



LIBERATION75

Innovation & Collaboration
in Holocaust Education

Teaching about the Holocaust in Ontario Grade 6 Classrooms

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Education Co-Chair @ Liberation75



**Grade 6 Students at Rockford Public School
January 2023**

Social Studies Curriculum Expectations (updated 2023)

Strand A



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

(e.g., events and developments: official recording of the first Jewish settler in New France [1759]; establishment of Canada's first synagogue, Shearith Israel, in Montreal [1768]; equal rights being given to Jewish people in Lower Canada [Quebec], including being able to hold public office [1832]; founding of Canada's first national Jewish organization, the Federation of Zionist Societies in Canada [1899]; establishment of Montreal's Young Men's Hebrew Association and Young Women's Hebrew Association [1910]; founding of the Canadian Jewish Congress [1919]; waves of Jewish immigration during the twentieth and twenty-first centuries from Europe, Asia, South America, and North and South Africa, increasing the diversity of Canada's Jewish community; dedication of the National Holocaust Monument in Ottawa [2017]; Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism role created [2020]; contributions: leaders in human rights laws since the 1940s; entrepreneurs in industry and manufacturing),

and identify some of the impacts of antisemitism on these communities' development and/or identities

(e.g., restrictions: pre–World War II restrictions on participation in medicine and law; severe restrictions on Jewish immigration during World War II and up to 1947; prohibition of Jewish residences or property purchases in some Canadian neighbourhoods; reactions: building of Toronto's Mount Sinai Hospital [1923] to serve the Jewish immigrant community and provide space for Jewish doctors who faced discrimination at other hospitals; resistance to antisemitism during the Christie Pits Riot in Toronto [1933]; building of the Jewish Community Centre in Toronto [1953] in response to not being allowed to join many of the existing clubs in the city; security at synagogues and cemeteries)

Sample questions

In what ways have Jewish individuals and communities contributed to Canadian war efforts and to democracy in Canada?
How did Jewish communities and individuals help Holocaust survivors and orphans integrate and rebuild their lives in Canada?
How have Holocaust survivors contributed to Canadian society? How did Holocaust survivors integrate and rebuild their lives in Canada?
How have members of Jewish communities worked with and continue to work with other individuals and communities to address racism within Canada more broadly?
How have Jewish Canadians contributed to the Canadian arts and sports communities?
How have Jewish communities and/or individuals contributed to the political, economic, professional, academic, and cultural development of Canada?
What is the significance of the adoption of Jewish Heritage Month by the federal and provincial governments?

Social Studies Curriculum Specific Expectations (updated 2023)

Strand B



B3.5 describe the responses of the Canadian government to human rights violations during the Holocaust

(e.g., severe restrictions on immigration and the policy of “none is too many”; the turning away of the MS St. Louis; Canada’s policy to vastly restrict the number of Jewish refugees admitted from Europe, as shown by the response to the Evian Conference [1938])

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

(e.g., Canada’s participation in the writing of the Universal Declaration of Human Rights [1948]; three sections related to genocide and hate crimes added to the Criminal Code of Canada; Canada’s response to the Vietnamese refugee crisis in the years following the war in Vietnam; the drafting of the Canadian Charter of Rights and Freedoms [1982]; the creation of the Canadian Multiculturalism Act [1988]; amendments to the Indian Act; boycotts of South Africa during apartheid; Canada’s Extradition Act [1999]; Canada’s adoption of the Justice for Victims of Corrupt Foreign Officials Act [2017], the Magnitsky legislation that allows sanctions to be placed on human rights abusers who are foreign nationals; government initiatives in response to the Truth and Reconciliation Commission’s Calls to Action [2015]; the criminalization of Holocaust denial in Bill C-19 [2022]; sending in observers and peacekeepers; responses to humanitarian crises internationally; the decriminalization of homosexuality)

Sample questions

- What were the significance and effect of Canada’s actions regarding the immigration of Jews to Canada during World War II? How did these actions and attitudes change in terms of their patterns and trends in the post–World War II years?
- What events and international occurrences led to the Universal Declaration of Human Rights (1948)? How have Canada and Canadian law and culture been impacted by this declaration?
- What are some ways in which antisemitism has affected, and continues to affect, Jewish individuals and communities in Canada? How are Jewish individuals and community groups continuing to fight against antisemitism?
- What are some ways in which individuals, communities, and governments in Canada can counter antisemitism and acts of hate?

Social Studies Curriculum Update Overview

Jewish Immigration to Canada



Antisemitism in Canada



Canada's Response to the Holocaust



Canada & Human Rights after the Holocaust



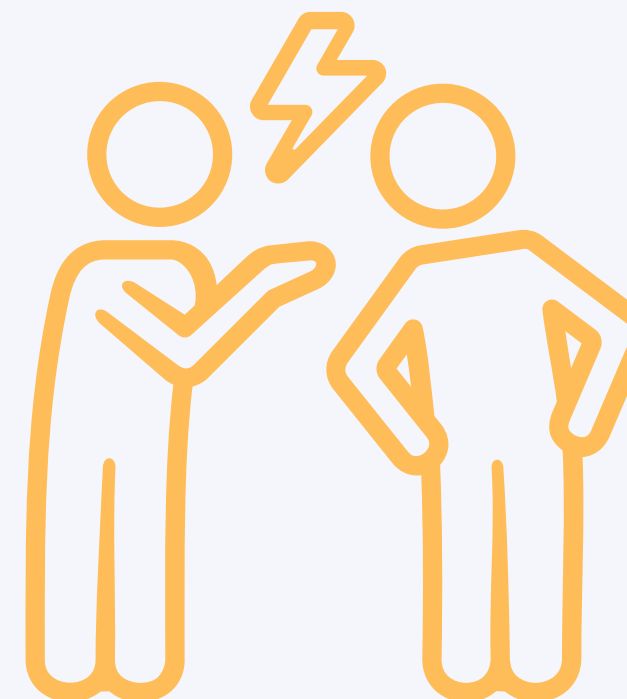
**Accessing
Resources**



**Coping with
Emotions**

**Teaching about the
Holocaust is hard.**

**Knowing the
Content**



**Managing
Conflict**

I strive to...

Choose historically accurate materials.





Resources



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in Holocaust Education

Educator Toolkit

Our Educator Toolkit provides educators with a trusted and comprehensive set of resources, materials, and lesson plans presented by leading Holocaust organizations to facilitate meaningful Holocaust education in all classrooms. Equip yourself with age-appropriate materials, engaging activities, and thought-provoking resources designed to foster empathy, critical thinking, and historical understanding among students. Join us in the crucial mission of preserving the memory of the Holocaust while promoting tolerance, compassion, and respect for all humanity.

To access either Grades 4 -12 Classroom Resources or Teacher Professional Development, simply click on the respective tab below.

| Classroom Resources | Teacher Professional Development | Ressources pour la classe |
|--|--|---|
| <h1 data-bbox="226 714 852 990">Classroom Resources</h1> <p data-bbox="226 1089 886 1422">Find a variety of classroom resources, visuals, and lesson plans to effectively teach the Holocaust to students of all grade levels.</p> | <p data-bbox="1269 870 1835 1001">Grade 4</p> <p data-bbox="1269 1052 1835 1183">Grade 7</p> <p data-bbox="1269 1234 1835 1365">Grade 10</p> | <p data-bbox="1885 870 2452 1001">Grade 5</p> <p data-bbox="1885 1052 2452 1183">Grade 8</p> <p data-bbox="1885 1234 2452 1365">Grade 11</p> <p data-bbox="2502 870 3068 1001">Grade 6</p> <p data-bbox="2502 1052 3068 1183">Grade 9</p> <p data-bbox="2502 1234 3068 1365">Grade 12</p> |

Ask the Expert.

Do you have questions about the Holocaust? Do you sometimes feel you could do with some additional insights and advice when teaching? Do students ask questions you are uncertain about? We have some answers for you provided by Holocaust expert Dr. Stephen D. Smith.

StoryFile is a unique technology that allows you to ask an expert questions about their area of expertise. Dr Smith has answered over 150 of the most common questions teachers have about the Holocaust. Click 'Ask the Expert' on the right to open Stephen's StoryFile. If you are not sure what to ask there are some great hints in the light bulb icon in the bottom left hand corner. If Dr. Smith does not answer your specific question, please add it in the box below.

Have a question that hasn't been addressed yet?

Enter your suggestion for a question Stephen could answer.

Ask The Expert

Who were the perpetrators?



Adolf Hitler
Germany's leader from 1933-1945



The Nazis
The National Socialist Party



Collaborators
People who helped the Nazis - Individuals and Governments



The swastika

Although a different version of this design has been a symbol of peace in some Asian cultures for hundreds of years, Hitler took it over as his own. He altered its shape and direction and then made it the official



'Heil Hitler' Salute

Meaning "Hail Hitler", this gesture was meant to show respect for Hitler and his ideas. It was the official greeting that was used in the Nazi party, but it was also used between regular citizens. The salute was taught to

What was the Holocaust?

What Was the Holocaust?

Name: _____

Definition of the Holocaust:

The _____ was the _____, state-sponsored _____ and _____ of _____ Jews by _____ and its _____ between _____ and _____. The Holocaust is also called the _____, which means 'catastrophe' in _____.

**6 million • Holocaust • collaborators • persecution • Nazi Germany
Hebrew • 1945 • Shoah • murder • systematic • 1933**

Who were the perpetrators of the Holocaust?

The perpetrators are all the people who were responsible for the Holocaust. This includes all of the people who were leaders and followers of the Nazi party. It also includes people from other countries who helped the Nazis.





Adolf Hitler

Hitler was the ruler of _____ from 1933-1945. He was elected by the people because he promised to help their country become great again after losing _____. Hitler became a _____, which meant that he could make up any _____ that he wanted.



The Nazis

The Nazis were Hitler's political _____ - the National Socialist Party. When Hitler came to power, he chose a symbol  called the _____ for the new flag. Hitler took this symbol from countries in Asia where it is a religious symbol  representing good luck and hope, and turned it into a symbol of _____.



Collaborators

Hitler and the Nazis had a lot of supporters both inside and outside of Germany. These were _____ as well as individual _____ who agreed with Hitler and wanted to help him carry out his plans. Some people helped because they were _____, but many did it for _____ or because they also hated Jews. A few good people took action to help, but most people were _____ who remained silent.



World War I • party • governments • laws • citizens • Germany • swastika • afraid • dictator • bystanders • hate • greed

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Adolf Hitler



The Nazis

The Nazis were Hitler's political **party** - the National Socialist Party. When Hitler came to power, he chose a symbol  called the **swastika** for the new flag. Hitler took this symbol from countries in Asia where it is a religious symbol  representing good luck and hope, and turned it into a symbol of **hate**.



Collaborators

Hitler and the Nazis had a lot of supporters both inside and outside of Germany. These were **governments** as well as individual **citizens** who agreed with Hitler and wanted to help him carry out his plans. Some people helped because they were **afraid**, but many did it for **greed** or because they also hated Jews. A few good people took action to help, but most people were **bystanders** who remained silent.

World War I • party • governments • laws • citizens • Germany • swastika • afraid • dictator • bystanders • hate • greed

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What is Judaism?

© 20

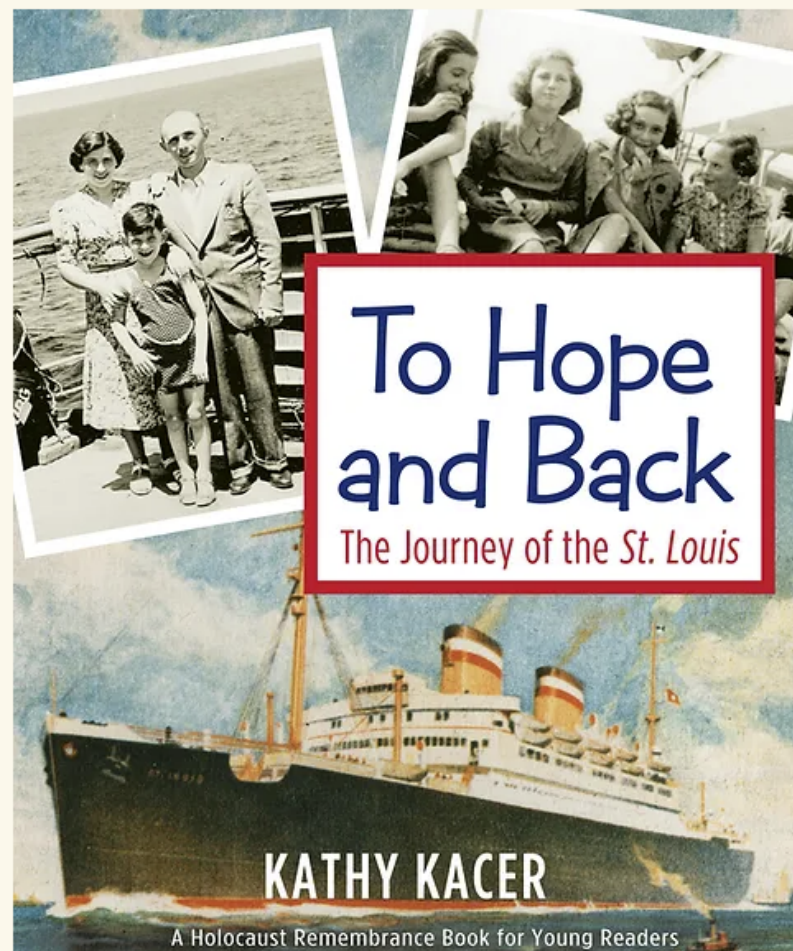
What is Antisemitism?

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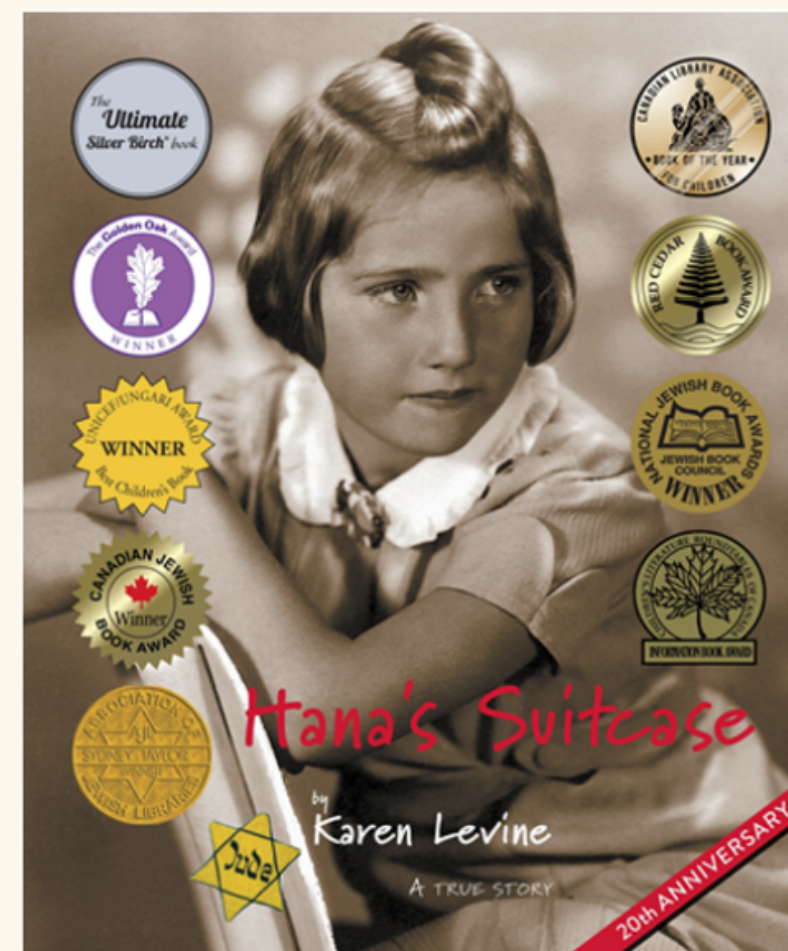
Book Club Archive

Past book club events are housed in our book club archive. With a simple click on any book, you can access their recordings and companion resources.

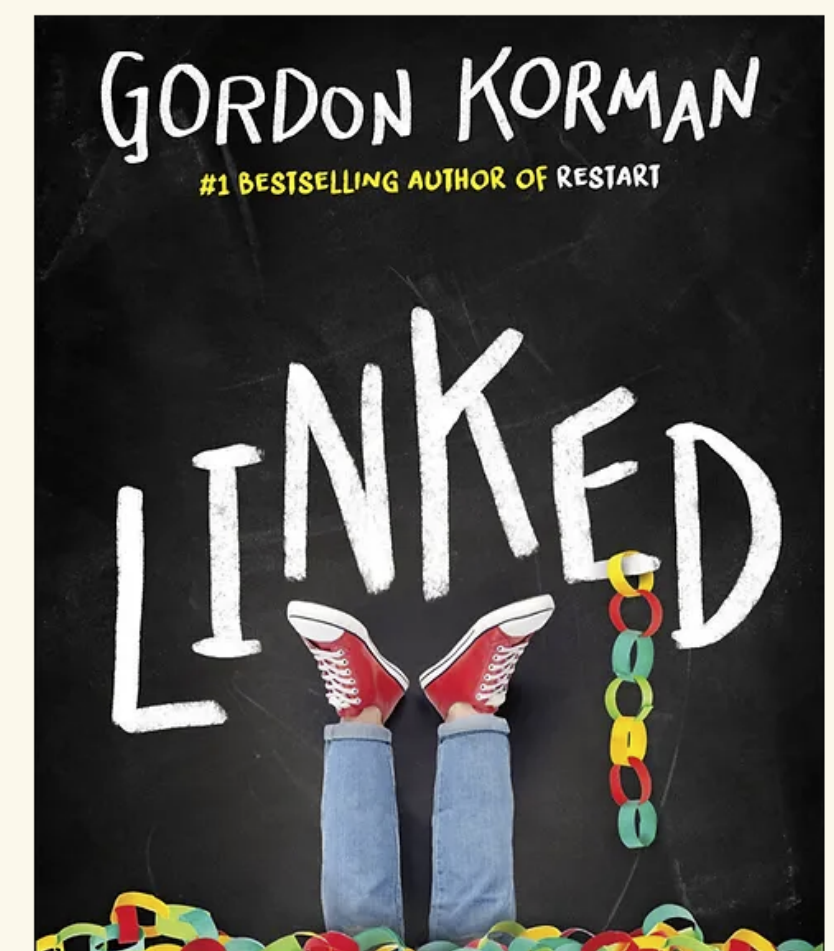
February 2023



March 2023



May 2023



**Focus on concepts
over memorization.**



Why did it happen?

Hitler had strong views about what was wrong with the world and how things should be.
This is called having an **ideology**.

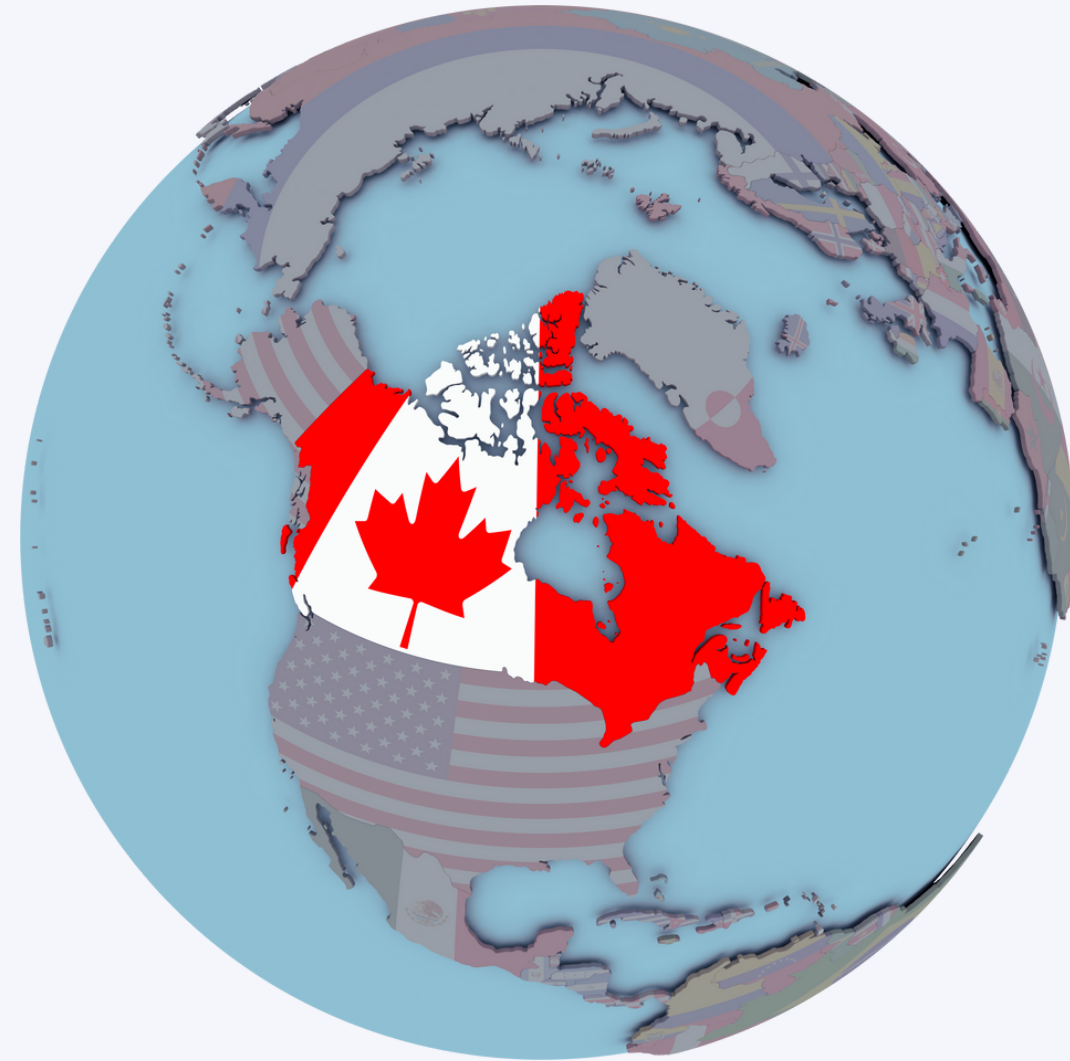
Hitler gave passionate speeches and explained his ideology as often as possible. He developed a strong following because many people agreed with his ideology. This is how he came to be the leader of Germany and his ideas became official Nazi policy.

The Nazi ideology can be summarized in two words: RACE and SPACE

Race → **People** 

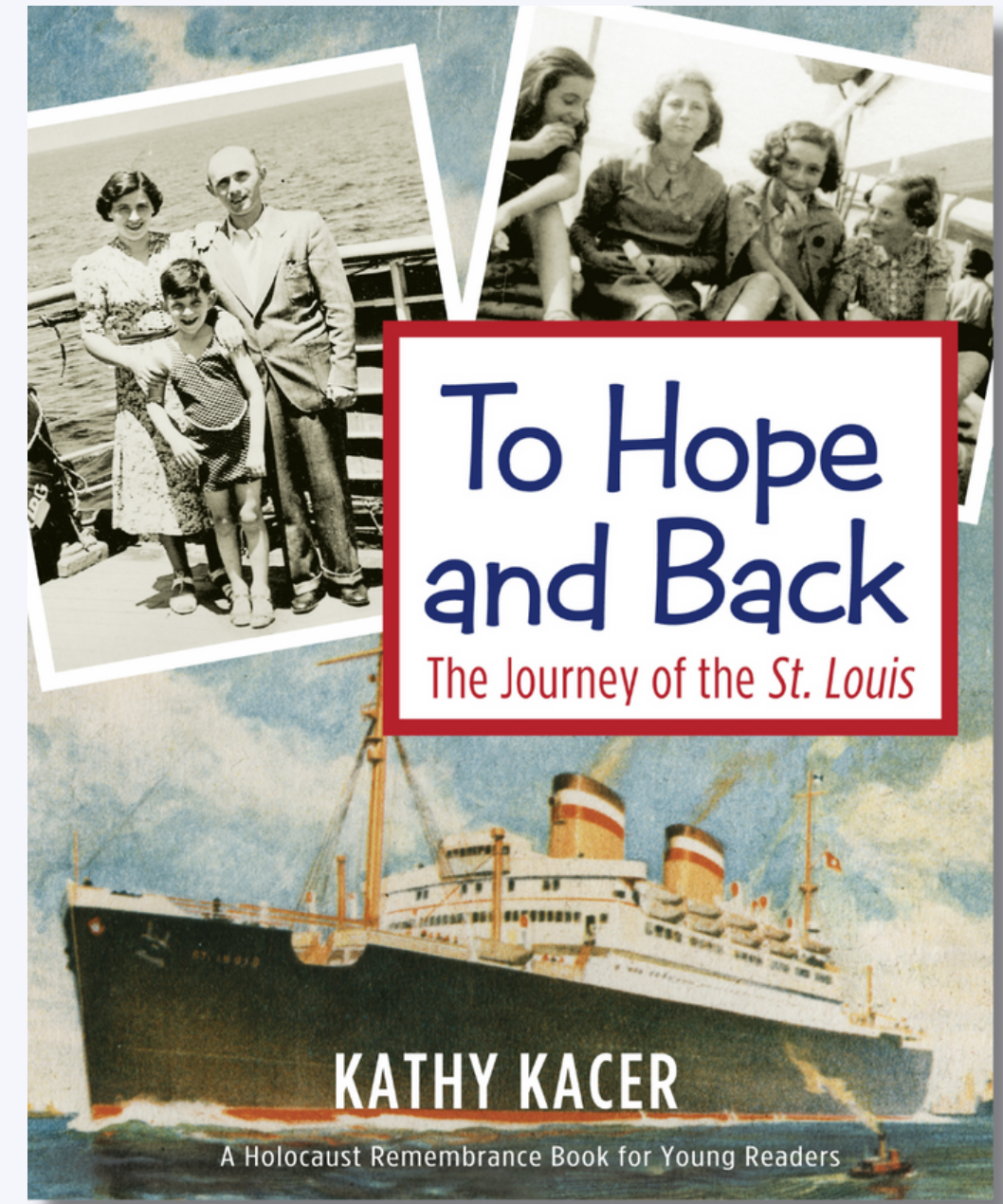
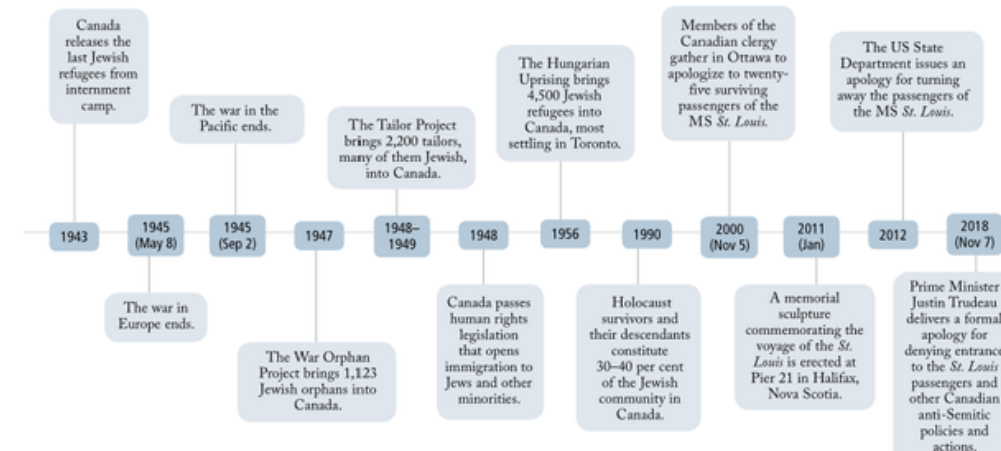
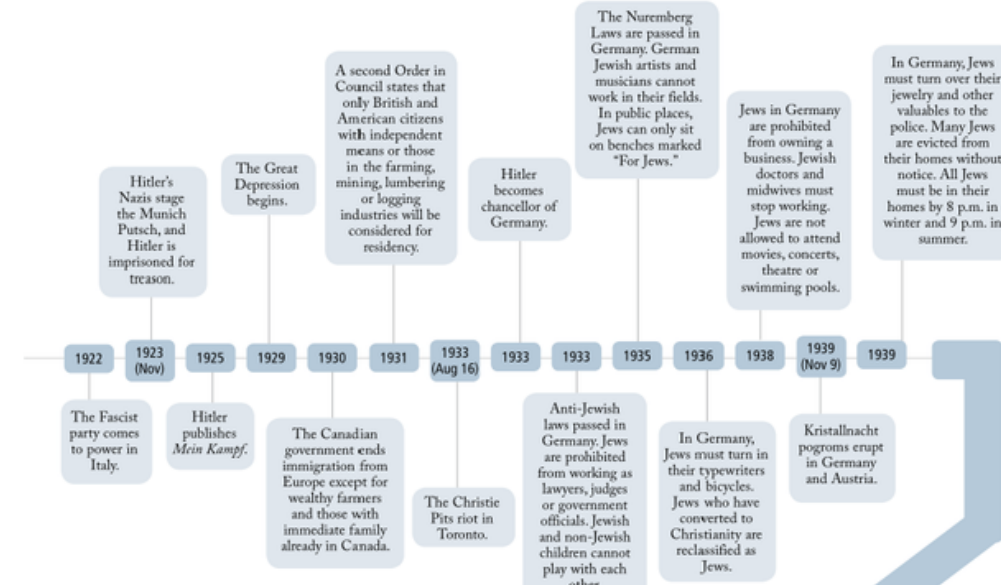
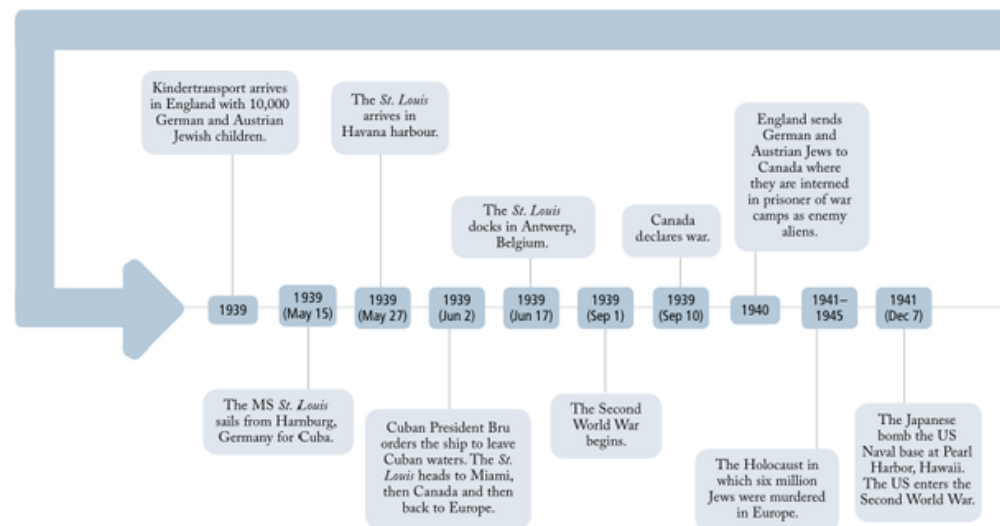
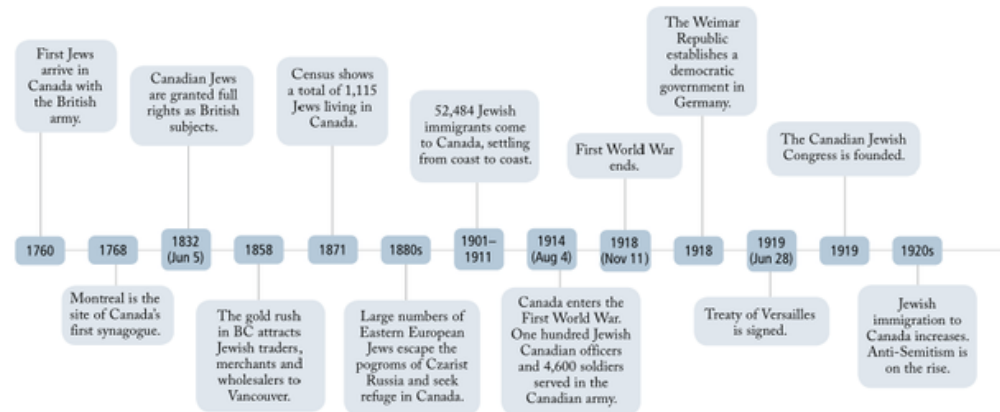
Space → **Land** 

Connect to Canada.



The MS St. Louis

Timeline



To Hope and Back Kathy Kacer

**Be sensitive to
student needs.**



Respect the victims.



**Connect modern
antisemitism to historical
antisemitism.**





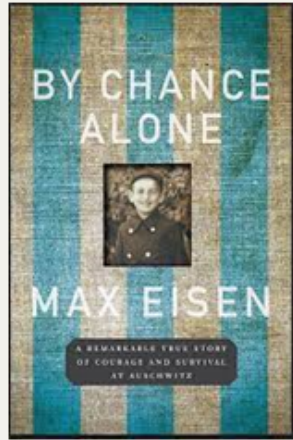
Personalize the history with survivor testimony.



Max Eisen

1929-2022

May his memory be a blessing



Survivor Max Eisen was an active speaker and an award-winning author who emigrated to Canada after the war. He dedicated his life to Holocaust Education and was appointed to the Order of Canada in 2021. Max passed away in 2022 at the age of 93.



The identification number tattooed on Max's arm. Not all survivors had a tattooed number. It depended on when they were during the Holocaust.



**Remain hopeful and positive
about the future.**

