antisemitic gang charged with beginning the riot.²

LET'S EXPLORE

Interrelationships - What kinds of interactions did Jewish Canadians have with people who supported Nazi ideas? How have Jewish Canadians come together with other people in Canada who oppose discrimination, and what was the outcome?



DID YOU KNOW?

There was support for Nazi ideas in Canada, but the Jewish community and others stood up to it. Here are some examples:

1933

Jewish Canadians and others held a strike to protest Nazism and other human rights violations.

1938

People from many communities in Canada, including Jewish Canadians, held a rally against the National Unity Party, which was a political party that shared views with the German Nazis.

1965

In response to a speech by the leader of a Canadian Nazi party located in downtown Toronto, a protest by several thousand Toronto residents, including some Holocaust survivors, turned into a riot that was quickly shut down by police.

² <https://www.thecanadianencyclopedia.ca/en/article/christie-pits-riot>

PROFILE CARD NO.4

THE ESTABLISHMENT OF TORONTO'S MOUNT SINAI HOSPITAL



Mount Sinai Hospital Ladies Auxillary. [192-?] Courtesy of Ontario Jewish Archives, fonds 10, item 10.

INSTRUCTIONS

You have just spent some time learning about the Holocaust. Now let's think about how the Holocaust and antisemitism are connected to communities and identities in Canada. Read this profile of a person, group, or event in Canada and discuss the questions as a group.

TURN OVER →

PROFILE CARD NO.4

THE ESTABLISHMENT OF TORONTO'S MOUNT SINAI HOSPITAL

PROFILE

In the past, Jewish Canadians faced challenges when seeking jobs in the field of medicine. There were limits on the number of Jewish medical students accepted into universities, and they struggled to find places in hospitals to complete their training. Jewish doctors also had difficulty finding hospitals that would hire them. In response to discrimination against Jewish doctors in Toronto's hospitals, a group of immigrant Jewish women spent years raising money to open a new hospital where Jewish doctors could work. In 1923, the new hospital opened to serve the growing Jewish community and others and employ doctors who were unable to work elsewhere. The first president of the hospital was Dorothy Dworkin, who was a nurse and one of the fundraisers. From its small beginnings the hospital grew and established an excellent global reputation for wide-ranging medical care for Canadians. Now located on University Avenue, Mount Sinai hospital continues to provide care in support of its diverse patients, and this includes interpreters for people who need language assistance, so all patients receive care.



DID YOU KNOW?

The growing Jewish Canadian community, like other minority communities in Canada, had to draw on its own resources in order to become established. People like Dorothy Dworkin devoted themselves to fundraising among the small population of about 30,000 Jews and setting up institutions that would serve Jews and the wider community. More recently, efforts in the Jewish community saw the establishment of a Holocaust education centre in Toronto, which later became the Toronto Holocaust Museum in 2023, and provides Holocaust and human rights education for all Canadians.

LET'S EXPLORE

***Significance* - Why was the founding of this hospital significant at the time? What was significant about the role of women in its founding? What is the continued significance of Canadian sites like hospitals and museums founded by immigrant groups?**

PROFILE CARD NO.5

FIGHTING HOLOCAUST DENIAL



Anti-Nazi demonstration, Carlton St. Toronto, 31 May, 1981. Courtesy of Ontario Jewish Archives item 3076.

INSTRUCTIONS

You have just spent some time learning about the Holocaust. Now let's think about how the Holocaust and antisemitism are connected to communities and identities in Canada. Read this profile of a person, group, or event in Canada and discuss the questions as a group.

TURN OVER →

PROFILE CARD NO.5

FIGHTING HOLOCAUST DENIAL

PROFILE

Holocaust survivors in Canada are active in speaking out against Holocaust denial. A Holocaust denier is someone who claims that the Holocaust did not happen. It is connected to antisemitism, which is the feeling or expression of hatred towards Jews that can take many different forms. Some Holocaust deniers in Canada have held positions as teachers and shared their views inside and outside the classroom. One of the most well-known deniers was a man named Ernst Zündel, who was born in Germany but came to Canada in 1958. In the 1980s, he was taken to court by Sabina Citron, a Canadian Holocaust survivor who accused him of spreading false news. Citron won the court case and was involved in more trials about Holocaust denial and Nazi crimes. Other Holocaust survivors in Canada have responded to Holocaust denial by sharing their stories with the public. One of these people was named Judy Cohen, who was shocked to see a Holocaust denial speech occurring on a street in downtown Toronto. She confronted the participants and later began speaking with Canadian audiences about her experiences during the Holocaust. Holocaust denial continues to the present and takes new forms on social media.



DID YOU KNOW?

In some countries, like Canada and Germany, it is against the law to deny the Holocaust. Here is how the crime is described in Canada's Criminal Code: "Wilful promotion of antisemitism: Everyone who, by communicating statements, other than in private conversation, wilfully promotes antisemitism by condoning, denying or downplaying the Holocaust...is guilty."

LET'S EXPLORE

Cause and Consequence -

Why did Canada create laws against Holocaust denial? How were Holocaust survivors affected by Holocaust denial in Canada? How have they responded?

PART 2: A VISIT TO THE MUSEUM

During the visit to the Toronto Holocaust Museum, students will deepen their understanding of the Holocaust through a multimedia immersion into the story of a Canadian Holocaust survivor named Yael Cohen. Born as Gisela Spier, Yael experienced persecution in Nazi Germany and deportation to Nazi camps. As the sole survivor of her immediate family, she came to Canada in 1952 and later became involved in Holocaust education. Students will begin by watching a short animated film introducing them to Yael's story. Next, an interactive tablet tour of the Museum using augmented reality continues and deepens Yael's story through an overlay of first-person accounts, artifacts, photos, and documents that supplement those on display to enhance student learning. The visit will end with a hands-on educator-led activity using artifacts from Yael's life.



REMOTE LEARNING

A remote-learning option is available for classrooms that cannot visit the Museum:

**[torontoholocaustmuseum.org/
childhood-interrupted](https://torontoholocaustmuseum.org/childhood-interrupted)**

PART 3: POST-VISIT LESSONS

OVERVIEW

In these lessons, which follow the visit to the Toronto Holocaust Museum, students will extend their learning about the Holocaust by co-creating a timeline on Canadian identity and human rights or co-curating a classroom museum about identity.

LENGTH

Three class periods. If you are short on time, focus on lesson 1.

MATERIALS

Screen, Timeline of Yael's Life, Highlights From Canada's History of Human Rights, Artifact Label (1 per student).

TEACHING OUTCOMES

- Reinforce historical and thematic content from the Museum tour
- Model the selection and use of evidence and practice concepts of disciplinary thinking
- Develop students' understanding of how information about the past is communicated and the value of using material objects to learn about people and events

GRADE 6 SOCIAL STUDIES CURRICULAR EXPECTATIONS

- **B3.5:** Describe the responses of the Canadian government to human rights violations during the Holocaust and the impact that global changes in understanding and legislation around human rights since the Second World War have had on the development of Canada's responses to acts of hate and human rights violations
- **A3.10:** Identify and describe fundamental elements of Canadian identities
- **Citizenship Education Framework:**
 - Active participation – Work for the common good in local, national, and global communities (e.g. conflict resolution and peace building, advocacy, rights and responsibilities)
 - Identity – A sense of personal identity as a member of various communities (e.g. beliefs and values, perspective, community)



PART 3: POST-VISIT LESSONS

LESSON 1: REVIEW THE TORONTO HOLOCAUST MUSEUM VISIT

In this lesson, students will review the historical and thematic content from the Museum tour and begin making connections to contemporary life.

As a warm-up, ask students to share their impressions from the Museum visit.

- Which ideas, images, or artifacts have stayed in your minds?
- Which questions are you still thinking about?

Next, discuss Yael's story in detail. Display the Timeline of Yael's Life and ask students to track the theme of identity throughout her life. Use these questions to support the discussion:

- **Before the Holocaust:** How did family, community, age, and religion shape Yael's identity?
- **During the Holocaust:** How did the Nazis and their supporters attack Yael's identity?
- **After the Holocaust:** How did Yael rebuild her life? Why are names significant to Yael? What are some elements of her identity in Canada? How did her identity change over time?
- **Present:** How did Yael model being an active citizen? How do Holocaust survivors like Yael who educate us about the Holocaust contribute to Canadian identity?



HOMEWORK ASSIGNMENT

If preparing for Activity Option 1, ask students to brainstorm events that would fit on a timeline of their family's experiences.

If preparing for Activity Option 2, ask students to select a personal artifact that reflects something about their identity to bring to class.

PART 3: POST-VISIT LESSONS

LESSON 2: EXTENSION ACTIVITY

In this lesson, students will complete an extension activity that connects what they learned at the Toronto Holocaust Museum to contemporary life in Canada. In Activity Option 1, students will complete specific curriculum expectations by co-creating a timeline about Canadian identity and human rights. In Activity Option 2, students will deepen their understanding of what artifacts can teach us about people and the past by co-curating a classroom museum.

ACTIVITY OPTION 1: CO-CREATE A TIMELINE ABOUT CANADIAN IDENTITY AND HUMAN RIGHTS

Display this prompt and discuss: *“Being a welcoming country that supports human rights is an important part of Canada’s identity. Agree or disagree?”*

Next, show students the Highlights From Canada's History of Human Rights and briefly review the content. Divide students into small groups and ask each group to come up with three more dates to add to the timeline. The dates can be something they learned at the Museum, something connected to their own experiences, or previous knowledge. You can share the timeline as a Google Doc so that each group can add their dates in different colours and extend the timeline earlier if needed.

Finally, ask students to explain their added dates and then engage the class in a discussion of the completed timeline. Use these questions to support the discussion:

- **Continuity and Change:** Which of these entries supports the idea of Canada being a country that supports human rights? Which entries show times when Canada did not support human rights? Has Canada’s support for human rights changed over time?
- **Significance:** Which entry on the timeline do you think best illustrates Canada’s identity when it comes to human rights? Explain your answer.
- **Patterns and Trends:** What do these entries have in common? How do earlier dates connect to later ones? What kind of events might be included on a future timeline of Canada and human rights?
- **Cause and Consequence:** What past events have contributed to the idea of Canada being a country that supports human rights? What impact did the Holocaust have on human rights in Canada?
- **Interrelationships:** How are Canadians from all communities affected by human rights abuses going on in Canada and elsewhere?
- **Perspective:** How do communities that have experienced human rights abuses respond when similar events occur?

ACTIVITY OPTION 2: CO-CURATE A CLASSROOM MUSEUM ON CANADIAN IDENTITY

Display this definition on the board and discuss: *“A curator is a person who selects and presents the material on display in a museum, including the artifacts – the ordinary objects that gain significance when they are examined to learn about people, places, and important events from the past.”*

Next, allow time for students to play the role of curator as they present a personal artifact that reflects something about their identity. Ask them to fill out an Artifact Label for their chosen object.

Display the artifacts around the room and allow students time to tour. As a class, come up with a title for the museum display and imagine what people in the future might learn about Canadian identity from these artifacts. Ask students, what do artifacts tell us about the people they belong to? How do each of us play a role in shaping Canada’s identity?

PART 3: POST-VISIT LESSONS

LESSON 3: FINAL REFLECTION AND WRAP-UP

Conclude by asking students to reflect on big questions about the topic and what it means to them. Use these questions to support the discussion:

*Re-read your journal entry about the title of the learning experience, **Childhood Interrupted**. Has your understanding of how the Holocaust interrupted people's lives changed since studying Yael's story and considering Canadian identities and human rights?*

Why is the Holocaust important to us in 2023?

What connections can you make to other topics that you are learning about?

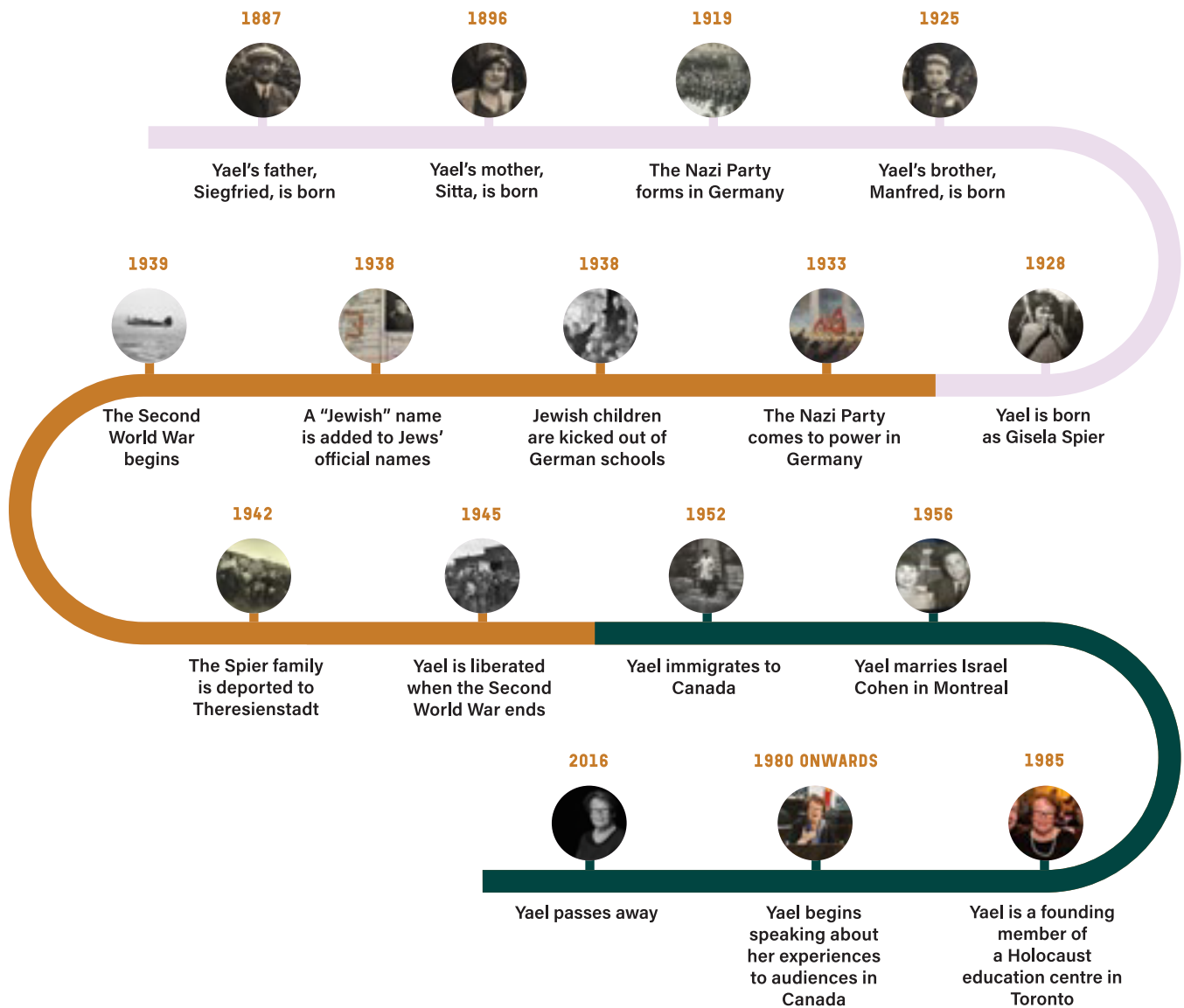
How do artifacts help us to understand the Holocaust?

How do personal stories, like Yael's story, help us to understand the history of the Holocaust?

What are the take away points from this learning experience?

What can students and their families do to be active citizens like Yael?

TIMELINE OF YAEL'S LIFE



BEFORE THE HOLOCAUST

DURING THE HOLOCAUST

AFTER THE HOLOCAUST

HIGHLIGHTS FROM CANADA'S HISTORY OF HUMAN RIGHTS

1930-1940

- 1931** — The Canadian government introduces the most restrictive immigration policies in the country's history
- 1938** — Many countries including Canada meet at an international conference to discuss the Jewish refugee crisis in Europe, but do not offer any help
- 1939** — The MS St Louis refugee ship is not offered sanctuary in Canada and returns to Europe

1940-1950

- 1942** — Approximately 22,000 Japanese Canadians are interned as "enemy aliens" by the Canadian government
- 1947** — Canada's immigration laws change and allow more people to enter, including 1,123 orphaned Holocaust survivors
- 1948** — Canada and other countries sign the United Nations Declaration of Human Rights

1950-1960

- 1956/57** — Following a violent revolution in Hungary, the Canadian government and non-profit organizations simplify the immigration process for 37,500 Hungarian refugees and support them in their first year in Canada

1960-1970

- 1960+** — In the "Sixties Scoop," the Canadian government forcibly removes 20,000 Indigenous children from their families and communities, severing them from their language, culture and identity

1970-1980

- 1976** — A new Canadian immigration law recognizes refugees as a special category of immigrants

HIGHLIGHTS CONTINUED

1980-1990

1985

A man named Ernst Zündel is convicted by a Canadian court for spreading messages saying that the Holocaust never happened

1990-2000

1996

The Supreme Court of Canada rules that a school teacher named Malcolm Ross should lose his job for saying that the Holocaust never happened

2000-2010

2008

The Truth and Reconciliation Commission is set up by the Canadian government to study the history and legacy of Canada's system of residential schools

2009

A Canadian court convicts Désiré Munyaneza for genocide, crimes against humanity, and war crimes for his part in the 1994 Rwandan genocide

2010-2020

2014

The Canadian Museum of Human Rights opens in Winnipeg

2015 - 16

The Canadian government resettles more than 25,000 Syrian refugees in Canada, paying special attention to families and children

2018

Prime Minister Justin Trudeau apologizes for Canada's treatment of Jewish refugees during the Holocaust, including those aboard the MS St Louis

2020-2030

2023

The Toronto Holocaust Museum opens with support from different levels of government in Canada

HIGHLIGHTS FROM CANADA'S HISTORY OF HUMAN RIGHTS

Write down three more dates to add to the timeline. The dates can be something you learned at the Museum, something connected to your own experiences, or previous knowledge.

Decade	Date	Event
1930-1940		
1940-1950		
1950-1960		
1960-1970		
1970-1980		
1980-1990		
1990-2000		
2000-2010		
2010-2020		
2020-2030		

ARTIFACT LABEL

Curator's name: _____

Title or short description of the artifact

Describe any features or characteristics of the artifact (such as, where it is from, what it does, who made it, or the meaning of any text or symbols)

Explain the significance of the artifact, meaning what important information it reveals about your identity

WITH ASSISTANCE FROM THE CONFERENCE ON JEWISH MATERIAL CLAIMS AGAINST GERMANY

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