

MONTREAL HOLOCAUST
MEMORIAL CENTRE

Teacher's Guide



HATANA'S

Suitcase

Graphic Design : Mélanie Tremblay

Quebec Education Programme Elementary School, 3rd Cycle

The *Hana's Suitcase* project conforms to the guidelines put forward by the Ministry of Education, Recreation and Sports, complying with the **Citizenship and Community Life in the Broad Areas of Learning**.

This module reflects the aim of the Ministry of Education to ensure that “students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity”.

[*Quebec Education Program: Elementary School*, Quebec Government, Ministry of Education, Recreation and Sports, 2006, p.50]

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Montréal 

Culture,
Communications et
Condition féminine
Québec 

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In memory of
Hana Brady

With deep gratitude to
**George Brady,
Fumiko Ishioka and
Karen Levine**

CONTENTS

SECTION 1

Guide Overview	2
What is the Holocaust?	3
Why Teach the Holocaust?	3
Is There Anything I Should Avoid When Teaching About the Holocaust?	4
Frequently Asked Questions	5
MELS Competencies	8

SECTION 2

Introduction: Reading <i>Hana's Suitcase</i>	12
Lesson A1: Identifying with Hana	14
Lesson A2: Identifying Antisemitism & Racism	16
Lesson A3: Mapping Hana's Life	18
Lesson B4: The Holocaust through Hana	20
Lesson B5: Have we Learned from the Holocaust?	22
Lesson C6: Racism in our Society	24
Lesson C7: Celebrating Cultural Diversity	26
Lesson C8: Finding the Positive Against all Odds	28
Lesson C9: Making a Difference	30
Lesson 10: Packing a new suitcase	32
Conclusion: A visit to the museum	34

SECTION 3

Appendices	36
Further References	74



Guide Overview

This educational guide is made up of ten lessons divided into three sections (A, B & C). Each of these sections corresponds to an official Ministère de l'Éducation des loisirs et du sport du Québec (MELS) skill.

Each lesson states:

- ⇒ Main objectives and corresponding MELS skills.
- ⇒ Suggested materials and time-frame.
- ⇒ Teaching strategies and objectives.
- ⇒ Corresponding appendices.
- ⇒ Lesson evaluations are provided for information purposes only as a reference tool for the educator. They are not meant to be used as official evaluations.

Module A (lessons A1-A3)

Introduces the story of Hana and the subject of the Holocaust.

Module B (lessons B4-B5)

Discusses the impact of the Nazis' invasion of Czechoslovakia on Hana's life, as well as the impact of racism in our society.

Module C (lessons C6-C9)

Promotes an appreciation of diversity and respect while encouraging students to actively combat intolerance and racism.

Lesson 10 allows students to reflect on the the previous ten lessons and what they have learned. To complete this unit, a class visit to the **Montreal Holocaust Memorial Museum** is recommended, with a unique opportunity to meet with a survivor of the Holocaust.

RECOMMENDATIONS

To ensure coherence, it is recommended that you follow the sequence in which they have been grouped. You may adapt them to your own objectives and to the learning context, i.e. French, English Second Language, History, Geography, Moral and Religious Education, etc.

We feel that it is essential for this unit to be presented in a hopeful and optimistic environment. It is of the utmost importance to reiterate the goodness of those who stood up against antisemitism, racism and hate during the Holocaust. Such individuals today are committed to promoting respect for diversity and the sanctity of all human life.



WHAT is the Holocaust?

The Holocaust refers to a unique genocidal event in twentieth-century history: the state-sponsored, systematic persecution and murder of approximately 6 million European Jews by Nazi Germany and its collaborators between 1933 and 1945. Millions more, including Roma and Sinti (Gypsies), Jehovah's Witnesses, Poles, Soviet prisoners of war, political dissidents, and the mentally and physically disabled also suffered grievous oppression and death under Nazi tyranny.

WHY teach the Holocaust?

The Holocaust, a watershed event in the history of humanity, is one of the most effective and documented subjects for a pedagogical examination of basic moral issues.

A study of the Holocaust can:

Assist students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop an awareness of the value of pluralism and encourages respect of diversity.

Provide a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression. It allows students to understand the responsibility of citizens in a democratic society to identify danger signals and to know when to respond.

Help students contemplate the use and abuse of power and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.

Allow students to gain insight into the numerous historical, social, religious, political and economic factors that cumulatively resulted in the Holocaust. They will begin to process the complexity of the subject examining those factors that can contribute to the disintegration of democratic values.

* Adapted from the United States Holocaust Memorial Museum.

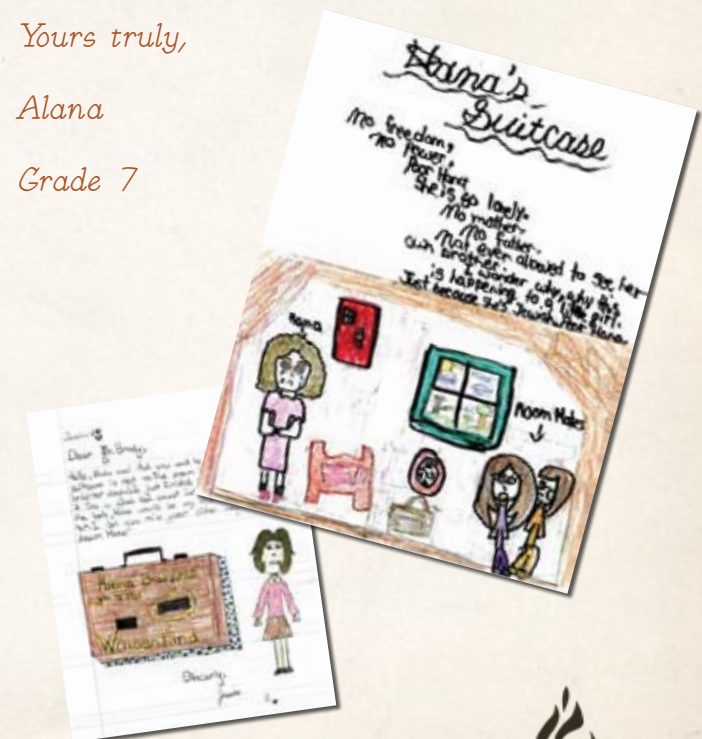
Dear Mr. Brady,

I have just finished reading the book "Hana's Suitcase." I was so inspired by the book that I just had to write to you. I am sorry if by writing to you and discussing the Holocaust hurts you. I admire your courage on moving on with the loss of your beloved family. I am glad that you shared your story even though it must have been hard. I was pleased to see photos of your family at happier times, and to hear that you survived through the Holocaust. I cried when I got more into the story and learned how they took away the your rights, along with your freedom. I can't even begin to imagine what it could've felt like when your mother and father were taken away. I was deeply touched when the book talked about you caring for Hana in such away that she never wanted to be separated from you. I also have an older brother and I don't know what I would do without him. You are my hero Mr. Brady, I just want you to know that. And I am sure that the other people who have read, and the others who are going to read this book feel the same way too.

Yours truly,

Alana

Grade 7



Is there anything I should **AVOID* when teaching about the Holocaust?**



Dear Mr. Brady,

My student teacher, Mrs. Gill read Hana's Suitcase to us. I loved the book. You seemed to feel happy, sad and excited in every part of the story.

I am so sorry that you and your family had to go through all that suffering. We know that Hana went to all those classes when she was in Kinderheim L4D. Did you go to classes too?

I wish that I had as good a relationship as you and Hana did with my brothers.

Sincerely,

Paige



AVOID COMPARISONS OF PAIN

The different policies carried out by the Nazis toward various groups of people should not be presented as a bias for comparison of suffering between those groups. Similarly, one should not compare the horror of individuals or communities destroyed by the Nazis with the suffering experienced by other victims of genocide or crimes against humanity.

AVOID SIMPLE ANSWERS TO COMPLEX HISTORY

When teaching the Holocaust, be wary of oversimplifications. Allow students to contemplate the various factors that contributed to the Holocaust, without attempting to reduce the history to one or two catalysts in isolation. For example, the Holocaust was not simply the logical and inevitable consequence of unbridled racism.

DON'T TRANSLATE PEOPLE INTO STATISTICS

The sheer number of victims is challenging. You need to highlight individuals behind the statistics, in the fullness of their lives. First-person accounts from survivors, journalists, memoir literature, bystanders, etc., provide a meaningful voice to a collective experience making historical events more personal.

Suggested websites:

Vancouver Holocaust Education Centre:
Open Hearts, Closed Doors: The War Orphans Project

<http://www.virtualmuseum.ca/Exhibitions/orphans/english>

FREQUENTLY ASKED QUESTIONS*

WHO were the Nazis?

"Nazi" is an acronym for the National Socialist German Workers Party. Nazi ideology was based on militaristic, racial, antisemitic, anti-Communist, imperialistic and nationalistic policies. The Nazi Party was established in 1919, primarily by unemployed German World War I veterans. Under the leadership of Adolf Hitler, the Nazi party became a powerful political force by the early 1930s.

In 1933, the Nazi Party was elected democratically with Hitler appointed as Chancellor. He established a brutal dictatorship through a reign of terror, ending German democracy and severely restricting basic rights. An atmosphere of fear, distrust and suspicion helped the Nazis obtain the acquiescence of social institutions such as the civil service, the educational system, churches, the judiciary, industry, business, and other professions.

WHY did the Nazis want to persecute large numbers of innocent people?

The Nazis believed that Germans were "racially superior" and that there existed a struggle for survival between them and "inferior races." Jews, Roma and Sinti (Gypsies), the mentally and physically disabled were seen as a serious biological threat to the purity of the "German (Aryan) Race", and therefore had to be "exterminated." Slavic peoples (Poles, Russians, etc.) were also considered "inferior" and destined to serve as slave labour. Communists, Socialists, Jehovah's Witnesses, homosexuals, and Free Masons were persecuted, imprisoned, and often murdered on political and behavioural (rather than racial) grounds. Millions of Soviet prisoners of war perished from starvation, disease and forced labour or were killed for racial or political reasons.

WHY were the Jews singled out for extermination?

The Jews were the only group singled out for total systematic annihilation. The Nazis blamed the Jews for Germany's defeat in World War I, for its economic problems and for the spread of Communism throughout Europe. Jews were defined as a biological race and not as members of a religion. They were accused of world domination and of obstructing Aryan dominance. The Nazis believed that the Jews' racial origin made them habitual criminals never to be rehabilitated and therefore hopelessly corrupt and inferior.

Other factors also contributed toward Nazi hatred of the Jews and their distorted image of the Jewish people. Included was the centuries-old tradition of Christian antisemitism which propagated a negative stereotype of the Jew as the killer of Christ, agent of the devil, and practitioner of witchcraft. Also significant was the political antisemitism of the second half the nineteenth and early part of the twentieth century, which singled out the Jew as a threat to the established order of society.

HOW did the Nazis carry out their policy of genocide?

In the late 1930s, the Nazis murdered tens of thousands of mentally and physically disabled Germans by lethal injection and poisonous gas. Following the German invasion of the Soviet Union in June 1941, mobile killing units executed large numbers of Jews, Roma and Sinti (Gypsies) in open fields and ravines in the outskirts of conquered cities and towns. Subsequently the Nazis created a more efficient and organized method enabling the killing of a greater number of

* Adapted from the United States Holocaust Memorial Museum.

For additional Holocaust educational sites, refer to:

The United States Holocaust Memorial Museum website
http://www.ushmm.org/education/foreducators/teachabo/part_2.pdf

The Simon Wiesenthal Center - Museum of Tolerance Library & Archives
<http://teachers.museumoftolerance.com/content/downloads/HolocaustERKv1a.pdf>

8 FREQUENTLY ASKED QUESTIONS

civilians. Six death camps were established in occupied Poland. There large-scale murder by gas and body disposal through cremation were conducted systematically. Victims, mostly Jews, were deported to these death camps from all over Europe. In addition, millions died in the ghettos and concentration camps as a result of forced labour, starvation, exposure, brutality, disease and execution.



Hana and George Brady with their mother before the war

DID the people of occupied Europe know about the Nazi plans for the Jews? What was their attitude?

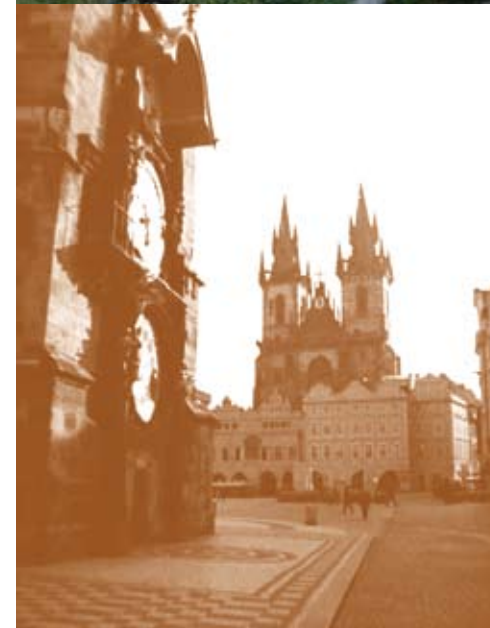
The attitude of local populations regarding the persecution of the Jews varied from zealous collaboration with the Nazis to actively saving Jews. Thus, it is difficult to make generalizations. In Eastern Europe there was much more knowledge of the "Final Solution" because it was implemented in those areas.

With a few exceptions, in every country allied to or occupied by Nazi Germany, many locals cooperated in the murder of Jews. This was particularly true in Eastern Europe, where there had been a number of violent attacks against Jews in the previous century and where various national groups under Soviet domination (Latvians, Lithuanians, and Ukrainians) fostered hopes that the Germans would restore their independence. In several European countries, local fascist movements such as the Iron Guard in Romania and the Ustasha in Croatia, allied themselves with the Nazis and participated in anti-Jewish actions. In France, the Vichy government collaborated entirely with the Nazis.

There were, however, courageous individuals in every occupied nation who risked their lives to save Jews. In several countries, there were also groups, that aided Jews, for example Joop Westerweel group in the Netherlands, Zegota in Poland, and the Assissi underground in Italy.

DID the Allies know about the Holocaust? How did they respond?

The United States, Canada and Great Britain as well as other nations outside Nazi Europe received numerous press reports in the 1930s about the persecution of Jews. By 1942 the governments of the United States and Great Britain possessed confirmed reports about the "Final Solution" – Germany's intent to eradicate all the Jews of Europe. Aerial photos of Auschwitz-Birkenau were taken by U.S. war planes in 1944. Yet, influenced by antisemitism and fear of a massive influx of refugees, neither country modified their refugee policies. Their stated intention to defeat Germany militarily took precedence over rescue efforts, and therefore there were no specific attempts to stop or intervene in the genocide. Mounting pressure from various segments of the population eventually forced the establishment of the War Refugee Board in the United States in 1944, which undertook limited rescue efforts.



Where Hana Lived



past & present





MELS COMPETENCIES ELEMENTARY SCHOOL CYCLE 3

COMPETENCY 1

To understand the organization of a society in its territory.

Key features of the competency according to the Education Ministry

- 1** To make connections between characteristics of the society and the organization of its territory.
- 2** To make connections of continuity with the present.
- 3** To define the influence of people or events on social and territorial organization.

Key features of the competency within the framework of the *Hana's Suitcase* project

- A1** To make connections between students' lives and specific elements that characterized everyday life of the Brady family in Czechoslovakia before the Nazi invasion.
- A2** To make connections of continuity with the present by defining concepts related to the Holocaust.
- A3** To define the consequences of the Nazi invasion of Czechoslovakia on Hana and her family.

COMPETENCY 2

To interpret change in a society and its territory.

Key features of the competency according to the Education Ministry

- 1** To situate a society and its territory in space and at two points in time.
- 2** To perceive traces of these changes in our society and territory.

Key features of the competency within the framework of the *Hana's Suitcase* project

- B4** To situate major events in Hana's life in space and time before and after the Nazi invasion.
- B5** To perceive traces of continuities or changes related to racism and prejudice today.



MELS COMPETENCIES ELEMENTARY SCHOOL CYCLE 3

COMPETENCY 3

To be open to the diversity of societies and their territories.

Key features of the competency according to the Education Ministry

- 1** To perceive the main similarities and differences between societies and between territories.
- 2** To justify the student's view of the diversity of societies and their territories.
- 3** To define some causes and effects.
- 4** To take a position on the observed strengths and weaknesses of societies and their territories.

Key features of the competency within the framework of the *Hana's Suitcase* project

- C6** To perceive the main similarities and differences between society in Hana's times and today's society.
- C7** To justify the student's views of the diversity of cultural communities in Canada.
- C8** To identify positive actions of some people in *Hana's Suitcase* who made a difference.
- C9** To take a position by creating ways to make a difference on an individual, family, community, national, or international level.

Wrap-up Activity

10 – For students to work collectively to synthesize their contributions, evaluate and select the most important project they produced in the unit.



MATERIALS: *Hana's Suitcase* book, a replica of the suitcase, Discussion Questions and Answers (appendix AA).

SUGGESTED TIME-FRAME: 30-45 minutes for the presentation and 2 weeks for reading the book.

{A} Introducing Students to *Hana's Suitcase*, Fumiko and the "Small Wings"

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Present the suitcase to the students.
2. Sample questions to engage students:
 - What do you think this is?
 - What do you think it contains?
 - Can you read what is written on it?
3. Points to mention when introducing the story:
 - It is a true story.
 - It begins in Japan.
 - The "Small Wings" are students just like you, curious about the suitcase.
 - The suitcase is a replica of an item that is special for many people.
4. Read the book aloud or guide students through silent reading in class.

Stimulate the student's interest and curiosity.

OR

Have the students read the book as a homework assignment.

Preliminary step necessary to engage the students in the *Hana's Suitcase* project.



While reading *Hana's Suitcase*...

* As the subject matter can evoke strong emotion, you can open the discussion with questions/comments the students may have.

* Additional questions and answers for discussion are provided. They are intended solely as a reference for teacher use in class discussion. It is not recommended that these be used as worksheets for students to complete. (See appendix AA)

IDENTIFYING WITH HANA

MATERIALS: Identifying with Hana Worksheets A & B (appendix A1).

SUGGESTED TIME-FRAME: 1 hour to 1½ hours.

{A}

Finding Similarities Among our Differences

SUGGESTED TEACHING STRATEGIES

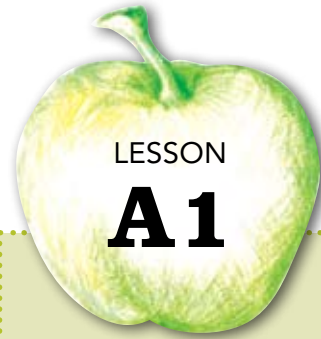
1. Students individually fill in the diagram, writing aspects of their life that they feel define who they are (hobbies, place in family, nationality, gender, age, etc). They may add additional circles to the diagram if they wish.
2. Divide the class into groups of 4, inviting the groups to discuss their choices and discover which elements they share with one another.
3. Each group then fills in another sheet for Hana, choosing 6 elements that they feel most identify her.
4. In their groups, students create a master list or diagram in which they identify:
 - what they had most in common with each other (minimum 3 elements)
 - what, as a group, they had most in common with Hana (minimum 3 elements)
5. To create a sense of identification with Hana, begin a class discussion on the similarities between her life and theirs.

SPECIFIC OBJECTIVES

For students to compare their lives with each other and with Hana's before the Nazi invasion.

To show the students that Hana was just like them.

For students to organize their thoughts and create links between themselves and Hana.



LESSON A1



Focus on finding similarities rather than differences.



A1 EVALUATION

Competency 1: To understand the organization of a society in its territory.

- To make connections between student's lives and specific elements that characterized everyday life of the Brady family in Czechoslovakia before the Nazi invasion.

{A}

Finding similarities among our differences

Finding information about Hana's identity.

Finding similarities between Hana's life and theirs.

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
Finding information about Hana's identity.	The student finds 6 or more facts about Hana's identity.	The student finds 5 facts about Hana's identity.	The student finds 4 facts about Hana's identity.	The student finds 3 facts or less about Hana's identity.
Finding similarities between Hana's life and theirs.	The student finds 3 similarities between Hana's life and his/her life.	The student finds 2 similarities between Hana's life and his/her life.	The student finds 1 similarity between Hana's life and his/her life.	The student finds no similarity between Hana's life and his/her life.

IDENTIFYING ANTISEMITISM & RACISM

MATERIALS: Bristol board or flip chart sheet, Teacher Glossary, Student Glossary Worksheet, Example of Diagram, Cutouts (appendix A2),

SUGGESTED TIME-FRAME: A. 45 and B. 1 to 1½ hour.

{A} Defining the word Holocaust

SUGGESTED TEACHING STRATEGIES

1. Ask students what the Holocaust means. Write these ideas on a black board. Ask students:
 - Are there any words you don't understand?
 - Do you feel that what happened to Hana is represented here?
2. Using the words on the blackboard, students create a diagram that they feel represents the relationship between these words. (See example of diagram in appendix A2).

SPECIFIC OBJECTIVES

For students to broaden their understanding of the Holocaust.

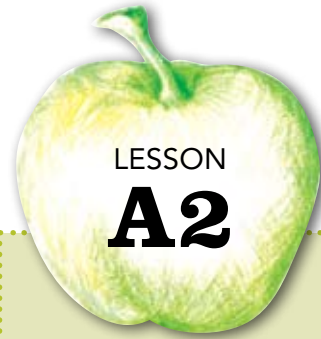
{B} Generating a class glossary of terms associated with the Holocaust

SUGGESTED TEACHING STRATEGIES

1. Divide the class into groups of 4-5 and hand each group a cutout with a term on it. Each group fills in the Student Glossary Worksheet found in appendix A2.
2. Sitting in a large circle, each group presents to the class what they came up with and why.
3. Now that the students have learned new vocabulary associated with the Holocaust, ask if they think there are other words that could be added to the original list (PART A) and why.

SPECIFIC OBJECTIVES

For students to generate a glossary of terms associated with the Holocaust.



Make sure to include the persecution of other people - homosexuals, Roma and Sinti, the physically and mentally disabled, political prisoners, etc. Introduce the concept of genocide.



If you write the words on a Bristol board, you can stick it on the wall for the students to refer to for the rest of the module.



A2 EVALUATION

Competency 2: To understand the organization of a society in its territory.

To make connections of continuity with the present by defining concepts related to the Holocaust.

	CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
{A}	<p>Defining the Holocaust:</p> <p>Creating a coherent diagram for the word Holocaust using the key words on the board.</p>	Links and organization of ideas are clearly illustrated.	Links and organization of ideas are well illustrated.	Links and organization of ideas could be more clearly illustrated.	Links and organization of ideas require more clarity.
{B}	<p>Defining terms associated with the Holocaust:</p> <p>Identifying 3 main keywords of the term.</p> <p>Finding events from Hana's story and from the present.</p>	The student identifies 3 main keywords of the term.	The student identifies 2 main keywords of the term.	The student identifies 1 main keyword of the term.	The student does not identify main keywords of the term. No example is found or examples are not relevant.

MAPPING HANA'S LIFE

MATERIALS: Map, coloured markers, Key Dates for Teacher (appendix A3).

SUGGESTED TIME-FRAME: 1½ to 2 hours.

{A}

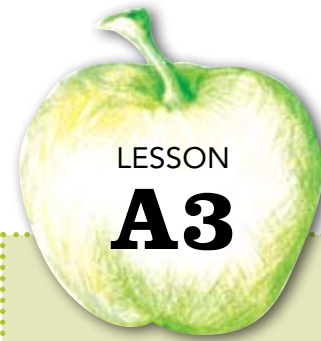
Filling in a Map with Major Events in Hana's Life

SUGGESTED TEACHING STRATEGIES

1. Students in groups of 4-5 point out 6 major events which significantly impacted Hana's life.
2. Students link each event to a city or village on the map and write a short description of each. They can link more than one event to a location.
3. In front of the class, each group explains why these events were chosen and why they feel that Hana's life changed as a result.
4. Now that each group's results are shared, ask the class to enumerate 6 events that they perceive as having most impacted Hana's life.

SPECIFIC OBJECTIVES

For students to gain understanding of how the restrictions and persecution impacted Hana's life.



Focus on how these events restricted Hana's life.



Additional Options:

1. Following point 4, the class writes the 6 events that they decided were most significant in Hana's life onto one general class map. They can then post it on the wall.

2. Following point 4, initiate a discussion:

- In what ways did Hana's life change after the Nazi invasion?
- What basic rights were taken away from Hana?
- How did this affect the Brady family?

3. The group maps can be printed onto transparencies and can be presented to the class using an overhead projector.



A3 EVALUATION

Competency 1: To understand the organization of a society in its territory.

- To define the consequences of the Nazi invasion of Czechoslovakia on Hana and her family.

{A}

Filling in a Map with Major Events in Hana's Life.

Identifying significant events in Hana's life.

Explaining the importance of each event in Hana's life.

Additional Options

Discussing changes in Hana's life and the things that were taken away from her.

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
Filling in a Map with Major Events in Hana's Life.				
Identifying significant events in Hana's life.	The student identifies 6 significant events in Hana's life.	The student identifies 4-5 significant events in Hana's life.	The student identifies 2-3 significant events in Hana's life.	The student identifies 1 significant event or none in Hana's life.
Explaining the importance of each event in Hana's life.	The student clearly explains the importance of the selected event.	The student explains the importance of the selected event.	The student's explanation of the selected event could be developed further.	The student's explanation does not demonstrate the importance of the selected event.
Additional Options				
Discussing changes in Hana's life and the things that were taken away from her.	The student brings forward 3 elements pertinent to the discussion.	The student brings forward 2 elements pertinent to the discussion.	The student brings forward 1 element pertinent to the discussion	The student participates little or not at all in the discussion.

THE HOLOCAUST THROUGH HANA

MATERIALS: 14 cutouts in an envelope, Key Dates for Teacher (appendix A2), computer access.

SUGGESTED TIME-FRAME: 2 to 2½ hours.

{A}

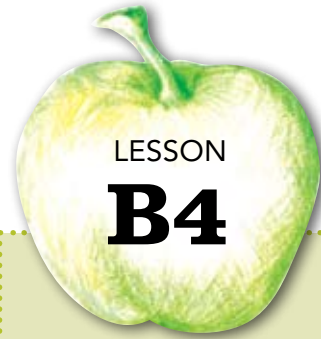
Creating a Timeline of Major Events in Hana's Life

SUGGESTED TEACHING STRATEGIES

1. Divide the class into groups of 2 and hand each group a cutout.
2. Each group develops a Power-Point slide based on the topic they received. Students should situate their event in space and time. They can search for information online and/or in books (photos, maps, quotes, etc.)
3. Combine and present the Power Point slides in chronological order. Present the slide show with each group illustrating the impact of the event they have researched.

SPECIFIC OBJECTIVES

- For students to search for information and synthesize their findings as they create a timeline of major events in Hana's life.
- For students to identify which political events impacted Hana's life.



Focus on the impact of these events and how individuals, for better or worse, changed Hana's life.



Additional Options:

You may choose to print out a copy of the final PowerPoint presentation and give one to each student.



B4 EVALUATION

Competency 2: To interpret change in a society and its territory.

- To situate major events in Hana's life in space and time before and after the Nazi invasion.

{A}

Finding similarities among our differences

Choice of information to situate event in space and time

Explaining the consequences and/or the importance of the events in Hana's life.

EXCELLENT

The collected information (pictures, texts, graphics, maps, etc.) illustrates the event clearly.

The student's explanation clearly demonstrates the consequences and importance of the event.

VERY GOOD

The collected information illustrates the event well.

The student's explanation demonstrates the consequences and importance of the event.

GOOD

The collected information could be more relevant to the event.

The student's explanation could demonstrate more clearly the consequences and importance of the event.

DIFFICULTY MEETING CRITERIA

The collected information does not correspond to the event.

The student does not explain the consequences and importance of the event.

HAVE WE
LEARNED FROM THE HOLOCAUST?

MATERIALS: Guiding Questions (appendix B5).

SUGGESTED TIME-FRAME: Project can be spread over a couple of days.

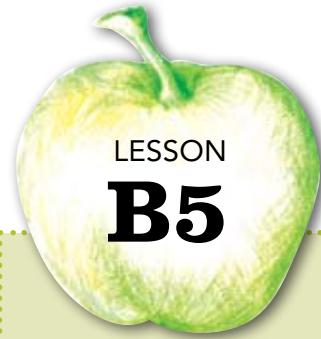
{A} **Creating a Research Project**

SUGGESTED TEACHING STRATEGIES

1. Students, in teams of 2, choose a word related to racism, prejudice or discrimination. Alternately, you may choose to give them a cutout (appendix A2).
2. Each group creates a research project based on this word and relates it to today's world.
3. Research project should be 1-2 pages long (including maps, images, documents, etc.).
4. Each group presents its project to the class.

SPECIFIC OBJECTIVES

For students to conduct research on racism, prejudice and discrimination existing today, providing examples and giving their opinions.



You may provide the key indicators below to use as a general guideline:

- Definition of the word
- Timeframe
- Geographic location
- The people involved
- Consequences
- Student's opinion
- Give an example of where these terms can be related to *Hana's Suitcase*.



Further guided research is also available for students who require more structure (see appendix B5).



B5
EVALUATION

Competency 2: To interpret change in a society and its territory.

- To perceive traces of continuity or changes related to racism and prejudice today.

{A}

Creating a Timeline of Major Events in Hana's Life

Background information (definition, time-frame, etc.)

Student expresses his/her opinion based on his/her research

Links with Hana's life

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
Background information (definition, time-frame, etc.)	The information provided by the student is pertinent, coherent and helps to understand the term.	The information provided by the student is good and helps to understand the term.	The information provided by the student to explain the term could be more complete.	The information is wrong or incomplete and does not help better understand the term.
Student expresses his/her opinion based on his/her research	The student clearly presents an opinion based on his/her research.	The student presents an opinion based on his/her research.	The student presents an opinion but lacks sufficient or pertinent information.	The student does not give his/her opinion.
Links with Hana's life	The links are pertinent and clearly presented.	The links are pertinent.	The links could be further clarified.	There are no links or the links are not pertinent.

RACISM IN OUR SOCIETY

MATERIALS: Pencils, Sample of Discrimination/Prejudice Survey

SUGGESTED TIME-FRAME: 1 hour to create questions and a survey, 2 days to conduct the survey and 30 minutes for class discussion.

{A} Conduct a Survey

SUGGESTED TEACHING STRATEGIES

1. In groups of 2, either create or use the survey in the appendix. Questions should focus on racism and its consequences in today's society.
2. Students survey 10 people outside of the class (schoolmates, family, etc.)
3. Students either draw or use an Excel sheet to produce a chart or graph to illustrate their findings.

SPECIFIC OBJECTIVES

For students to recognize, identify and record incidences of racism, prejudice, stereotyping, discrimination, peer pressure, scapegoating, and bullying in their own society.

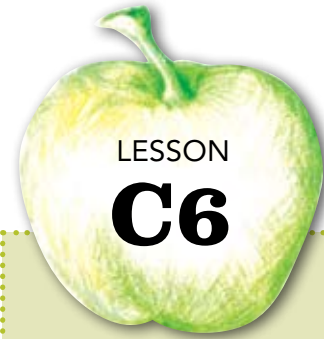
{B} Group Discussion: Racism in Hana's Time and Racism Today

SUGGESTED TEACHING STRATEGIES

1. Sit in a circle with the whole class and have everyone share what they discovered from the surveys. Engage in a discussion about prejudice and racism in Hana's time and in our society today.

SPECIFIC OBJECTIVES

For students to examine what they learned from the survey and relate it to Hana's story.



C6 EVALUATION

Competency 3: To be open to diversity of societies and their territories.

- To perceive the main similarities and differences between society in Hana's times and today's society.

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
<p>{A} <i>Conducting a survey</i></p> <p>Creating a survey with questions about racism and its consequences in today's society.</p>	The student creates clear and pertinent questions in her/his survey.	The student creates good questions in her/his survey.	The questions could be more clear.	The questions are not pertinent or pertinent enough.
<p>{B} <i>Group discussion</i></p> <p>Participating in and contributing to a group discussion.</p>	The student actively participates in the class discussion and significantly contributes to the discussion.	The student actively participates in the class discussion and contributes to the discussion.	The student participates in the class discussion.	The student participates little or not at all in the class discussion.

CELEBRATING CULTURAL DIVERSITY

MATERIALS: Celebrating Diversity worksheet (appendix C7).

SUGGESTED TIME-FRAME: Project can be spread over two weeks.

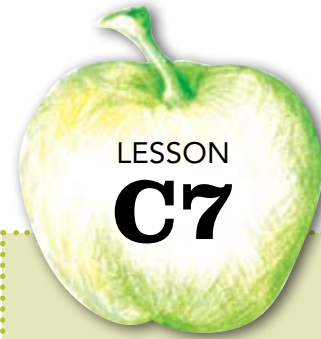
{A} Creating a Magazine

SUGGESTED TEACHING STRATEGIES

1. Divided in groups of 3, each group chooses a cultural community existing in Canada different from any of theirs.
2. Each group creates 2 pages of a magazine on the contribution (cultural or social) of this community in Canada. In a clear, original, and dynamic presentation, they should focus on a variety of topics such as: history of the culture's presence in Canada, religion, traditions, clothing, literature, schooling, food, music, etc. Their pages can include images, drawings, charts, maps, etc. Research can be done in a computer lab or library.
3. Combine all the pages and print a copy for the class. You can choose to give a copy to each class in the school.

SPECIFIC OBJECTIVES

For students to gain an appreciation for diversity by researching a culture different from their own.



Focus on the contributions of these communities.

Suggested web sites in the appendix.



Additional Options:

Students can bring an item representative of the culture they researched to share with the class (food, CD, a short film, etc.)



C7
EVALUATION

Competency 3: To be open to diversity of societies and their territories.

- To justify the student's views of the diversity of cultural communities in Canada.

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
<p>{A} Presenting the contributions of a cultural community:</p> <p>Quality of the information researched.</p>	The information provided by the student is pertinent and clearly shows the contribution (cultural or social) of this cultural community in Canada.	The information provided by the student is pertinent and shows contributions (cultural or social) of this cultural community.	The information provided by the student is pertinent but needs to be developed.	The information provided by the student is incomplete and/or wrong.
<p>Quality of the presentation.</p>	The presentation of the information is original, clear and dynamic.	The presentation of the information is clear and coherent.	The information presented is pertinent but lacks clarity and coherence.	The structure and presentation of the information is unclear and not always coherent.

MATERIALS: Suitcase and school bag cutouts (appendix C8), sticky tack to put up cutouts on wall or windows, promoting Respect Student Worksheet (appendix C8).

SUGGESTED TIME-FRAME: 1 hour to 1¼ hours.

{A} Suitcase and School Bag Cutouts

SUGGESTED TEACHING STRATEGIES

1. In groups of 3-5, each team generates a list of actions in *Hana's Suitcase* that they see as positive. They write one on a separate suitcase cutout. A minimum of 5-6 suitcase cutouts is projected.
2. Each team also generates a list of positive things that they can do today in order to make the world a better place. They write each action on a school bag cutout. A minimum of 5-6 school bag cutouts is projected.

SPECIFIC OBJECTIVES

For students to identify the positive actions of some people in *Hana's Suitcase* who individually made a difference despite the difficulty of doing so.

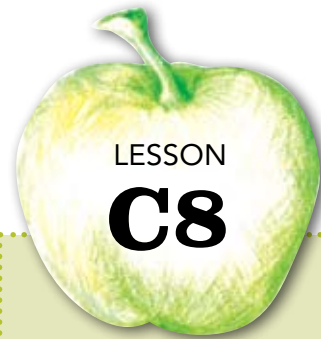
{B} Group Discussion

SUGGESTED TEACHING STRATEGIES

1. In a circle, have a class discussion on the large and small ways that people in *Hana's Suitcase* made a difference, despite all odds. Each student presents a suitcase cutout and explaining his/her choice.
2. Follow with a discussion on the way that people can make a difference in our society today. Each student presents a school bag cutout explaining his/her choice.

SPECIFIC OBJECTIVES

For students to describe and discuss positive actions which were taken and that can be taken to make the world a better place.



Additional Options:

Students can draw their own school bag and suitcase cutouts.



Additional Options:

Once all cutouts have been presented, have the students display them in the classroom.



C8
EVALUATION

Competency 3: To be open to diversity of societies and their territories.

- To identify positive actions of some people in *Hana's Suitcase* who made a difference.

	CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
{A} Positive actions	Identifying positive actions in <i>Hana's Suitcase</i>.	The group identifies 5 or more actions in <i>Hana's Suitcase</i> which made a difference.	The group identifies 4 actions in <i>Hana's Suitcase</i> which made a difference.	The group identifies 2-3 actions in <i>Hana's Suitcase</i> which made a difference.	The group identifies 1 action or less in <i>Hana's Suitcase</i> that made a difference.
		The group identifies 5 or more actions which they can do to make a difference in today's society.	The group identifies 4 actions which they can do to make a difference in today's society.	The group identifies 2-3 actions which they can do to make a difference in today's society.	The group identifies 1 action or less which they can do to make a difference in today's society.
{B} Group discussion	Presenting positive actions related to Hana's story and today while justifying their choices.	The student presents a solid justification of the positive actions that he/she found.	The student presents a coherent justification of the positive actions that he/she found.	The student presents a justification of the positive aspects that he/she found but the information is lacking.	The student does not justify the positive aspects that he/she found.

MAKING A DIFFERENCE

MATERIALS: Making a Difference worksheet (appendix C9).

SUGGESTED TIME-FRAME: Project can be spread over one week.

{A}

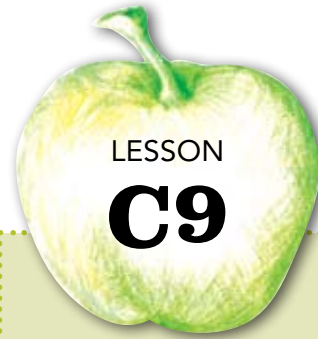
Making a Difference Worksheet & Project

SUGGESTED TEACHING STRATEGIES

1. Using the Making a Difference worksheet, students in groups of 2 or more think of ways they can make a difference at various levels (friend, family, community, city, nationally, internationally).
2. Selecting 1-2 areas to focus on, students create a project in order to explain, describe, or convince others about ways to make a difference.
3. Examples of projects include: a PowerPoint presentation; a storybook for younger children; a brochure; a TV ad; a workshop; acts of kindness; posters; visual arts; website etc.
4. Students share their projects with the class.

SPECIFIC OBJECTIVES

For students to create a project illustrating their vision of ways in which they can make a difference as individuals, in their family, community, city, country or internationally.



Additional Options:

1. The entire class can be given one scenario where they have to make a difference. In groups, they attempt to do so and share their results with their peers.



C9
EVALUATION

Competency 3: To be open to diversity of societies and their territories.

- To take a position by creating ways to make a difference on an individual, family, community, national, or international level.

CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
<p>Generating ways to make a difference on various levels (friend, family, community, nationally, internationally).</p>	The student generates ways in which he/she can make a difference on three levels.	The student generates ways in which he/she can make a difference on two levels.	The student generates ways in which he/she can make a difference on one level.	The student has difficulty classifying actions that could contribute to make a difference.
<p>{A} Making a difference</p> <p>Originality of the ideas related to previous lessons.</p>	The student creates an original product that speaks against racism and relates to what he/she has learned.	The student creates a good product that speaks against racism and relates to what he/she has learned.	The student creates a fair product that speaks against racism without making a link to what he/she has learned.	The student has difficulty coming up with ways to speak against racism related to what he/she has learned.

PACKING A NEW SUITCASE

MATERIALS: All the notes and materials students used and created throughout the unit; Packing a new suitcase (appendix D10) Try to print on cardboard or paper (if it can be laminated) .

SUGGESTED TIME-FRAME: To be determined in class.

{A} Selecting the Content

SUGGESTED TEACHING STRATEGIES

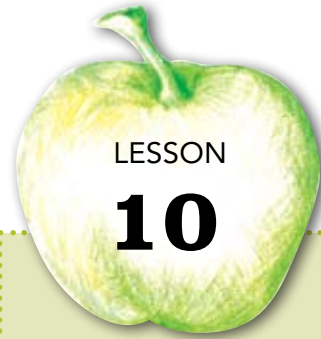
1. Ask students to imagine that they are packing a new suitcase to share with other schools. They should choose one project that they completed in this unit that is most significant to them.
2. Ask the students to describe, in writing, the project they've chosen and explain why it was important to them. In addition, you should guide them to answer the following questions:
 - Why is this project important today?
 - To whom and how will this project make a difference?
 - What have you learned from *Hana's Suitcase*? (3 main ideas)

During an exhibition either in class, in front of the school or parents, students present their project and discussing its importance to making a difference today.

SPECIFIC OBJECTIVES

For students to work collectively to synthesize their contributions, evaluate and select the most important project they produced in the unit.

By this presentation the students are taking concrete action in sensitizing others to the importance of fighting racism.



Throughout the lesson, focus on the significance of one person's power in making a difference.



Additional Options:

1. Fill a real suitcase (or an equivalent box or shoebox) with the students' projects and reports. It can then be displayed in a school exhibit.
2. Send a copy of the students' work to Fumiko, George, or the Montreal Holocaust Memorial Museum – this can make a wonderful gift!

10 EVALUATION

Wrap-up Activity.

	CRITERIA	EXCELLENT	VERY GOOD	GOOD	DIFFICULTY MEETING CRITERIA
{A}	<p>Selecting an artefact:</p> <p>Selecting a project and explaining its importance today.</p>	The student chooses a pertinent project and clearly justifies his/her choice.	The student chooses a pertinent project and justifies his/her choice.	The student chooses a project and has difficulty justifying his/her choice.	The student does not choose a pertinent project or does not justify his/her choice.
{B}	<p>Wrap-up activity</p> <p>Talking about what they have learned through these lessons.</p>	The student identifies 3 different things he/she has learned.	The student identifies 2 different things he/she has learned.	The student identifies 1 different thing he/she has learned.	The student has difficulty identifying what he/she has learned.

CONCLUSION: A VISIT TO THE MUSEUM

MATERIALS: Optional notebook and pencils.
SUGGESTED TIME-FRAME: 1 ½ to 3 hours.

{A} Visit to the Museum

SUGGESTED TEACHING STRATEGIES

1. Guided visit to the Museum. Visits are generally 1 ½ to 2 hours long. Tours can be adapted to the requirements of the group. Special activities can be organized in conjunction with the Museum Coordinator.
2. Meeting with a survivor of the Holocaust: Duration of 45 minutes to 1 hour in which a survivor shares his/her experience. A question and answer period follows.
3. Film screenings are available following Museum visits.

SPECIFIC OBJECTIVES

To provide students with a context in which to place the events surrounding Hana's story.

A unique opportunity to hear the story of the Holocaust through the personal account of a survivor.



* Please reserve your visit three to four weeks in advance

Children writing and drawing for Hana





Drawing of Hana



Hana as a toddler

APPENDIX AA



Introduction

Student Printables and Worksheets

Discussion Questions & Answers

Discussion Questions & Answers

Adapted from *Don Flaig, A Book Study* (2003)

Note: Questions are keyed to Bloom's Taxonomy (e.g., **lower numbered** questions relate to Knowledge, Comprehension, Application, **higher numbered** questions address Analysis, Synthesis, Evaluation)

LIFE IN NOVE MESTO BEFORE THE NAZI INVASION OF CZECHOSLOVAKIA

1. In what city did the Bradys live in? Where is it located?	<i>Nove Mesto, a small town in the province of Moravia, in what was then called Czechoslovakia and today is the Czech Republic, p.5.</i>
2. Who were the members of the Brady family?	<i>Mother Marketa, father Karel, George and Hana, p.6.</i>
3. What was Hana's job in the store?	<i>She was a general helper, keeping the shelves stocked, clean and tidy, slicing yeast, chiselling lumps off the sugar loaf, weighing spices, and twisting paper into cones to hold candy, p. 8.</i>
4. What activities did the Bradys participate in?	<i>George: played violin; Hana: played piano, ice-skating; Mr. Brady: an amateur actor and athlete, called the cross-country ski races, volunteer firefighter; Mrs. Brady: took food to the poor people who lived on the edge of town; the Brady family: welcomed artists in their home, cross-country skiing, camping, hiking, sleigh-riding.</i>
5. What parts of Hana and George's life in Nove Mesto are most like your life now?	<i>Sports, school, building snow forts, close family ties, etc.</i>
6. How would you show that Hana and George were well accepted by the children of Nove Mesto?	<i>They attended school, taking part in regular activities with the other children such as participating in school plays, building snow-forts and skating on the pond.</i>
7. What questions would you ask Hana and George in an interview about their life in Nove Mesto before the Nazis arrived?	<i>Answers will vary.</i>

LIFE IN NOVE MESTO AFTER THE NAZIS CAME TO POWER

1. List three things that Hana and George were no longer allowed to do.	<i>They couldn't leave the house at certain hours of the day, shop at certain stores, travel, go to the movies, skate on the pond, go to sports fields, parks, the gym, etc., p.22 – 27.</i>
2. Why do you think it was so important for Mr. and Mrs. Brady to hear the news on the radio?	<i>They wanted to be kept informed of Hitler's activities, make sense of the situation in order to protect their family, p. 26.</i>
3. How would you contrast your life with Hana and George's life then?	<i>Answers will vary.</i>
4. What can you say about how the Brady family was treated, at this point, in Nove Mesto?	<i>Answers will vary.</i>
5. If you were in Hana and George's place, no longer allowed to play with your friends, what would you do to make yourself feel better?	<i>Answers will vary.</i>
6. If you could do one thing to make Hana and George a little happier, what would it be?	<i>Answers will vary.</i>
7. What would have happened if the other townspeople had helped the Bradys?	<i>Answers will vary.</i>
8. Imagine you lived in Canada then, and knew what was happening to the Jews and other victims in Europe during World War II. How would you react?	<i>Answers will vary.</i>

LIFE IN THERESIENSTADT

1. Who was Hana's closest friend in the barracks?	<i>Ella, p.78.</i>
2. What were the lists posted at the main entrance of Hana's building for?	<i>To announce who was selected for deportation by train, p. 78.</i>
3. How would you compare Hana's experience in the barracks with George's?	<i>Answers will vary.</i>
4. What can you learn from Hana's drawings about her life in Theresienstadt?	<i>Answers will vary.</i>
5. What examples illustrate how people showed support for one another?	<i>They organized secret music, art and sewing classes; Ella and Hana shared food, played games and sang songs to cheer each other up, etc., p. 65 – 70.</i>
6. Why do you think people helped each other so much?	<i>Answers will vary, but should include ideas of courage, of hope, of the need to encourage each other in such harsh conditions, the need to share the little that they had in order to survive, etc.</i>
7. Why do you think the Nazis kept the inmates in such poor conditions?	<i>Answers will vary, but might include that the Nazis tried to weaken the inmates physically and mentally so that they could have more control over them.</i>
8. What would you do if you saw people being treated badly because of their ethnic or religious backgrounds?	<i>Answers will vary, but might include talking to parents, speaking about it in a classroom meeting, writing to the editor of a newspaper, contacting Members of Parliament, etc.</i>

FUMIKO'S SEARCH AND HANA'S SUITCASE TODAY

1. How did Fumiko come to possess Hana's suitcase?	<i>She requested artefacts from the Auschwitz Museum, p. 12.</i>
2. How did the children in Tokyo figure out Hana's age when she was sent to Auschwitz?	<i>From the date on the suitcase, p. 20.</i>
3. Why do you think Fumiko kept on searching for information about Hana?	<i>She was very determined, she wanted to satisfy the "Small Wings" curiosity, etc.</i>
4. How did Fumiko find out that George was alive and living in Toronto?	<i>First by finding his name on the list indicating he was not killed in Auschwitz, and then by encountering George's friend in Prague, p. 72, 83-88.</i>
5. What questions would you ask Fumiko in an interview?	<i>Answers will vary.</i>
6. What do you think were George's first thoughts when Fumiko contacted him?	<i>Answers will vary.</i>
7. Why do you think young people worldwide are reading <i>Hana's Suitcase</i> in over 40 different languages?	<i>Answers will vary but should include: it is a fascinating book that intertwines two parallel stories; it tells the story of the Holocaust through one girl's life; to understand the dangers of racism and what it can lead to; to learn that such things have to be prevented; shows how one person can uncover a whole story, etc.</i>
8. What would you include in a Holocaust museum that would interest students your age in your city to learn more about the Holocaust? Make a sketch of or describe the room or artefacts you are imagining.	<i>Answers will vary.</i>
9. Why do you think it is important to continue teaching about the Holocaust?	<i>Answers will vary.</i>



George Brady with children in Ottawa



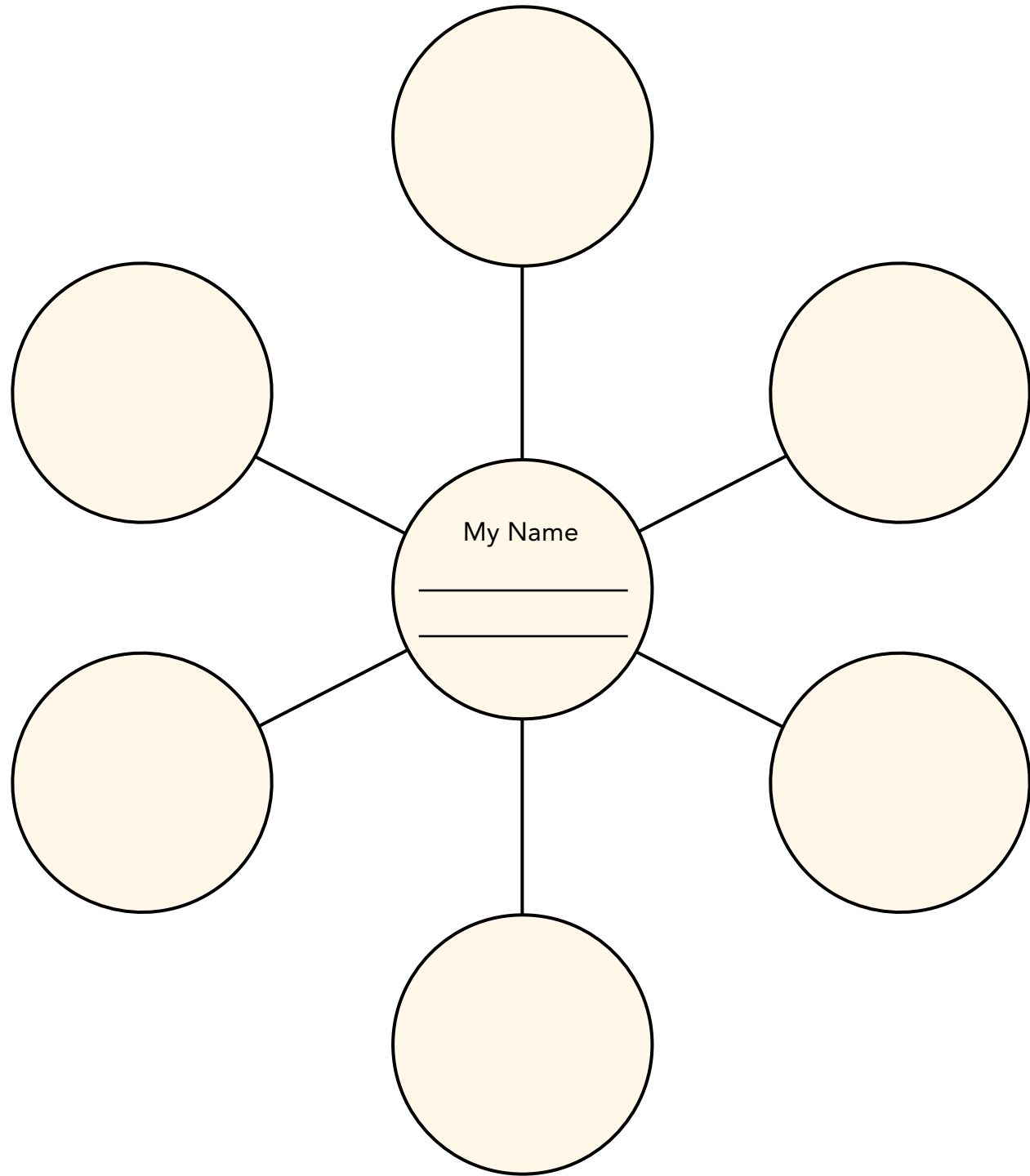
APPENDIX A1



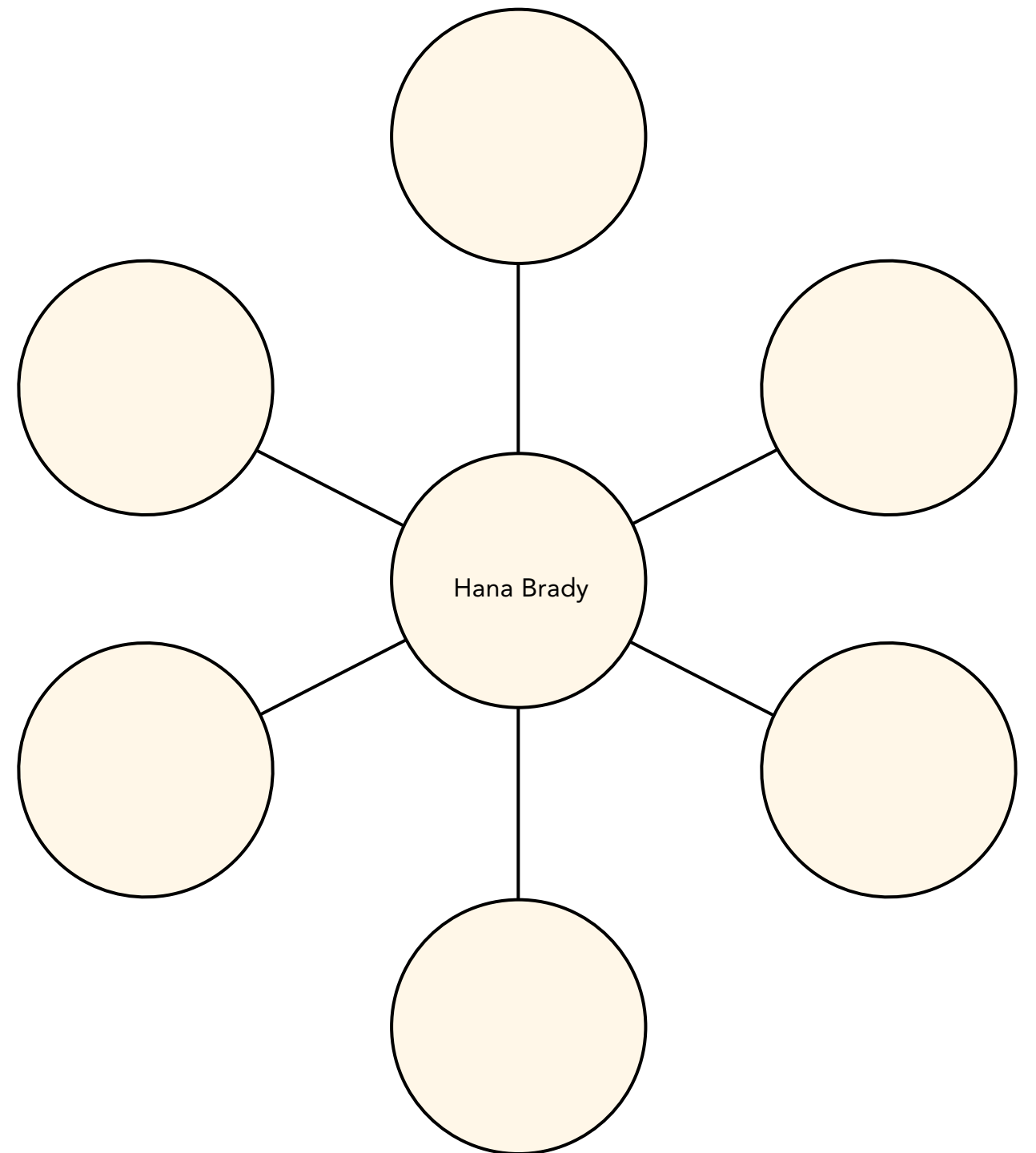
Identifying with Hana

- Worksheets A & B

LESSON 1: IDENTIFYING WITH HANA, WORKSHEET A



LESSON 1: IDENTIFYING WITH HANA, WORKSHEET B





George Brady with children in Japan

APPENDIX A2



Identifying Antisemitism & Racism

- Teacher Glossary
- Example of diagram
- Cutouts
- Student Glossary Worksheet

LESSON A2: IDENTIFYING ANTISEMITISM & RACISM
TEACHER HOLOCAUST GLOSSARY

Antisemitism: Hostility toward or discrimination against Jews as a religious, ethnic, or racial group. Hatred of Jews dates back to Ancient times, but the word "antisemitism" was coined in the late nineteenth century. Nineteenth century "racial science" added a new dimension to traditional Jew hatred. In addition, Jews were falsely accused of conspiracies to dominate the world, an idea perpetuated through publications, most notably in the Protocols of the Elders of Zion. The Nazis used these definitions as a major component in their war against the Jews, which culminated in the annihilation of two thirds of European Jewry.

Aryan: The Nazis took a term used to describe an ancient tribe and applied it to themselves, falsely claiming their own "Aryan race" to be superior to all other racial groups. The term "non-Aryan" was used to designate Jews, part-Jews and others of supposedly inferior race.

Auschwitz: A concentration camp established in 1940 near Oswiecim, Poland. By 1942, it contained a labour camp, the death camp Birkenau, the slave labour camp Buna-Monowitz, and numerous labor camps. Approximately 1.5 million Jews were murdered in Auschwitz.

Bystander: One present but not taking part in a situation or event, a chance spectator.

Concentration Camp: Any internment camp for holding "enemies of the Third Reich". The construction of concentration camps began almost immediately after Hitler came to power. Thousands of camps were established during World War II.

Death Camp: Established in occupied Poland for the mass murder of Jews and other victims, primarily by poison gas. These were Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka.

"Final Solution": Nazi euphemism for the extermination of European Jewry.

Genocide: (from Greek *genos*, "race", and Latin *caedes*, "killing"): A word first used by Polish-Jewish lawyer Raphael Lemkin in 1943 to describe an official government policy for the deliberate and systematic destruction of a racial, political, cultural or religious group.

Gestapo: The official secret police of Nazi Germany.

Ghetto: The Nazis revived the medieval term to describe their device for concentration and control, the compulsory "Jewish Quarter". Established in poor areas, Jews were forced to live in overcrowded and desperate conditions.

Kristallnacht: November 9-10, 1938, pivotal event during which the Nazis coordinated an attack on Jewish people and their property in Germany and Austria. Over 1400 synagogues were destroyed. 30 000 men and boys were deported to concentration camps.

Jude: The German word for Jew.

Nazi: The National Socialist German Workers' Party (NSDAP), established in 1919. In 1933 the Nazi Party achieved political control of Germany through democratic election.

Terezin (Czech)/Theresienstadt (German): Terezin was established in 1942 as a "model camp" to deflect international criticism of the Nazis' treatment of Jews. Situated in north-western Czechoslovakia, it served as a transit camp for Jews en route to the death camps of Treblinka, Majdanek and Auschwitz-Birkenau.

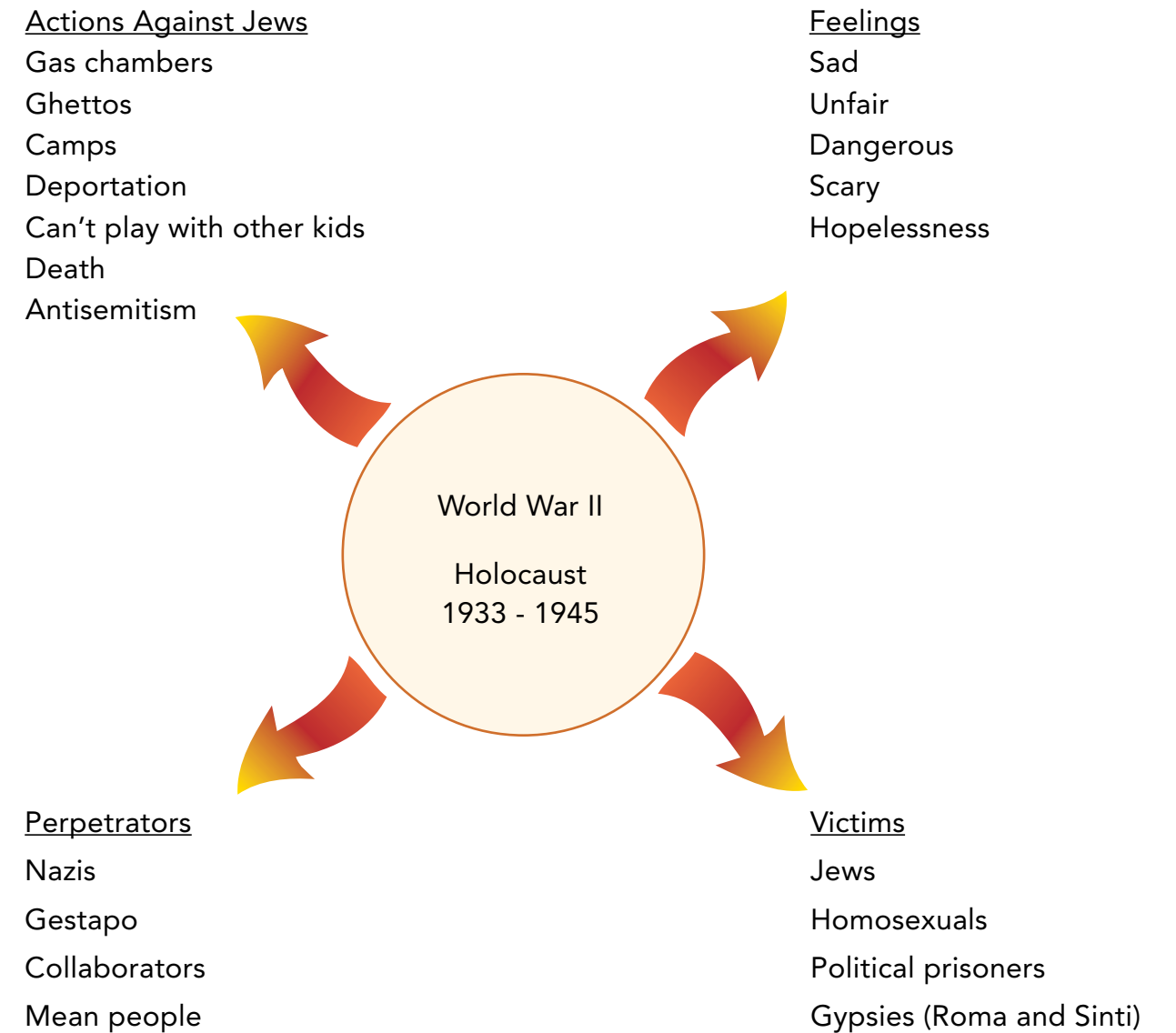
Zyklon B: Hydrogen cyanide. A poisonous gas originally developed as a pesticide, and later used in the Nazi gas chambers for mass murder.

LESSON A2: EXAMPLE OF DIAGRAM (FOR TEACHER USE)

Examples of words thought of by students to be written on the blackboard/bristol board (by teacher or student):

World War II, sad, gas chambers, Nazis, deportation, antisemitism, death, scary, Roma and Sinti (Gypsies), 1933-1945, homosexuals, can't play with other kids, unfair, Gestapo, camps, ghettos, mean people, dangerous, Jews, hopelessness, political prisoners.

Example of a diagram that students create based on the words in front of them. They can create any organizational model that makes most sense to them.



LESSON A2: CUTOUTS

To make the cutouts more dynamic, print them on coloured paper.

Antisemitism	Racism
Prejudice	Stereotypes
Genocide	Human Rights
Persecution	Discrimination
Bystander	Oppression
Intolerance	Coexistence
Multiculturalism	Indifference

LESSON A2: STUDENT GLOSSARY WORKSHEET

1. In your group, read out loud the term on your cutout; define it and underline 3 key words in your definition:

2. Find examples of this term in Hana's story:

3. Find examples of this term in today's world, either from your own experiences or in current events (three examples):

4. See how this term fits into the diagram you created earlier and draw it in:



George Brady with children in Israel.

APPENDIX A3



Mapping Hana's Life

- Map
- Key Dates for Teacher

LESSON A3: KEY DATES FOR TEACHER

February 9, 1928	George Brady is born.
May 16, 1931	Hana Brady is born.
1930s	Hana and George live in Nove Mesto, Czechoslovakia where they are the only Jewish children.
January 1933	Hitler comes to power. Soon after, the first concentration camp, Dachau, is established and the first anti-Jewish laws are passed.
1938	The Nazis march into a part of Czechoslovakia. Some Jews emigrate to other countries. Hana's candle goes out.
March 15, 1939	The rest of Czechoslovakia is invaded by Germany, including Nove Mesto. The Brady family can no longer live as it used to. George and Hana are no longer allowed to go to the movies, parks or skating. They put their thoughts on paper in a bottle and bury it under the swings.
September 1, 1939	World War II begins. The persecution of Jews by the Nazis escalates.
September 10, 1939	Canada declares war on Nazi Germany.
Autumn 1940	Prior to Hana entering Grade 3, Jewish children are no longer permitted to attend school.
Spring 1941	Hana's mother is deported to Ravensbruck concentration camp from which she sends home gifts made of bread.
Autumn 1941	Jews in Nove Mesto are forced to wear yellow stars. Hana's father is taken away by the Gestapo.

Winter 1941	Uncle Ludvik comes to take Hana and George to live with him and Aunt Hedda. Sylva the dog finds her way across town to be with them.
May 1942	Hana and George are taken away. They don't know where they are being sent. They spend four days in a warehouse where Hana celebrates her 11th birthday. Hana and George arrive in Theresienstadt by train where they are separated.
July 3, 1942	Hana's grandmother arrives at Theresienstadt. She dies three months later.
July 14, 1942	Hana's father Karel is killed at Auschwitz.
October 29, 1942	Hana's mother Marketa is killed at Auschwitz.
1943	Hana meets Ella. She is confined to the building, in which she lives. She attends secret classes in the attic where she takes art lessons from Friedl Dicker-Brandeis. Hana eventually gets to see George again.
September 1944	George is sent to Auschwitz.
October 23, 1944	Hana and her friend Ella are sent to Auschwitz. Hana is killed there.
January 1945	Auschwitz is liberated. George is free. He is 17 years old.
May 1945	World War II ends. George returns to Nove Mesto. Months later he learns that Hana was killed on the day she arrived at Auschwitz.



APPENDIX B4

The Holocaust through Hana



- Cutouts

LESSON B4: CUTOUTS

To make the cutouts more dynamic, print them on coloured paper.

Art classes	Gifts from Ravensbruck
Living with the aunt & uncle	Celebrating her 11th birthday
Winter sports	Deportation to Theresienstadt
The Nazi invasion	Deportation to Auschwitz
The arrival of Hana's grandmother in Theresienstadt	Separation of George and Hana
Listening to the news on the radio	Ella
Hana isn't allowed to go to school	Working in the store

APPENDIX B5



Have we learned from the Holocaust?

- Guiding Questions

LESSON B5: GUIDING QUESTIONS FOR RESEARCH PROJECT

- What subject will you research? (key word)
- What is your goal in researching this term?
- When is the assignment due?
- What resources will you use to find the information you need? (for example, Internet, school library, a book at home).
- What type of documents will you have to use? (photos, magazine articles, newspapers articles, etc.)
- Give an example of a situation related to this term that happened recently or is going on right now.
- Describe this situation.
- What are the consequences of this situation?
- What is your opinion of this situation?
- In your opinion, what should be done when facing this situation?

USEFUL WEBSITES

** Please preview web sites before including this list in student handout*

For information on racism, human rights and genocide, refer to:

www.tolerance.org (fighting hate and promoting tolerance activities)

www.racismnoway.com.au (lists teacher resources and student activities)

www.srtrc.org (campaign against racism in soccer and society)

www.understandingprejudice.org/links (links, teacher and student activities)

www.historyplace.com/worldhistory/genocide (lists recent and past genocides)

www.racismnoway.com.au/gamesroom (games on multiculturalism and racism)

APPENDIX C6



Racism in our Society

- Sample of Discrimination / Prejudice Survey

LESSON C6: SAMPLE OF DISCRIMINATION/PREJUDICE SURVEY

Discrimination/Prejudice Survey

Please read the following questions and then answer the questions honestly. Circle only one answer per question. These answers are confidential.

PREJUDICE – hatred or suspicion of a particular group, culture, or religion. DISCRIMINATION – treating people differently because of their skin colour, religion, gender, beliefs, etc.

- 1. Is there discrimination or prejudice in this school? YES NO
2. If your answer to #1 is yes, how often have you witnessed a discriminatory or prejudicial act? OFTEN RARELY NEVER
3. In your opinion, most discriminatory or prejudicial acts occur as a result of: HATRED IGNORANCE INSENSITIVITY "JUST JOKING"
4. Have you ever been discriminated against at this school? YES NO
5. Have you ever told a joke that makes fun of a specific group of people? (racist, sexist, homosexual, disabled, religious, etc.) YES NO
6. If you hear a discriminatory or prejudicial joke, what do you do? LAUGH IGNORE IT WALK AWAY CONFRONT IT
7. Do you feel that the treatment of boys and girls is equal at this school? ALWAYS FREQUENTLY SOMETIMES NEVER
8. If you think the treatment of boys and girls is not equal, who do you think is favoured? BOYS GIRLS
9. Have you ever had negative feelings about people who : a) are of another skin colour YES NO b) are of another religion YES NO c) have a different appearance YES NO d) are disabled (emotionally or physically) YES NO
10. Do you think anything can be done to fight discrimination? YES NO
11. In general, when you see a discriminatory or prejudicial act, the most appropriate response is to: DO NOTHING TELL AN ADULT CONFRONT THE SITUATION
12. If you were a witness to a discriminatory or prejudicial act tomorrow, what do you think you would do? DO NOTHING TELL AN ADULT CONFRONT THE SITUATION

APPENDIX C7



Celebrating Cultural Diversity

- Celebrating Diversity Worksheet

LESSON C7: CELEBRATING DIVERSITY

1. Choose a culture, religion, or community you'd like to know more about.



2. Choose 3-4 questions below or create your own questions.
 - What are their customs and traditions?
 - What clothes do they wear?
 - What kind of music do they listen to?
 - What kind of traditional foods do they eat?
 - What special holidays do they celebrate?
 - Who are some famous people from that culture?
3. You may want to view some of these sites for information.
 - www.britkid.org (excellent site: gives perspective of several students from different heritages)
 - www.eurokid.org/mc.html (discusses teenagers from different countries, chat room samples)
 - <http://coe.west.asu.edu/students/stennille/st3/navajos2.html> (information about Navajo culture)
 - <http://coe.west.asu.edu/students/stennille/st3/hispanic.html> (Hispanic culture)
 - www.ipl.org/div/kidspace/cquest (lists many countries with bits of info about each)
 - http://kidshealth.org/kid/grow/tough_topics/diversity.html (general information about diversity)
 - <http://www.ainc-inac.gc.ca/ks/index-eng.asp> (Indian and Northern Affairs Canada: Kids' Stop, Canadian Aboriginal, history, language, etc.)



APPENDIX C8



Finding the Positive against all Odds

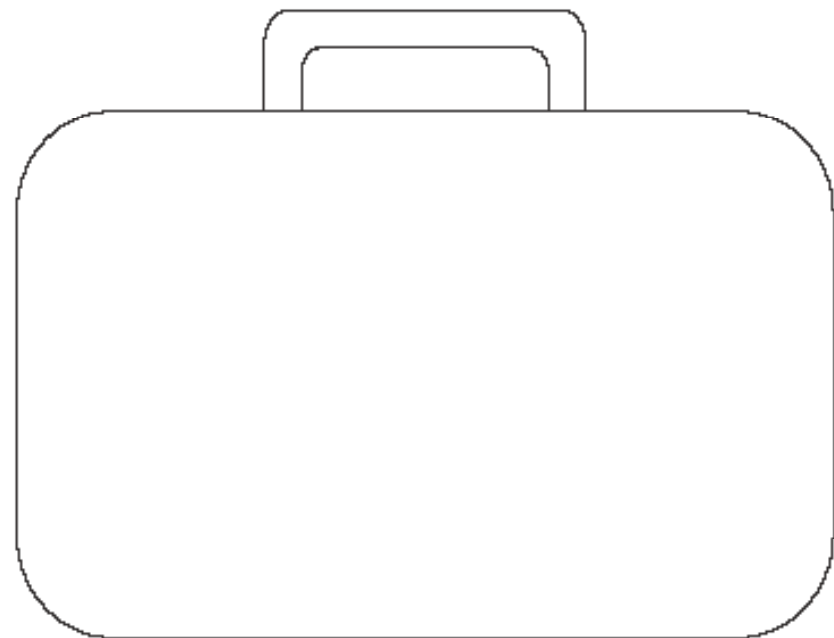
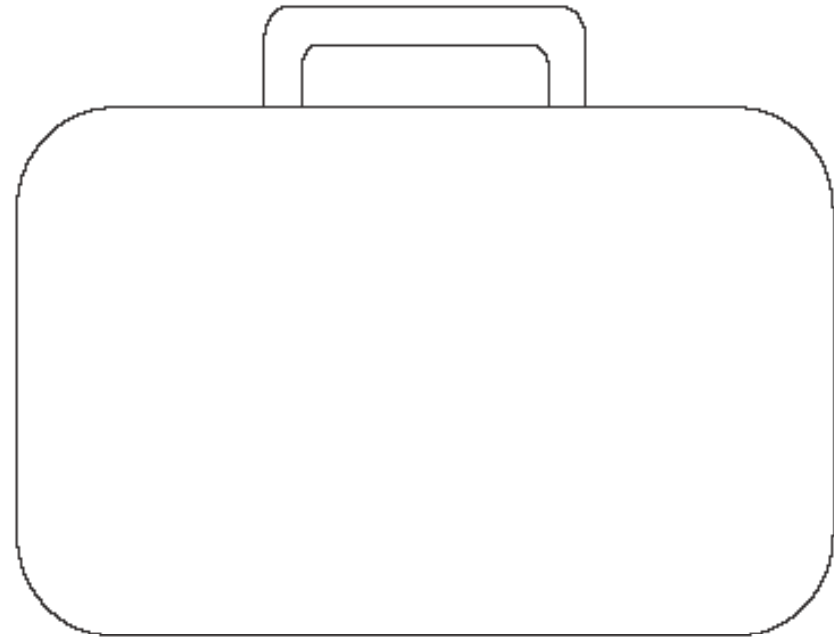
- Suitcase cutouts
- School bag cutouts
- Promoting Respect Worksheet





LESSON C8: FINDING THE POSITIVE AGAINST ALL ODDS - HOW THE PEOPLE IN THE STORY MADE A DIFFERENCE

How many positive actions can you identify?



How many school bags can you fill?



LESSON C8: PROMOTING RESPECT WORKSHEET, GROUP DISCUSSION

We are a multi-cultural society consisting of many different languages, religions and backgrounds. This kind of diversity can enrich us and make our lives more meaningful. This can only be achieved by respecting and trying to understand each other. We must continue to engage in dialogue and realize that **each** of us can contribute positively to our society.

Create a list of strategies that can promote respect and tolerance in your world.

For example:

- Try to learn something from the other person.
- Never stereotype people.
- Show interest and appreciation for others' cultures and backgrounds.
- Don't go along with prejudices and racist attitudes.

Can you think of any other strategies to add to this list?



APPENDIX C9



Making a Difference

- Making a Difference Worksheet

LESSON C9: MAKING A DIFFERENCE

Brainstorming
Making a Difference ...

In my school

In my family

In my community

In my country

In my world

APPENDIX 10



The Positive Power
of the Present

- Packing a new suitcase



LESSON C10: MAKING THE PRESENT POSITIVE THROUGH HANA

Packing a new suitcase



Making a difference

Making the present positive through Hana: packing a new suitcase

Making a difference

After reading Hana's Suitcase, I have learned

[Empty rectangular box for writing]

I have packed:

[Empty oval shape for drawing]

I hope this will make a difference to: _____

Because

[Empty rectangular box for writing]

FURTHER REFERENCES

Hana's Suitcase Book, Documentary and Websites:

Hana's Suitcase: Brady Family Official Website, 2004.

<http://www.hanassuitcase.ca>

Jet Belgraver, *Hana's Suitcase: An Odyssey of Hope*, CBC Documentary, 2004, 25 min.

Karen Levine, *Hana's Suitcase*, Toronto, Second Story Press, 2002, 111 pages.

Karen Levine, *The Sunday Edition : Hana's Suitcase*, CBC Radio, 2001, 26 min.

<http://www.cbc.ca/thesundayedition/features/hanassuitcase/index.html>

On-line Ressources:

ORGANIZATIONS:

Montreal Holocaust Memorial Centre:

www.mhmc.ca

Equitas : International Centre for Human Rights Education:

<http://www.equitas.org>

Le Mémorial de la Shoah à Paris :

<http://www.memorialdelashoah.org>

Tokyo Holocaust Education Resource Center:

<http://www.ne.jp/asahi/holocaust/tokyo/topenglish.htm>

United States Holocaust Memorial Museum:

<http://www.ushmm.org>

Vancouver Holocaust Education Centre:

<http://www.vhec.org/index.html>

PEDAGOGICAL TOOLS:

Britkid: An anti-racist and inter-cultural website

<http://www.britkid.org>

Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/index.html>

Tolerance.org: Planet Tolerance

<http://www.tolerance.org/pt/index.html>

Vancouver Holocaust Education Centre: Open Hearts, Closed Doors: The War Orphans Project

<http://www.virtualmuseum.ca/Exhibitions/orphans/english/>

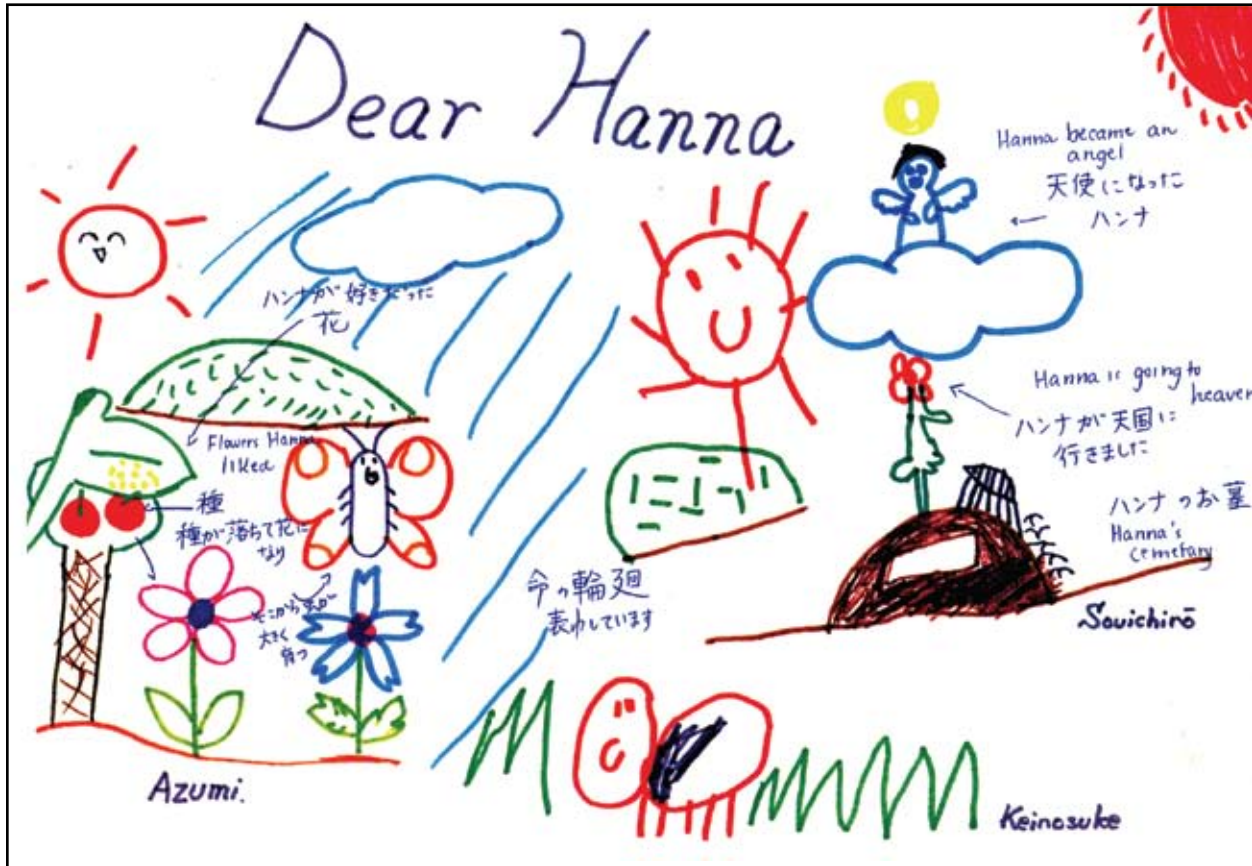
United States Holocaust Memorial Museum: *Holocaust Encyclopedia*

<http://www.ushmm.org/wlc/en/>

United States Holocaust Memorial Museum: *Teaching about the Holocaust*

<http://www.ushmm.org/education/foreducators/>





A tribute to Hana by children at the Holocaust Center. They used German spelling of Hana's name because it was spelled that way on the suitcase.

