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Education Disrupted

Teacher's Guide



About Education Disrupted

Education Disrupted explores the role of education for Jewish children and youth before, during and after the Holocaust.

USING EDUCATION DISRUPTED IN THE CLASSROOM

The exhibit is organized into four Books, each focusing on a different theme. The Books move chronologically and are divided into subsections called Chapters.

Students can explore this exhibit independently or with the guidance of a teacher, as a class or in groups. The exhibit is best viewed on a computer or tablet but can be viewed on a smartphone. It can also be displayed on projector technology such as a SMART Board. The experience is meant to simulate walking through an exhibit in a museum, and the supplementary materials between Books and Chapters, and the menu, allow flexibility in how the exhibit is navigated.

Students should complete an introductory lesson to the [core content](#) of the Holocaust before exploring this exhibit. Educators can refer to our resource [The First Step: A Guide for Educators Preparing to Teach about the Holocaust](#) for reflective exercises and best practices in Holocaust Education.



Eva Felsenburg Marx (right) with her mother at graduation. Quebec, 1956.

CLASSROOM INSTRUCTIONS



LENGTH

1-2 class periods (90-120 minutes)



AGE APPROPRIATENESS

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LEARNING OBJECTIVES

The learning objectives of this Education Activity include learning *about* the Holocaust and learning *from* the Holocaust. Students will learn about the Holocaust, particularly through the lens of education. Students will understand what education and its disruption meant to Jewish students before, during and after the Holocaust. Students will learn *from* the Holocaust by thinking critically about themes such as persecution, resistance and rebirth. They will also make connections to their own experiences with education and to the global efforts to secure a child's right to an education.

INSTRUCTIONS

STEP 1

Upon completing an introductory lesson to the core content of the Holocaust, students will explore the [Education Disrupted](#) exhibit individually, in groups or as a whole class.

STEP 2

As students explore each Book, they will complete the questions. Throughout the activity, they will answer two types of questions:

Looking Back – Recalling important pieces of information from the exhibit.

Thinking Bigger – Engaging in higher-order thinking questions and tasks:

- **Connect** Relating the exhibit content to their own lives and experiences.
- **Discuss** Considering the given question or topic with a partner, small group or as a whole class.
- **Reflect** Communicating about the content learned by expressing their thoughts, feelings and opinions.

STEP 3

There is an optional final task at the end of the activity. Students can choose one task to complete, or you can assign one for them. You can provide additional guidelines as needed.

STEP 4

You can collect the completed student activity for assessment purposes.



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Education Disrupted

Student Workbook



Student Name: _____
Date: _____

After completing each Book, answer the corresponding questions.

BOOK 1

School Days



Looking Back

1. Jews lived across Europe for hundreds of years – and in some areas, a thousand or more – and interacted in many ways with their non-Jewish neighbours. Using examples from the exhibit, explain how Jewish children experienced **both** discrimination and a sense of belonging before the Holocaust.



Thinking Bigger

2. *Connect:* In Chapter 1, we learn about different educational experiences of school-aged children before the Holocaust. Think about your own current and previous school experiences. What are some similarities? What are some differences?

3. *Discuss:* In this Book, we explore a variety of experiences in different schools across Europe. Schools are a place of learning but can often provide opportunities beyond knowledge of academic subjects. With a partner or small group, discuss something we can learn in school other than academics. Jot your notes from the discussion below.

BOOK 2

Under Nazi Rule



Looking Back

1. Antisemitism is defined as the prejudice, discrimination, persecution or hatred against Jewish people, institutions, culture and symbols. Using examples from the exhibit, explain how antisemitism, anti-Jewish attitudes and Nazi propaganda impacted the lives of school-aged children during the Holocaust.



Thinking Bigger

2. *Reflect:* For Jewish students in Nazi-occupied Europe, schooling was interrupted or halted altogether during the Holocaust. What challenges do interruptions in schooling present for youth in general?

3. *Discuss:* In Chapter 3, we learn that some Jewish children moved from public schools to Jewish schools. With a partner or small group, discuss the different reactions of Jewish youth who experienced this shift. What role did Jewish schools play for these students? Jot your notes from the discussion below.

BOOK 3

Taking Risks



Looking Back

1. In Book 3, we explore the risks people took to learn in ghettos, camps and in hiding. Using examples from the exhibit, describe some ways that Jews tried to pursue an education during the Holocaust. What might have happened if they were caught attempting to learn during the Holocaust?



Thinking Bigger

2. *Reflect:* Pursuing education was a form of [spiritual resistance](#), or a way that Jews attempted to maintain a sense of humanity and normalcy during the Holocaust. Of the efforts to pursue education/experiences shared in this Book, describe one that stood out to you.

3. *Connect:* At the end of Chapter 2 we read about 4 exemplary teachers who took great risks to facilitate education for children during the Holocaust. Think about the teachers you have encountered during your time in school. Describe a teacher who stands out for their lasting impact on you, your education or your life.

BOOK 4

New Beginnings



Looking Back

1. While confronting devastating realities after the war, many young survivors also wanted to resume their education, whether in their home country, a displaced persons camp or Canada. Using examples from the exhibit, describe some different educational opportunities that were available to survivors **after the war**.



Thinking Bigger

2. *Reflect:* In Chapter 3, we discover some survivors' educational milestones and achievements. In your opinion, what role did education have in the lives of Holocaust survivors in the years and decades after the war ended?

3. *Connect:* Some survivors adapted easily to life in Canada and others found it more difficult. Can you think of a time when you entered a new environment (e.g., new school, new country, new social situation) for the first time? What were the circumstances? How did you feel? What were the challenges and successes you experienced?

FINAL TASK

(Optional)

Read the following excerpt from the [Convention on the Rights of the Child](#).

The Right to Education

The United Nations *Convention on the Rights of the Child* is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

Access to Education

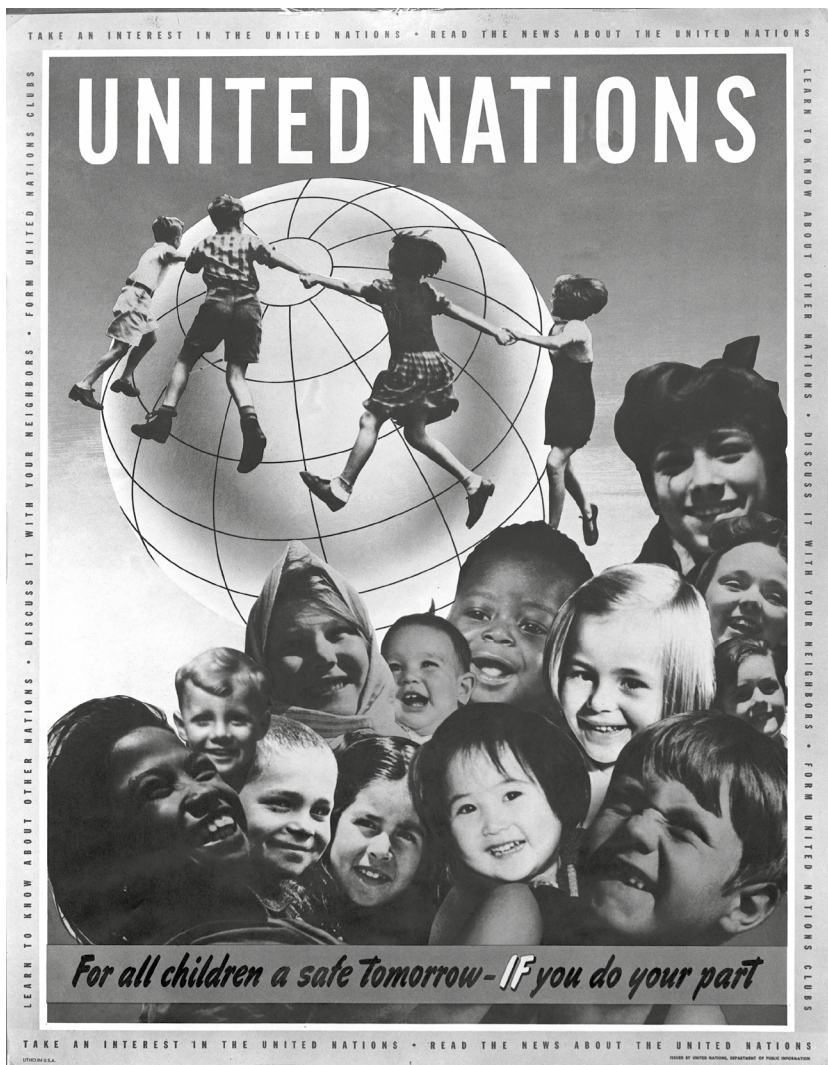
Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Aims of Education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

After completing the exhibit and learning more about the rights of children, consider the impact of education on your own life. Choose one of the following tasks:

1. Write a journal entry reflecting on the **access** to and **aims** of education in your life using the details outlined in the Conventions on the Rights of the Child. Describe the value of education, your experience with education so far and your hopes for the role of education in your future.
2. Record a podcast episode that focuses on the topic of the child's right to education. You are encouraged to "host" different people who can provide a variety of perspectives on the topic, such as students, teachers, principals and other community professionals. Before recording the podcast, you should write a script and discussion questions for your guests. You can record your podcast for free on [anchor.fm](#).
3. In groups of 3-4, discuss the current challenges to children accessing education in the world. As of 2015, the governments of 196 out of 197 countries have adopted the Convention on the Rights of the Child, which features the right to an education. However, as of 2018, [UNESCO](#) determined that there were still 258 million children and youth out of school, worldwide. Research the topic using credible sources and prepare several talking points and questions for discussion with your peers.
4. See the poster below from May 1947. Create a new poster, pamphlet or display board that could be used today to emphasize the importance of the right to an education.



United Nations Children's Poster - "For all children a safe tomorrow - If you do your part." Poster prepared by the United Nations Department of Public Information, 1947. *United Nations Photo Library.*

Use the space below to plan your ideas, brainstorm or outline your task.
