

Introduction to the Holocaust

Lesson Plan II for
English Language
Learners

Alignment with Canadian *Historical Thinking Standards:

1. Primary Source Evidence and Historical Perspectives:

- a. “Taking historical perspective means understanding the social, cultural, intellectual and emotional settings that shaped people’s lives and actions in the past.”
- b. This lesson uses testimony, primary sources, which allow learners to take perspectives.
- c. “Primary sources must be...set . . . in their historical contexts and make inferences from them to help us understand more about what was going on . . .”

2. Historical Significance and Ethical Dimensions:

- a. “We should expect to learn something from the past that helps us to face the ethical issues of today.”
- b. “A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today.”
- c. This lesson demands that learners take the particularistic testimonies and experiences of the Holocaust survivors so that learners can identify acts of evil around the world and choose stand against it.
*historicalthinking.ca

Suggested Tasks

1. Using the maple leaf as the background, select at least 6 quotes from the survivors that describe their life as they immigrated to Canada after the Holocaust and add them to the maple leaf. Be sure to include the survivors’ names.
2. Create a “found poem” using survivor testimonies. Choose words/phrases from the testimonies that resonate with you. Combine them in a poem. Do not add extra words. The poem should consist exclusively of survivors’ words.
3. Create a monument to remembrance from the words of the survivors’ testimonies. Choose a medium, shape, and intersperse the testimony in and around the monument.
4. Make a T-chart and on one side write quotes of the survivors. On the other side, write or illustrate your thoughts, reflections, and feelings about this quote. Include at least 5 quotes.



Quotes

My Reflections



Lesson Plan for Adult English Language Learners

(Lesson 2)

About this Guide:

This educational program is designed to provide concise background information on the Holocaust for the English Language Learner. Using the recorded testimony of Holocaust survivors through the USC Shoah Foundation's IWitness platform, students will learn about how the Holocaust affected individuals, families and communities. As the instructor, you might choose to have them focus on the portions of testimony that deal with immigration and integration experiences. Many survivor testimonies describe what it was like to come to Canada and to learn a new language, customs and find employment. These can be powerful learning moments for your students.

The activities are designed to engage learners so that they will develop additional vocabulary while learning about the Holocaust and how survivors integrated into Canadian society.

We welcome your feedback, questions and suggestions so that we can continue to share ideas to effectively teach about the Holocaust.

Enduring Understanding:

1. The Holocaust was the result of decisions made by individuals and by countries.
2. Learning about the Holocaust encourages individuals to become active members of civil society, nurturing democratic values and ideals.

Learning Targets

1. Students will be able to list the reasons Canada did not allow Jews to immigrate during the Holocaust and understand how Canada's immigration policy has since changed.
2. Students will be able to describe how the local Jewish community in Canada tried to help Jews in Europe.
3. Students will be able to evaluate Canada's decision not to help Jews during the Holocaust.
4. Students will be able to use target vocabulary accurately.

Target Vocabulary

- a) **Jew:** A Jew is a person who practices Jewish laws, rituals, customs, and celebrates Jewish holidays.
- b) **Antisemitism:** Antisemitism is when people hate Jews for no reason. Some people who feel this way about Jews may try to hurt Jews or even kill them.
- c) **Holocaust:** The Holocaust happened between 1933-1945. It was when six million Jews were murdered by Nazis and the people who helped them. It happened in Europe.
- d) **Immigrant:** An immigrant is a person who leaves his country and moves to a new country. It is hard for an immigrant to be in a new country where he does not know many people or speak the language.
- e) **Canadians:** Canadians are people who live in Canada.
- f) **Propaganda:** Propaganda are lies that people teach, write, and say so they can make people think the same way they do about things.
- g) **The Great Depression:** The Great Depression was the time during the 1930s when there were no jobs for people and no money. This happened throughout the whole world.
- h) **Rescue:** To Rescue means to save people or help them from something dangerous that could hurt or even kill them.

Sentence Frames:

● 1. During the 1930s, Canadians believed Jews were

●

● 2. During the Holocaust, Canada did not allow Jews to immigrate because

●

3. During the Holocaust, Canadian Jews tried to help (Jews in Europe) by

●

●

4. Canada has changed its immigration laws and now

●

●

●

Assessment: In pairs, students will discuss Canada's role during the Holocaust using the sentence frames and the target vocabulary correctly. Students will use the turn'n' talk method for having a conversation.

Learning Extensions:

During the Holocaust, the world was divided into two: those countries that chose to rescue Jews and provide haven and safe passage and those countries that did not.

Research one or more of the following topics to learn more about countries and people who tried to help Jews during the Holocaust.

1. The Voyage of the St. Louis Ship

a. <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005267>

2. Gustav Schroeder: The Captain of the St. Louis Ship

a. <http://www.yadvashem.org/yv/en/righteous/stories/schroeder.asp>

3. The Kindertransport

a. <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>

4. Evian Conference

<http://www.ushmm.org/outreach/en/article.php?ModuleId=10007698>

5. Refuge in Latin America

<https://ushmm.org/museum/exhibit/focus/mantello/>

Background Information on Canada's Immigration Policies

Summarized from: None Is Too Many: Canada and the Jews of Europe 1933-1948

by Irving Abella and Harold Troper

For additional information, please see the educational unit on this topic has been developed by the Vancouver Holocaust Education Centre titled Too Close to Home: Antisemitism and Fascism in Canada 1930s & 1940s. The weblink is provided in the resource section.

During the first part of the twentieth century, Canada's immigration policy was ethnically selective. The Canadian Immigration Act ranked immigrants according to their desirable "racial characteristics" and placed them on a hierarchical scale. Preference was given to British and American applicants, followed by Europeans.

Asians and Blacks were considered part of the "Non-Preferred Class" and were admitted when they were needed to perform what were considered undesirable jobs such as building the Canadian railway or farming and mining in remote areas of the country. The four classes designated for immigrants were:

1. **British and American:** Automatically guaranteed entry into Canada.

2. **The Preferred Class:** Immigrants from Western and Northern Europe, which included Germany. This group was exempt from most immigration restrictions.

3. **The Non-Preferred Class:** Immigrants from Central and Eastern Europe which included Austria, Hungary, Czechoslovakia (today known as the Czech Republic and Slovakia) Russia, Yugoslavia, Poland, Romania and the Baltic countries. In order to be admitted to Canada, applicants from this group had to prove that they had sufficient money and that they would farm the land.

4. **Special Permit Class:** Comprised of Southern Europeans and Jews. Jews were not considered according to their country of origin, rather they were separated from their fellow nationals and placed in this special class. This group could not apply through the normal immigration channels but had to obtain special permission from the cabinet of the Canadian government, which was a much more difficult process.

Resources

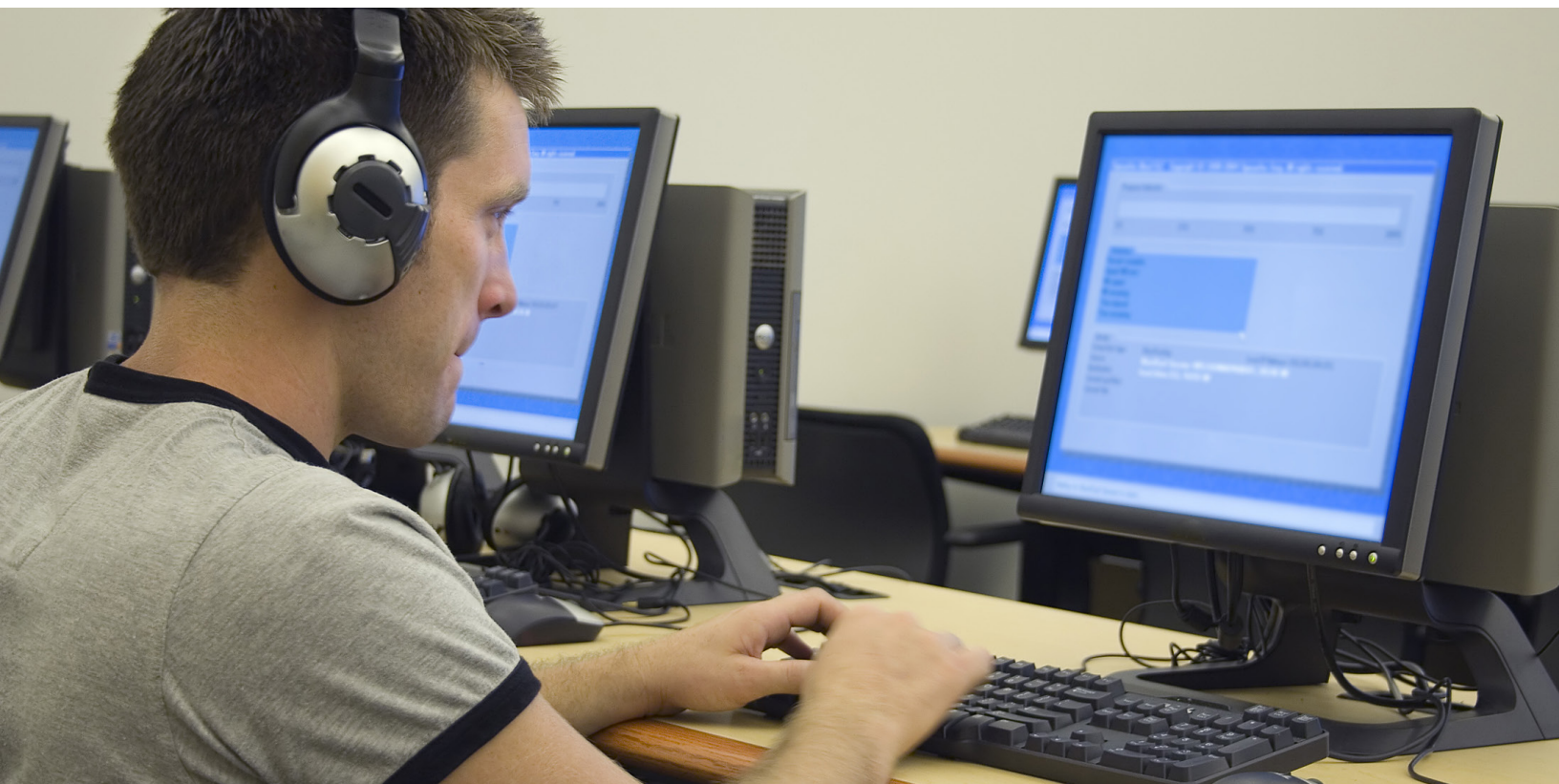
<http://www.yadvashem.org>

www.ushmm.org

<http://www.projetaladin.org/holocaust/en/muslims-and-jews/muslims-and-jews-in-history/muslims-and-jews-in-history.html> (This website is available in English, French, Farsi, Arabic and Turkish)

http://www.unesco.org/new/en/media-services/single-view/news/why_teach_holocaust_education/#.UsYDkWRDunF (This brochure is available in English, French, Chinese, Spanish, Russian and Arabic)

<http://www.vhec.org/images/pdfs/TCTH%20Teachers%20Guide.pdf>



Recorded Testimony:

USC Shoah Foundation **IWitness**

<http://iwitness.usc.edu/SFI/>

IWitness provides over 1,300 video testimonies, multimedia activities, and digital resources allowing you to participate actively in learning.

Connects students with the past

Engages them in the present

Motivates them to build a better future

For more information about our educational programs, contact:



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