



# 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.

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### 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?

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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.

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# 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.

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### 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?

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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.

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# 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?

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### 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.

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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.

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# 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**.

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### 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?

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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?

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