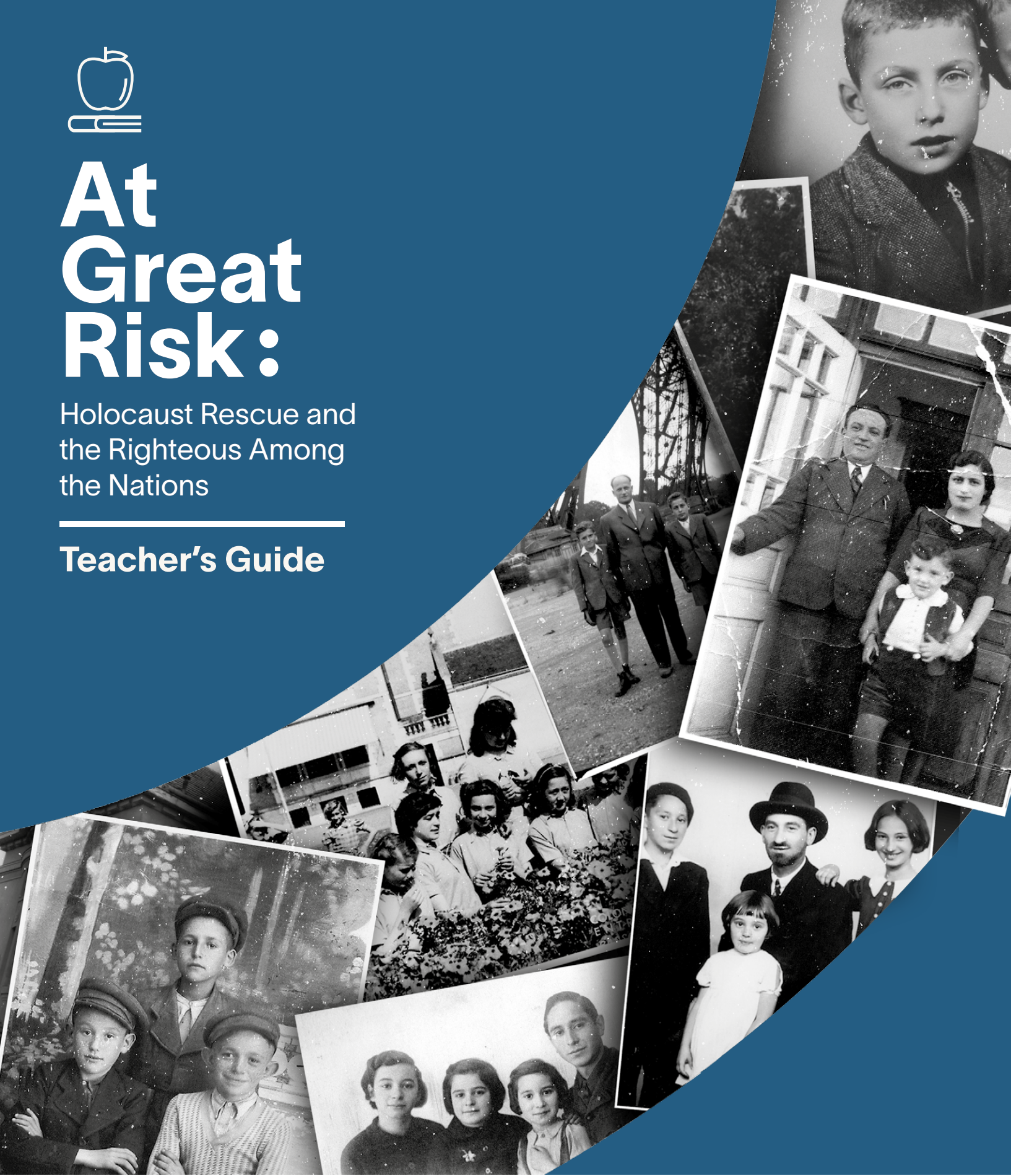




At Great Risk:

Holocaust Rescue and the Righteous Among the Nations

Teacher's Guide



At Great Risk:

Holocaust Rescue and the Righteous Among the Nations

This Education Program was developed by the Holocaust Survivor Memoirs Program, a non-profit program established by the Azrieli Foundation in 2005 to collect, preserve and share the memoirs and diaries written by survivors of the Holocaust who came to Canada. These memoirs – published in both English and French – are distributed free of charge to educational institutions across Canada.

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INTRODUCTION

The following ready-to-use Education Program was created to help educators bring the difficult topic of the Holocaust into their classrooms.

Before you begin teaching about the Holocaust, it is important to reflect on your current level of knowledge, and on your teaching goals and methods. To help you do this, we have created a guide titled [*The First Step: A Guide for Educators Preparing to Teach about the Holocaust*](#). As you move through the material and short activities in *The First Step*, you will become familiar with the core content of the Holocaust, reflect on your teaching rationales and consider best practices in how to bring this topic into your classroom. We encourage you to explore the guide *before* beginning this Education Program with your students.

OVERVIEW

This Education Program is designed to help students learn about the Holocaust by studying its historical context, deeply engaging with a survivor memoir and applying their learning in a meaningful way. During the Holocaust, most people in Europe did not offer assistance to those who were being persecuted by the Nazis. Studying how Jews were rescued reveals the complex context in which some people made decisions that went against the rules of the society they were in and the significant outcomes of these difficult decisions.

Students will start by learning about the history of the Holocaust with a focus on the theme of rescue. Next, as they engage with a written survivor testimony, students will explore the dynamics of Holocaust rescue, examining the diversity of rescuer motivations, the dangers faced by those who chose to help Jews and the designation of the Righteous Among the Nations (an honour granted to people who risked their lives to save Jews during the Holocaust). Lastly, students can complete a final assignment that applies their learning, aligns with curricular expectations and allows for personal reflection.

LEARNING OBJECTIVES

The learning objectives of this Education Program include learning *about* the Holocaust and learning *from* the Holocaust.

Students will learn *about* the Holocaust, in particular the theme of Holocaust rescue. They will gain a comprehensive understanding of what the Holocaust was, where and when it took place, who was involved, and why and how it unfolded as it did. By engaging

with survivor memoirs, students will come to a deep understanding of the dynamics of Holocaust rescue, including the challenges faced by the small minority of people who helped Jews in Nazi Europe.

Students will be guided to learn *from* the Holocaust by analyzing the forces that shape human behaviour in times of crisis and reflecting on the significance of first-person testimonies. By studying accounts of Holocaust rescue set in the extreme circumstances of Nazi Europe, students will draw insights about human behaviour that will help them to become responsible global citizens. Furthermore, as students consider the past through the perspective of people who lived through significant events, they will reflect on the value of first-person testimonies in remembering and responding to past events.

A NOTE ON THE TOPIC OF RESCUE

Rescue is a topic that many people find interesting, as shown by the popularity of the film *Schindler's List*, but we need to keep in mind that it was a rare phenomenon and is only one piece of a much larger history. Students must understand that most people in Europe did not offer assistance to Jews as they were persecuted, attacked and murdered, and that there are complex reasons for their behaviour.

Moreover, when teaching this topic it can be tempting to ask students to evaluate *what they would do* if faced with similar circumstances. However, it is important to ensure that your students appreciate the historical specificity of the situations they are studying and refrain from drawing direct links between this historical period and present-day situations that they face, such as schoolyard bullying. Help students develop historical thinking skills, including the concept of

[historical perspectives](#) (understanding the settings that shaped people’s lives and actions in the past) and the concept of [ethical dimensions](#) (carefully evaluating historical events and learning how to remember and respond to past events).

AGE APPROPRIATENESS

While the topic of rescue can be appropriate for students as young as 11, all study of the Holocaust includes some discussion of persecution and mass murder, so educators should consider the maturity of their students before beginning this program. We recommend this program for students ages 14 and older.

LANGUAGE AND VOCABULARY

As you guide student discussions and reflections, be mindful of the language and vocabulary used in the classroom. When referring to the people who rescued Jews, use “rescuers” rather than value-laden or subjective words like “heroes” or “upstanders”. Using subjective terms to describe people in the past can lead your students to draw normative lessons about their own behaviour rather than understanding the specific circumstances that shaped people’s actions in the past. For definitions of foreign words and specific vocabulary related to the survivor memoirs, refer to the glossary at the end of the book.

LESSON STRUCTURE

This program contains four lessons and an optional final assignment. Each lesson includes:

- learning objectives
- a teaching tip
- materials needed (with links)
- accommodations and extensions
- an estimate of the lesson’s length
- a step-by-step guide to the lesson

STUDENT TOOLS

Student Workbook

In the Student Workbook, students will have all worksheets and information needed in order to complete the Education Program. Hand out the workbook at the start of Lesson 1. Review the worksheets with students and explain your expectations for their completion.

Student Reflection Journal

In the Student Reflection Journal, students will complete personal reflections using the guiding questions. You can choose to assign the journal as homework accompanying each lesson or have students complete the reflection in class.

Final Assignment Proposal

The worksheet has been provided as a way for students to effectively plan and propose their assignment. The benefits of this worksheet are two-fold: First, it will help facilitate forward-thinking and time management skills in your students. Second, it will allow you to check in with students to ensure that their assignment choice is appropriate and on track with the learning objectives of the program. Students must receive educator approval before continuing on to complete their final assignment.

Digital Alternatives

The content of this Education Program can be adapted for students requiring technological support and for classrooms that regularly use technology. The PDF documents can be filled in directly, and student responses to discussions or reflections can be handwritten, typed or submitted using web-based programs such as [Flipgrid](#) and/or [Padlet](#). A PDF version of the memoir is available [upon request](#).

The Memoirs

This Education Program is designed to be taught using *At Great Risk: Memoirs of Rescue during the Holocaust*, an anthology of three short survivor memoirs representing a range of rescue stories across Europe. Students should be divided into three groups, with each group reading a different memoir, so that students will be able to recognize the diversity of rescue stories and rescuer motivations and compare evidence from different sources. Each memoir is approximately 50 pages long. [Order copies](#) so that each student has their own book. *At Great Risk* features these stories:

- *Eva Lang, Three Stars in the Sky*, 11+
Belgium/France, Hiding, False Identity
- *David Korn, Saved by Luck and Devotion*, 11+
Czechoslovakia/Slovakia, Hiding, False Identity
- *Fishel Philip Goldig, The Survival Story of a Six-Year-Old Boy**, 14+
Poland, Ghetto, Hiding

*Fishel’s story contains some descriptions of graphic violence. For students who would benefit from a more accessible level of text and a more straightforward plotline, it is recommended that they read Fishel’s story.

THE PROGRAM

LESSON 1 | An Overview of the Holocaust

Examine the context of the Holocaust and World War II



LENGTH

1-2 class periods (90-120 minutes)



LEARNING OBJECTIVES

During this lesson, students will learn *about* the Holocaust. By the end of this lesson, students will be able to:

- Accurately define the Holocaust
- Identify key figures and categories of people during the Holocaust (e.g. Jews and other victim groups, Nazi perpetrators and collaborators, bystanders and witnesses)
- Demonstrate general understanding of: ideas and developments that led to the Holocaust; key events during the Holocaust; the impact and aftermath of the Holocaust
- Define and use relevant vocabulary
- Meaningfully reflect on the *core content* and sources used for research



TEACHING TIPS

It is essential to provide definitions of key vocabulary for students in order to ground the study of a particular topic (rescue) in its broader context (the Holocaust and World War II). It is impossible to teach the entirety of the Holocaust to your students in an in-depth manner. The goal of this lesson is to provide a broad overview, what we've called the "core content," before focusing on the topic of rescue. In order to preserve historical accuracy and appropriate tone, Lesson 1 is designed to be mainly educator-driven. There will be opportunities for student-centred learning throughout the Education Program.



MATERIALS NEEDED

- Student Workbook Worksheet 1: KWL Chart (p. 3)
- Student Workbook Worksheet 2: Defining the Holocaust (pgs. 4-5)
- The materials you select to present the *core content* (slide deck, textbook, video, etc.)
- Student Reflection Journal (pgs. 4-5)

ACCOMMODATIONS



ACCOMMODATIONS:

This lesson includes a great deal of content and information, spanning many years and geographical locations. For students requiring extra support, or for English language learners, consider the following accommodations:

- Pre-teach key terms/concepts
- Provide selected [core content](#) materials in advance for pre-review
- Provide summary of core content for additional review upon completion of lesson
- Provide completed summary/notes (Worksheet 2: Defining the Holocaust)
- Assign a peer notetaker
- Use graphic organizers to help students display information visually

EXTENSIONS



EXTENSIONS:

Students looking to extend their learning can engage in the following activities:

- Explore Holocaust survivor experiences and key themes using the digital resource [Re:Collection](#).
- Explore in greater detail the broad categories of people who lived during the Holocaust (perpetrators, collaborators, enablers, bystanders, witnesses, resisters, rescuers, victims) using the links provided on the following page.

THE LESSON



STEP 1

Prior to introducing the topic of the Holocaust, establish a safe space for learning and discussions in the classroom. The content is difficult, so it is important to prepare students before beginning.

STEP 2

Establish students' prior knowledge: ask students what they know about the Holocaust, if any key words come to mind and if they have any questions about this topic. As a whole class, or in small groups, as partners or independently, have students complete the first two columns of Worksheet 1: KWL Chart (page 3 in the Student Workbook).

- **K** (what you already **K**now about the subject)
 - **W** (what you **W**ant to learn about the subject)
 - The third column, **L** (what you **L**earned about the subject), will be filled out at the end of the program.
-

STEP 3

Teach students an overview of the Holocaust and World War II, taking care to cover the elements of the [core content](#). You can do this using a combination of available strategies (slide decks, presentations, videos, teacher-guided exploration tasks, etc.) Ensure that you use resources from recognized institutions, such as:

- [The Montreal Holocaust Museum's](#) interactive online [History of the Holocaust](#)
 - [The United States Holocaust Memorial Museum's](#) [Introduction to the Holocaust text](#), searchable [Holocaust Encyclopedia](#), and overview video [The Path to Nazi Genocide](#)
 - [Yad Vashem's](#) multi-part video [What is the Holocaust?](#) and short videos of [scholars answering common questions](#) about the Holocaust
-

STEP 4

Give students time to apply their learning and develop a working definition of the Holocaust in their own words on Worksheet 2: Defining the Holocaust (pages 4-5 in the Student Workbook).

STEP 5

Students share their definitions in pairs or small groups. They can provide feedback to improve each other's definitions.



Student Self-Reflection

Students reflect on their learning in the Student Reflection Journal (pages 4-5). This can be assigned as an in-class task or as homework.

Homework Assignment: Students will complete a Pre-Lesson Preparation Task in advance of Lesson 2.

Pre-Lesson Preparation Task

For homework, students will view the short film [Holocaust Rescue and the Righteous Among the Nations](#) and fill out Worksheet 3: Holocaust Rescue Short Film (page 6 in the Student Workbook).

LESSON 2 | An Introduction to the Topic of Rescue

Learn about the risks involved in rescue during the Holocaust and the motivations of the rescuers.



LENGTH

Pre-Lesson Preparation Task (25-30 min), Lesson (one shorter class period of 30-45 min)



LEARNING OBJECTIVES

During this lesson, students will continue to learn *about* the Holocaust. By the end of this lesson, students will be able to:

- Identify the forms of rescue that took place during the Holocaust
- Identify some of the risks taken by rescuers and think about rescuer motivations
- Define the criteria for the designation of Righteous Among the Nations
- Define and use relevant vocabulary
- Meaningfully reflect on the theme of rescue during the Holocaust
- Prepare to read an assigned Holocaust survivor memoir



TEACHING TIPS

The topic of rescue should remain firmly set in its historical context. Help your students to critically examine the complex situations and personal choices they are learning about and build awareness of the range of factors that influence human behaviour in times of crisis.

You will be assigning the memoir reading as homework **following** this lesson. You can choose to create a reading schedule for your students, depending on how much time you are allotting to the program.



MATERIALS NEEDED

- Short Film: [Holocaust Rescue and the Righteous Among the Nations](#)
- Student Workbook Worksheet 3: Holocaust Rescue Short Film (p. 6)
- *At Great Risk: Memoirs of Rescue during the Holocaust* (class set)
- Student Workbook Background Reading (pgs. 7-9)
- Student Workbook Worksheet 4: Survivor Memoir Notes (pgs. 10-11)
- Student Reflection Journal (pgs. 6-7)

ACCOMMODATIONS



ACCOMMODATIONS:

This lesson includes a preparation task based on the flipped classroom model, which allows students to engage with content at home in order to allow you to better utilise your class time for active learning and discussions. Students can watch, pause and re-watch the video as needed while completing the accompanying worksheet.

Students will be assigned one of the three memoirs to read. PDFs are available upon request for students who require accommodated reading materials.

In combination with these accommodations, consider the following strategies:

For the in-class activities:

- Opportunity for small group or partnered reading of the Background Reading information
- Provide a highlighted, summarized or simplified version of the Background Reading

For the assigning/reading of the memoir:

- Provide the memoir in advance for a head start on reading
- Provide a reading schedule to keep students on track
- Provide an example of completed or partially completed Worksheet 4: Survivor Memoir Notes
- Allow for notes to be recorded orally while reading the memoir

EXTENSIONS



EXTENSIONS:

Students looking to extend their learning can engage in the following activities:

- Explore [The Righteous Among the Nations Database](#) and use the map to identify and learn about rescuers from many countries
- Explore [I Am My Brother's Keeper](#), a tribute to the Righteous Among the Nations, to discover milestones, photos and themes regarding rescue during the Holocaust
- Read the [featured stories](#) of those designated as Righteous Among the Nations
- Explore the [FAQ section](#) of the Righteous Among the Nations webpage



Reminder:

Students must complete the Pre-Lesson Preparation Task before beginning this lesson

STEP 1

Review material from Lesson 1. Ask students to share an excerpt from their written journal entry from Lesson 1 with a peer or small group.

Guiding Discussion Questions:

- What similarities and differences are there in our journal responses?
- How does our personal perspective (background, experiences, prior knowledge and biases) shape how we learn about historical events?

STEP 2

Ensure that students have completed the Pre-Lesson Preparation Task. Read aloud the lesson's learning objectives and review the responses to the homework assignment, Worksheet 3: Holocaust Rescue Short Film (page 6 in the Student Workbook).

STEP 3

Lead students in a small-group reading activity and short discussion. Assign students to groups, with each group reading a different memoir from *At Great Risk*. Ask students to read their author's Background Reading (pages 7-9 in the Student Workbook). Upon completing the Background Reading, have students respond to the following questions.

Guiding Discussion Questions:

- Have you read a memoir or autobiography before? If so, who was the author and what significant events did they experience?
- What might be different about reading a memoir as opposed to a textbook, novel or other type of text?
- What might be different about reading a memoir versus viewing a recording of someone telling their experiences?
- What do you anticipate will be the challenges and benefits of learning about history from this kind of source?

STEP 4

Ask students to review the questions on Worksheet 4: Survivor Memoir Notes (pages 10-11 in the Student Workbook), which they will answer as they read the memoir. Assign memoir to be read as homework. See Lesson 3 for reading benchmarks.



Homework Assignment: Students reflect on their learning in the Student Reflection Journal (pages 6-7) and complete assigned readings.

LESSON 3 | Pause and Regroup

An opportunity for group discussion and reflection during the reading of the memoir.



LENGTH

One class period (45-60 minutes)



LEARNING OBJECTIVES

During this lesson, students are continuing to learn *about* the Holocaust. They will also begin to learn *from* the Holocaust. By the end of this lesson, students will be able to:

- Demonstrate general comprehension of a memoir
- Answer context-based and higher-order thinking questions in a group discussion, while including examples from the text and previous lessons to support responses
- Apply the historical thinking concept of historical perspectives
- Define and use relevant vocabulary
- Extend learning by drawing conclusions and making connections
- Engage in meaningful discussion with peers
- Thoughtfully reflect on the reading of a memoir and on class discussions



TEACHING TIPS

It is important for students to recognize that the memoir they are reading is one story, one experience of many. Studying survivor accounts is valuable because it allows students to consider the past directly from people who lived through significant events. Use this opportunity to discuss the concept of [historical perspectives](#) in order to help students interpret the first-hand accounts they are reading.

This lesson should take place partway through the reading of the memoir. Here are some suggested **reading benchmarks** for students to reach before you teach this lesson:

- Eva: Read pages 7-37.
- David: Read pages 81-101.
- Fishel: Read pages 155-179.



MATERIALS NEEDED

- *At Great Risk: Memoirs of Rescue during the Holocaust*
- Student Workbook Worksheet 4: Survivor Memoir Notes (pgs. 10-11)
- Student Reflection Journal (pgs. 8-9)

ACCOMMODATIONS



ACCOMMODATIONS:

This lesson takes place as students are partway through reading the memoir. It is mainly discussion-based. For students requiring additional support, consider the following strategies:

- Provide discussion questions in advance of the lesson
- Provide time to brainstorm ideas/responses before the discussion
- Pair student with a peer reading the same text to discuss the questions together
- Offer simpler/reduced questions
- Offer an alternative form of responding to the questions (1:1, written, pre-recorded video or audio recording, etc.)

EXTENSIONS



EXTENSIONS:

Students looking to extend their learning can engage in the following activities:

- Examine the chapter titles thus far in the memoir, and infer the reason for the choice of those titles
- Identify any literary devices or techniques used in the memoir and analyze how they have influenced the telling of the survivor's story

THE LESSON



STEP 1

Review material from Lesson 2, and make sure all students have reached the reading benchmarks. See suggested reading benchmarks on page 10.

STEP 2

Prepare students for the class discussion by setting ground rules for a respectful conversation. Introduce or review the historical thinking concept of [historical perspectives](#) and ask students to keep it in mind during their discussions.

STEP 3

Organize your class into groups. These groupings can be flexible. You can choose to start the class discussion organized by *Option 1*, move to *Option 2* partway through and conclude as a whole group. Alternatively, you can choose to stay with one option for the duration of the discussion.

Option 1: Congruent Groupings – The class will be split into three larger groups, organized by which memoir they have read.

Option 2: Varied Groupings – The class will be split into groups of three or so, arranged so that the groups include students reading different memoirs.

STEP 4

Begin the discussion. You can choose to ask as many or as few of these questions as you prefer and in whichever order you see fit. If you want to ask additional or different questions, feel free to do so.

Context Questions:

1. In the short film from Lesson 2, you learned that there were very serious consequences for people who helped Jews, including death. Up to this point, how has the rescuer in your story dealt with the knowledge that their actions could have serious consequences?
2. In the short film from Lesson 2, you learned about the various motivations rescuers had for helping Jews. Given what you know about the rescuer, what do you suppose are the rescuer's motivations?
3. In the short film from Lesson 2, you learned that some rescuers chose on their own to help an individual or family, and other people worked as part of networks that rescued many people. In the memoir you are reading, is the rescuer working on their own, or are they part of a network of people who worked together to help Jews?
4. In the memoir you are reading, how does the survivor author know their rescuer? Are they a friend, an acquaintance or a stranger?
5. Does the survivor author or their family members play a role in their own rescue, such as by searching for shelter?
6. Aside from the people who helped the survivor author, what kinds of interactions did they have with other people they encountered during the war?
7. What are some new vocabulary terms you have encountered so far in the memoir?

Higher-Order Thinking Questions:

8. As a rescuer, what might be challenging about working independently, compared to working as part of a network?
9. Reading a memoir means that we are hearing the story from the survivor's perspective. What other perspectives on the rescue story would you be interested in hearing?
10. Sometimes memoirs are written shortly after an experience has occurred, and other times they are written many years or decades later. What role might time and memory play in the writing of a memoir?



In-Class Task (optional) or Homework Assignment: Students reflect on their learning in the Student Reflection Journal (pages 8-9) and complete assigned readings.

LESSON 4 | Debrief and Discuss

Participate in a meaningful, evidence-driven discussion of Holocaust rescue.

NOTE: This lesson is to be completed *after* the students have each finished reading their memoir and have a strong understanding of a particular survivor's story.



LENGTH

One class period (60–75 minutes)



LEARNING OBJECTIVES

During this lesson, students will learn *from* the Holocaust. Students will apply their learning in group conversation using evidence from survivor stories to support their points. By the end of the lesson, students will be able to:

- Demonstrate general comprehension of a memoir
- Ask and answer context-based and higher-order thinking questions in a group discussion, while including examples from the text and previous lessons to support responses
- Apply the historical thinking concept of ethical dimensions
- Extend learning by drawing conclusions and making connections
- Engage in meaningful discussion with peers
- Thoughtfully reflect on the reading of a memoir and on class discussions



TEACHING TIPS

When studying the Holocaust, it is important to provide opportunities for students to ask questions and take the conversation in directions that interest them so that they feel this learning is meaningful. The suggested questions in Step 3 can be used in any order or way you see fit. As the discussion facilitator, your main goal is to guide and re-direct the conversation as needed and ensure that responses are supported with evidence. To frame the discussion and help your students appropriately remember and respond to past events, introduce or review the historical thinking concept of [ethical dimensions](#).



MATERIALS NEEDED

- *At Great Risk: Memoirs of Rescue during the Holocaust*
- Student Workbook Worksheet 4: Survivor Memoir Notes (pgs. 10–11)
- Student Reflection Journal (pgs. 10–11)
- Discussion materials and setup (sticky notes, images/posters for the wall, environmental changes such as moving desks/chairs)

ACCOMMODATIONS



ACCOMMODATIONS:

This lesson takes place after students have completed reading the memoir. It is mainly discussion-based. For students requiring additional support, consider the following strategies:

- Provide discussion questions in advance of the lesson
- Provide time to brainstorm ideas/responses before the discussion
- Pair student with a peer reading the same text to discuss the questions together
- Offer simpler/reduced questions
- Offer an alternative form of responding to the questions (1:1, written, pre-recorded video or audio recording, etc.)

EXTENSIONS



EXTENSIONS:

Students looking to extend their learning can engage in the following activities:

- Use the [Righteous Among the Nations Database](#) to research and learn more about the rescuer(s) from the memoir
- Read [this article](#) to learn more about the impact on families and the connection between Jews and their rescuers during the Holocaust; reflect on how the elements discussed might connect to the memoir you read

THE LESSON



STEP 1

Review the previous lesson/group discussion topics. In partners or small groups, have students share an excerpt or element of their reflection entry.

STEP 2

Remind students of the ground rules you introduced for a respectful conversation. For this discussion, consider introducing or reviewing the historical thinking concept of [ethical dimensions](#).

Class Discussion Options:

Today your class will engage in meaningful discussion in order to consolidate the learning from the previous lessons and the reading of the memoir. There are many ways to facilitate and organize impactful discussions in your classroom beyond a simple whole-group activity. Here are some options:

- Think-Pair-Share
- Agree/Disagree Statements
- Snowball Discussion
- Conver-Stations
- Fold the Line
- Gallery Walk
- Concentric Circles
- Four Corners

STEP 3

Begin the discussion. Remember to provide opportunities for students to ask their own questions. Ensure that students support their responses with evidence from the first two lessons and the memoir. The questions are flexible, and you can decide to ask however many you want.

1. What are some of the thoughts and concerns that people in Europe during World War II may have had when deciding whether or not to help someone?
2. What did people in Europe know about the persecution and murder of Jews and how might that have shaped their response?
3. Is the concept of altruism useful to consider when thinking about Holocaust rescue? Are there other concepts or words that we can use to understand Holocaust rescue?
4. How did rescuers navigate the tension between their personal ethics (the values that govern an individual's choices and actions) and the rules that governed the society they were in?
5. What was it like to learn about Holocaust rescue through the memories of a survivor? What was useful and what was challenging in learning from this kind of source?
6. Are there any universal insights about human behaviour in extreme circumstances that we can draw from these historical stories? Can these insights help guide us to meet challenges in the present or future?
7. What can learning about Holocaust rescue tell us about the process of genocide, its warning signs and possibilities for intervention?¹
8. How can first-hand accounts by victims of Nazi ideology advance our understanding of the impact of human rights violations on individuals and societies?²
9. What aspects of the Holocaust or Holocaust rescue would you like to study further?
10. What elements of Holocaust rescue would you like to share or communicate with others?
11. Why do students in Canada have a responsibility to educate themselves and others about genocides that have happened in the past and that are happening in the present?

STEP 4

If you completed a KWL chart during Lesson 1, now is a good time to return to it and fill in the final column (**L** – What have you **learned** about the Holocaust?) Alternatively, you can do this at the end, once the final assignments are complete.



Homework Assignment: Students reflect on their learning in the Student Reflection Journal (pages 10-11).

¹ This question has been adapted from the International Holocaust Remembrance Alliance resource “What to Teach about the Holocaust,” section 2.4.3. Available online: <https://www.holocaustremembrance.com/resources/educational-materials/what-teach-about-holocaust>.

² Ibid.

OPTIONAL FINAL ASSIGNMENT

Consolidate
the Learning

Apply and extend the learning through an independent assignment.



LEARNING OBJECTIVES

While working on this final assignment, students will learn *from* the Holocaust. After completing the assignment, students will be able to:

- Plan, propose, execute and present a final assignment
- Demonstrate adequate understanding of the Holocaust, Holocaust rescue and the survivor memoir they have been assigned
- Apply learned concepts to final assignment
- Accurately include relevant vocabulary
- Meaningfully reflect on the process of completing the assignment



TEACHING TIPS

This assignment is an opportunity for students to engage in meaningful reflection on a chosen topic that resonates with them, using their preferred style of expression. All proposed assignments can be connected to the curriculum. You can decide if you want the students to choose their final assignment, or you can limit the range of choices. Some suggested curricular connections can be found in the **Appendix**.



MATERIALS NEEDED

- *At Great Risk: Memoirs of Rescue during the Holocaust*
- Student Workbook Worksheet 4: Survivor Memoir Notes (pgs. 10-11)
- Final Assignment Proposal
- Student Reflection Journal (pgs. 12-13)

ACCOMMODATIONS



ACCOMMODATIONS:

This assignment is a large-scale, independent task. For students requiring extra support, consider the following strategies:

- Reduce the number of options or expectations for the final assignment
- Pre-select or recommend a specific assignment option for a student
- Create check-in dates or interim deadlines to ensure students are on track
- Provide a sample of a finished or partially completed assignment
- Assign peer mentors to help guide or check in with students



STEP 1

Explain option(s) for the final assignment.

Short essay questions:

1. *What has the memoir of Holocaust rescue that you read taught you about human behaviour in times of crisis? Consider the behaviour of Jews, resisters and rescuers during the Holocaust. What motivated their behaviour, how did they assess risk and what were the consequences of their actions?* Use examples from the memoir to support your response. You can add to the breadth and depth of your response by using facts and information derived from the credible sources provided in Lesson 1 and the short film.
2. *The medal awarded to those who received the designation of Righteous Among the Nations is inscribed with the following quote, "Whoever saves one life, it is as if he saved*
an entire universe." Explain why you think this is the phrase that was chosen for the medal and how this connects to the rescuer in the memoir. Use examples from the memoir to support your response.
3. *In addition to the memoir you read, choose two excerpts from the "More Stories of Rescue" section in At Great Risk and write an essay that analyzes the different relationships between the survivor authors and their rescuers. Remember to apply concepts of historical thinking when making analyses. Use examples from the book, from the first two lessons and from the sources provided to support your response.*

Or

Creative assignments:

1. Create an artistic work communicating a key point related to Holocaust rescue using an appropriate form of artistic expression (e.g., poetry, a musical piece, visual art — drawing, painting, sculpture). Focus on one specific aspect of Holocaust rescue (such as risk or motivation) rather than trying to explore the topic as a whole.
Consider the following design elements for your chosen form of artistic work:
 - Visual Art – elements (colour, texture, line, value, space and shape) and their composition (contrasting, repeating, emphasizing, balance, unity)
 - Poetry – word choice, style of poem, rhythm and cadence, imagery
 - Music – form, pitch, tempo, rhythm, dynamics, texture, timbre, tone, silenceYour artistic work should be accompanied by one of the following options:
 - A written description of your work, explaining how the artistic choices you made illustrate and are a response to a particular aspect of Holocaust rescue. Include examples from the memoir to support your description.
 - A letter to the survivor author explaining your process in creating your artistic piece. Consider your audience when writing the letter and include references from their memoir in order to support your description.
2. Produce a display board to illustrate the rescue story you studied. Include the following elements: short introductions to the survivor author and their rescuer; details of the rescue story, including elements of risk and motivation; a timeline of key moments in the story; and information about the historical context of World War II in their country.
3. Write and record a podcast that examines the challenges faced by a person involved in rescuing Jews during the Holocaust. You can base the case study on the rescuer from your memoir and from the section of the book titled "More Stories of Rescue." You should use the information you learned during the Education Program to supplement the content. Podcasts can be recorded on Anchor.fm. A good podcast includes an introduction, scripted and clear content and a variety of speakers, sound effects and transitions. Be sure to articulate and speak slowly.

STEP 2

Allow students time to brainstorm their final assignment. Students must complete and submit their Final Assignment Proposal and receive approval before beginning.

STEP 3

Students work on their assignments. You can establish a timeline and decide whether you want to provide in-class time to work, set it as an at-home task or a combination of both.

STEP 4

After students have completed their final assignments, ask them to present to the class and display them in the school, if appropriate.

STEP 5

Students complete final reflection in the Student Reflection Journal (pgs. 12-13).



Optional: Students can submit this final reflection for assessment with their final assignment.

EDUCATION PROGRAM ASSESSMENT GUIDELINES

After the completion of the Education Program, students will have learned and applied a variety of skills. When evaluating student success, establish criteria specific to your discipline or course. In addition to those specific guidelines, successful students will also be able to:

- Demonstrate a general and accurate understanding of the Holocaust
- Describe and analyze elements of rescue (risks, motivations) during the Holocaust
- Demonstrate adequate comprehension of a memoir written by a survivor author
- Develop historical thinking skills by applying the concepts of historical perspectives and ethical dimensions
- Participate meaningfully in group discussions by both asking and answering relevant questions
- Use specific evidence from the lessons and the memoir to support responses and arguments
- Plan, propose, execute and present a final assignment
- Complete an assignment that accurately and purposefully incorporates learned material and specific examples from the memoir
- Engage in clear and careful self-reflection throughout the Education Program
- Apply and extend learning to draw conclusions and make connections beyond the classroom

APPENDIX

Curricular Connections

Below are some direct curricular connections to the study of the Holocaust and the topic of rescue. For more curricular connections, see your provincial curriculum documents or [contact us](#) to speak with a member of the Holocaust Survivor Memoirs Program's education team.

| Province | Subject/Grade/Course | Unit/Big Idea | Competencies/Expectations | Concepts, Content, Strategies and Other Notes |
|----------|---|--|---|--|
| BC | Social Studies 11 | The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted. | Explain the impacts of genocide on people and places [...]. | Recognition of and responses to genocide. |
| MB | Social Studies 6 "Canada: A Country of Change (1867 to Present)" | An Emerging Nation (1914 to 1945) Learning Experience: World War II | KG-042 Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities. Include: internment of ethnocultural groups; the Holocaust. | Strategies: <ul style="list-style-type: none"> • Students read and discuss poems or other writings created by survivors or victims of the Holocaust. In a guided discussion, students share what they may have heard about the Holocaust and pose questions to research on the subject. • Students engage in a Literature Circle using books about the Holocaust. • Students use primary and secondary sources to research the Holocaust [...]. |
| NB | Social Studies 113 "Modern History" | Unit 3: Triumph and Tragedy. Crimes Against Humanity | 6.1 Genocide <ul style="list-style-type: none"> • Define: antisemitism • Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945 • Examine international response to Jewish refugees during and after the Second World War 6.2 Historical Thinking Concepts <ul style="list-style-type: none"> • Investigate the Holocaust by examining and utilizing primary and secondary sources | |
| NL | Social Studies 9 | Unit 3. Historical Influences on Identity I: Significant Events (1920-1945) | 6.3 examine significant moral and ethical issues related to the Second World War. | |

| Province | Subject/Grade/Course | Unit/Big Idea | Competencies/Expectations | Concepts, Content, Strategies and Other Notes |
|----------|---|---|---|---|
| ON | Canadian and World Studies World History since 1900: Global and Regional Interactions, Grade 11 | C3. Identity, Citizenship, and Heritage: analyse some significant developments related to human/citizenship rights and cultural identities in societies in two or more regions of the world between 1919 and 1945. | C3.2 analyse the contributions of some individuals and organizations to the protection of human rights in two or more regions of the world during this period. | |
| ON | Canadian and World Studies World History since the Fifteenth Century, Grade 12 | E. The World Since 1900 E2. Communities, Conflict, and Cooperation | E2.4 analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation (e.g., [...] the Holocaust, [...] Nazi concentration camps [...]). | |
| QC | Social Sciences "History and Citizenship Education" Secondary Cycle 1 | Winning of civil rights and freedoms unit: Denial of rights, struggle, winning of rights - Recognition of civil rights and freedom. | It is important for students to realize that during the same period there was a movement to deprive European Jews of their freedom and civil rights. | Cultural references: [...]. Auschwitz concentration camp; (Adolf Hitler); The Nuremberg Laws [...]. |
| SK | Social Studies Grade 11, Social Studies 20 – World Issues | Unit 1: Human Rights | Core Content: Totalitarian Societies -The Consequences of the Totalitarian Moral Vision. | Concepts: Genocide [...]. |