



Centre commémoratif
de l'Holocauste à Montréal

Montreal Holocaust
Memorial Centre

Apprendre

To learn

Ressentir

To feel

Se souvenir

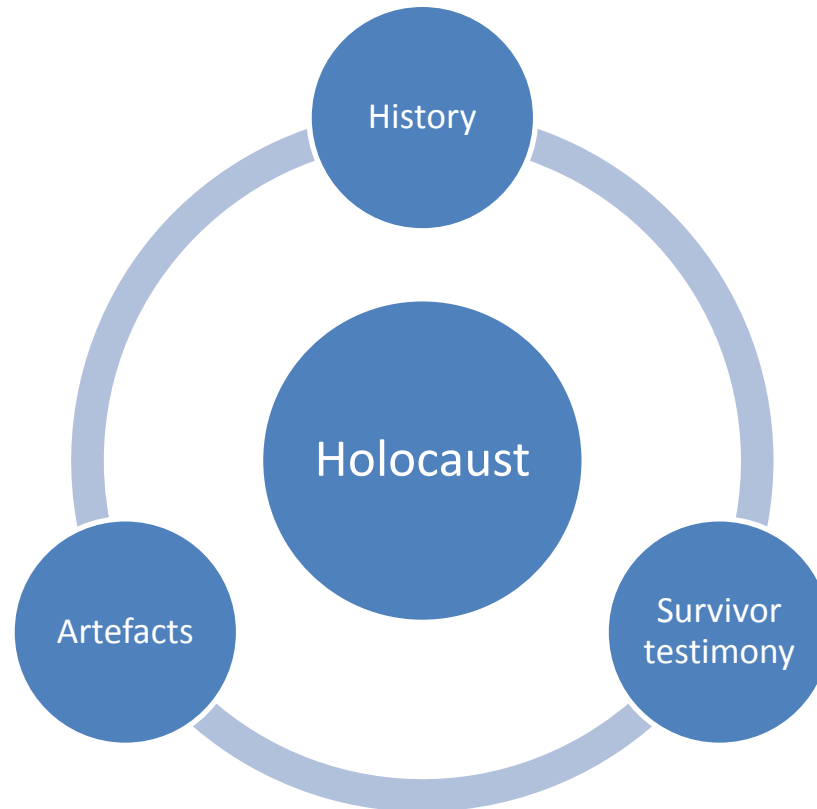
To Remember

Agir

To act

*Exploring the Holocaust with Secondary
Students: **Montreal Holocaust Memorial Centre's**
Pedagogical Tools for Quebec Teachers*

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17 Letters:

For the last time and forever



Letter sent from the Ukraine, on September 19, 1941

Language: Russian

Дорогие дети. Итак сегодня 19 сентября 1941 года.
После таких переживаний дальше жить невозможно. К тому
вывезли всех евреев и укрываться негде. Все близкие друзья-
селяне боятся укрывать до наступления лучшего времени. И
правы, а потому будьте навсегда здоровы. Целую и жму вас
крепко в последний раз, навсегда.

Не волнуйтесь. И некого обвинять. Бабушку забрали машиной,
где дедушка и мамуся не знаю.

Ваш отец. Билич.

Dear children,

Today is Sept. 19, 1941. It's impossible to continue to live after these horrible experiences. All Jews are taken away and there is no place to hide. The close friends are afraid to hide us till better times come. And they are right.

I kiss you and hug you tight for the last time, and forever. There's no one to blame.

Grandma was taken away by the car, I don't know where grandpa and mother are.

Your father,

Bilich

17 Letters : Activity and Preparatory Materials

17 Letters activity:

http://www.mhmc.ca/media_library/files/Letters_Collection_MHMC_ENG.pdf

History of the Holocaust – Preparatory materials:

http://www.mhmc.ca/media_library/files/Brief_History_of_the_Holocaust_low_quality.pdf

<http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide>



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Secondary 1,2: History and Citizenship Education: *Draw me the story of Jews in the Netherlands during the Holocaust*

- History of the Holocaust in the Netherlands
- The impact of antisemitism on the lives of three Montreal survivors
- Final activity: Students create their own graphic novel

<http://www.mhmc.ca/en/pages/draw-me-the-story-of>



- Mr. Sam Schryver testimony clip (12:03-14:12):

https://www.youtube.com/watch?v=LRSIS8lkpwg&list=PLTVPX97wH3o4WdY_5qlouZqbhF8mLZotI&index=3

Anti-Jewish laws and measures in the Netherlands

1939-1945



1939

September 1, 1939

Outbreak of World War II

The Jews of the Netherlands are successfully integrated into Dutch society and feel relatively secure. Despite this reality, the Dutch government orders the Jewish community to build and finance a refugee camp in the Drenthe province that would later be known as Westerbork; the main transit camp in the Netherlands through which 102 000 Jews, Sinti, and Roma passed before the final deportation to Auschwitz or Sobibor.

1940

May 10, 1940

Invasion of the Netherlands

The country is now under German control. A policy of discrimination against the Jews is gradually imposed

July-November 1940

Exclusion from public office

The first measures ensure that neither Jews nor German enemies are allowed to assist the public to shelter in the event of bombardments. On October 5th, all civil servants – such as doctors and lawyers – must register proof of near or distant Jewish ancestry. The following month they are suspended from their jobs and by January, they are fired without further pay.

1941

January 1941

Creation of a Jewish list

All Jews are required to register their Jewish ancestry at local municipal offices. This and earlier discriminatory measures are aimed at segregating and annexing the Jews, preparing the terrain for their eventual deportation

September - December 1941

Physical separation and exclusion

The isolation of the Jews from the rest of the population and their ban from all public places leads to their social exclusion and prevents them from maintaining their usual activities and friendships.

1942

January 1942

Identification and isolation

The Nazi authorities improve their system of identifying Jews. As of January the letter "J" is stamped on the identity papers of Jews and by May, Jews over the age of six must wear the yellow star so as to be easily identified.

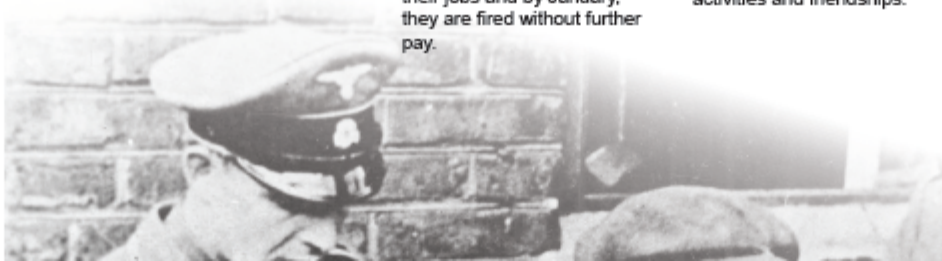
Deportation to the labour camps

Deportations to 37 labour camps across the country begin. Food rations for the Jews are reduced, and their salary is 25% lower than that of non-Jews.

March 1942

Full implementation of the Nuremberg Laws

The Nuremberg Laws, adopted in Germany in 1935, strip the Jews of their citizenship and aim to isolate them from the rest of the population, so as "to protect the purity of the race." Jews are therefore not defined by their religion but by their origins, their blood. These



When government denies citizens their Rights...



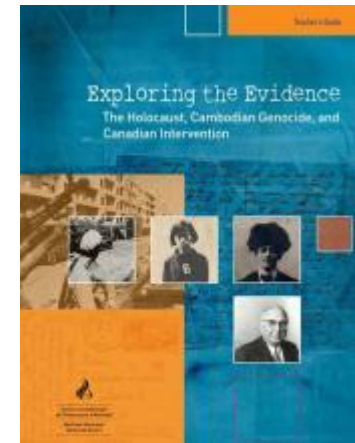
Using this table, link the anti-Jewish law or measure with the right it is violating, and describe its impact on the life of the victims

Anti-Jewish law / measure	Right that has been violated	Impact on life of the victims



Secondary V: Contemporary World; 20th Century World History; Ethics and Religious Culture : Exploring the Evidence...

- A comparative study of the Holocaust and the Cambodian genocide
- An emphasis on the role of Canadians and Québécois and governmental responses and actions
- Analysis primary and secondary source historical documents
- Reflecting in a critical and complex way on international social issues



<http://www.mhmc.ca/en/pages/exploring-the-evidence>



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The documents below originate from Nazi propaganda against the Jews.

- How are Jews portrayed?
- What is the message behind the caricatures of the Jews?

Das Ingeziefer



Das Leben ist nicht lebenswert,
wenn man nicht dem Schwärze wehrt,
die immerfort heimgeschieben,
die müssen mit uns werden siegen.

© R. Bytwerk

Translation of a caricature published in *Der Stürmer* on 28 Sept. 1944:

Vermin

*Life is not worth living,
If we do not resist the parasite,
That increasingly eats away
We must and we will vanquish it.*

Description of Jews:

.....

.....

.....

.....

Message being communicated by the caricature:

.....

.....

.....

.....



© R. Bytwerk

Yellow star bearing the inscription "Jew" in the centre. The message reads as follows:

Whoever wears this symbol is an enemy of our people.

Description of Jews:

.....

.....

Message being communicated:

.....

.....



Historical context

Canada is known to be an open and tolerant country built by immigrants, but was that always the case?

In your opinion, did Canada welcome all immigrants?

The table below indicates the number of immigrants arriving between 1912 and 1947. What do you observe?

Number of immigrants arriving in Canada between 1912 and 1947

	Year	Number
WWI	1912	375,756
	1913	400,870
	1914	150,484
	1915	36,665
	1916	55,914
	1917	72,910
	1918	41,845
	1919	107,698
	1920	138,824
	1921	91,728
Economic depression (+ or -)	1922	64,224
	1923	133,729
	1924	124,164
	1925	84,907
	1926	135,982
	1927	158,886
	1928	166,783
	1929	164,993
	1930	104,806
	1931	27,530
WWII	1932	20,591
	1933	14,382
	1934	12,476
	1935	11,277
	1936	11,643
	1937	15,101
	1938	17,244
	1939	16,994
	1940	11,324
	1941	9,329
1942	7,576	
1943	8,504	
1944	12,801	
1945	22,722	
1946	71,719	
1947	64,127	

The rules at Tuol Sleng

Activity 2 Historical examination of the Cambodian genocide

? Here are the rules that the detainees of Tuol Sleng prison, also called torture centre S-21, had to follow:

1. *You must answer accordingly to my question. Don't turn them away.*
2. *Don't try to hide the facts by making pretexts this and that; you are strictly prohibited to contest me.*
3. *Don't be a fool for you are a chap who dares to thwart the revolution.*
4. *You must immediately answer my questions without wasting time to reflect.*
5. *Don't tell me either about your immoralities or the essence of the revolution.*
6. *While getting lashes or electrification you must not cry at all.*
7. *Do nothing, sit still and wait for my orders. If there is no order, keep quiet. When I ask you to do something, you must do it right away without protesting.*
8. *Don't make pretext about Kampuchea Krom in order to hide your secret or traitor.*
9. *If you don't follow all the above rules, you shall get many lashes of electric wire.*
10. *If you disobey any point of my regulations you shall get either ten lashes or five shocks of electric discharge.*



Torture victim at Tuol Sleng prison
© DCCAM

Note: These rules are posted today outside the Tuol Sleng Museum. The incorrect grammar is the result of faulty translation from the original Khmer. Source: "Tuol Sleng Genocide Museum". http://en.wikipedia.org/wiki/Tuol_Sleng_Genocide_Museum Web. 1 July 2012.

- ?
- These rules illustrate the state of mind of the Khmer Rouge as they exercised their authority. Based on these rules, what can you say about the Khmer Rouge view of authority?
 - Were the people who were arrested and brought before Duch at S-21 treated humanely? Were their rights respected?

Comparative Table

Appendix 19

This table gives some answers but is not comprehensive.

	Holocaust	Cambodia
Classification/ categorization	German society was divided into two groups: the Germans and the Jews (amongst others). People of the Jewish religion were called "Jews."	In Cambodia, society was divided into two groups: the revolutionary Khmer and the educated Khmer (or non-revolutionaries).
Symbolization	Wearing the yellow star or an armband, having the letter "J" inscribed in the passport, etc.	Khmer having a higher education level than that of the peasants were placed in the category of "new people." In the eyes of the authorities, they were Vietnamese in a Khmer body. The "new" Khmer had to wear a blue scarf in the Eastern Zone.
Dehumanization	The list of terms describing the Jews was long: vermin, devil, cancer, etc. Assigning a number rather than a name, shaving the head, etc. Rupture of family ties	People were required to call each other "brother" or "sister." Individual names were no longer used. Everyone had to wear a uniform. Rupture of family ties
Organization	Laws, special commando units, institutions, transport - all sectors of society were structured in such a way as to carry out the genocide. Everything was State-directed	Special commando units, laws, and rules for living Everything was State-directed.
Polarization	Propaganda, laws	Propaganda and new social rules
Preparation	Special police units were created, trials and experimentation with killing methods were carried out, etc. Deportation to the ghettos and camps, etc.	Special brigades were created and trained, labour camps were set up.
Extermination	Ghettos, shootings, labour camps, death camps	Labour camps, imposed starvation, prisons, and torture centres
Denial	Denial by leaders, partial destruction of proof	Denial by leaders, partial destruction of proof

- Ensure that students learn about the history of the Holocaust (1933-1945)
- Emphasize the use of primary source documents (letters, photos, artefacts)
- Avoid trivializing the history or individual stories
- Don't turn individuals into statistics
- Show the various dimensions of human experience (armed and spiritual resistance, tragedy, relationships, etc.)
- Emphasize the Canadian links to the study of the Holocaust



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