

# “And in 1948, I Came to Canada” The Holocaust in Six Dates



Centre commémoratif  
de l'Holocauste à Montréal

Montreal Holocaust  
Memorial Centre

Teaching Tool  
for the travelling  
exhibit

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Canada 

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# The Montreal Holocaust Memorial Centre

## TO LEARN, TO FEEL, TO REMEMBER, TO ACT

The Montreal Holocaust Memorial Centre educates people of all ages and backgrounds about the Holocaust, while sensitizing the public to the universal perils of antisemitism, racism, hate, and indifference.

Through its Museum, commemorative programs, and educational initiatives, the Centre promotes respect for diversity, and the sanctity of human life.

The Montreal Holocaust Memorial Centre’s pedagogical tools are created in accordance with Quebec Education Program guidelines. Consult the teacher’s section of the MHMC website to download lesson plans and activities for students from Grade 6 elementary up to Secondary 5 (17 years old):

<http://www.mhmc.ca/en/pages/teachers>

*Brief History of the Holocaust* is one of several tools available to further basic understanding and knowledge of the Holocaust.

This guide presents teaching activities relating to the exhibition, “*And in 1948, I Came to Canada*”: *The Holocaust in Six Dates*.

### Facilities & Services:

The Museum is located in the main lobby of 1 Cummings Square (5151 Côte-Ste-Catherine Road).

It can be accessed by public transportation: Metro Côte-Ste-Catherine, or the 129 bus.

The Museum is accessible to individuals with reduced mobility and/or hearing impairments. All films can be viewed with French or English subtitles.

Tel: (514) 345-2605

Website: [www.mhmc.ca](http://www.mhmc.ca)

For museum hours, group tours and admission fees, please contact our reservation agent at (514) 345-2605, ext. 3291.

To download the free tablet app for iPad:

<https://itunes.apple.com/ca/app/montreal-holocaust-museum/id719081593?mt=8>

Android:

<https://play.google.com/store/search?q=MHMC&c=apps>

# The Exhibit

More than 9 million Jews lived in Europe prior to the Second World War. From 1933 to 1945, they were persecuted and 6 million of them were murdered during the Holocaust. The destruction of Europe’s Jewish communities sent unprecedented shockwaves throughout the world, reaching all the way to Canada.

During the Second World War (1939-1945), Nazi Germany implemented extreme measures, leading to genocide, and presented them as being necessary to the protection of the German people. The conflict made it possible to organize, justify and, in part, conceal the Holocaust.

Featuring ten objects and thirty minutes of video testimonies drawn from the Montreal Holocaust Memorial Museum’s outstanding collection, the exhibit explores the connections between World War II and the genocide of the Jewish people. It also addresses questions relating to Canadian intervention, the lack of action toward Jewish refugees and the immigration of Holocaust survivors to the country after the war.

Through six key dates, learn about the genocide of the Jews, discover their courageous attempts to resist, the steps leading from antisemitism to genocide and the resulting impact on our societies.

The traveling exhibition, “And in 1948, I Came to Canada” — The Holocaust in Six Dates, provides an opportunity to commemorate the victims of the Holocaust across the country and to honour the survivors who made Canada their new home. The quote “And in 1948, I came to Canada” comes from the testimony of Leon Kahn.



## The exhibit is divided into 6 parts:

- 1933:** Nazi rise to power and anti-Jewish laws
- 1939:** The beginning of the war and creation of ghettos
- 1941:** Invasion of the USSR and mass murders by mobile killing units
- 1942:** Deportation to the death camps
- 1943:** Resistance
- 1945:** Liberation and the post-war period

# Tips for Visiting the Exhibit and Guide Objectives

## Tips for visiting the exhibit

We suggest that you view the exhibit before visiting it with your students. We also strongly recommend that you speak with them about the Holocaust prior to your visit (see below for suggested activities). This preparation will make students more interested in the exhibit and, most importantly, will prepare them emotionally for the subject matter. As the exhibition is presented in chronological order, it is best to organize your tour accordingly.

After reading the exhibition panels, students will also be able to watch on-screen survivor testimonies at the end of the exhibit.

The entire tour should last about an hour.

## Guide objectives

The activities proposed here are based on the the six historical thinking concepts<sup>1</sup> and teach students to:

- **Establish historical significance** (We suggest starting with survivor stories and artefacts as a way to approach the history of the Holocaust and World War II, as well as the question of human rights and antisemitism today.)
- **Use primary source evidence** (The activities outlined in this guide are based mainly on the artefacts and testimonies of Holocaust survivors.)
- **Identify continuity and change** (The history of the Holocaust makes it possible to address historical continuity—antisemitism, daily necessities of life, etc.—and the changes illustrated by war and genocide.)
- **Analyze cause and consequence** (The two world wars and the economic crisis are contributing causes leading to the Holocaust. Through the exhibition and related activities, students will learn about the consequences of the Holocaust and the war on individual people.)
- **Take historical perspectives** (Understanding the context that led people to act the way they did: resistance, collaboration, bystanders, etc.)
- **Understand the ethical dimension of historical interpretations**

## This guide will also help students:

**Learn basic concepts about the following subject matters:**

- History of the Holocaust (1933-1945)
- History of the Second World War
- Canadian intervention in a worldwide conflict
- Connections between the war and the genocide
- Impact of the Holocaust on Canada

**Develop the following competencies:**

- Complex critical thinking about global social issues
- Reflection on ethical questions
- Interpretation and analysis of maps and timelines
- Analysis of video testimony to understand historical events from a human perspective.

<sup>1</sup>[historicalthinking.ca/historical-thinking-concepts](http://historicalthinking.ca/historical-thinking-concepts)



Holocaust survivors in the Bergen-Belsen displaced persons camp, Germany, 1947.

# Suggested Activities

## Before your visit

The activities suggested below will provide your students with the knowledge they'll need to understand the tour.

### Activity 1: Initiating activity / Trigger activity

**Objective:** Raise students' interest in the Holocaust through reading and analyzing a letter written by a Jewish resistance fighter.

**Material:** Activity 1 from the *Exploring the Evidence* tool ([http://mhmc.ca/media\\_library/files/50ca0546839ab.pdf](http://mhmc.ca/media_library/files/50ca0546839ab.pdf))

### Activity 2: What is the Holocaust?

**Objective:** Determine the students' knowledge about the Holocaust and define the term.

**Material:** Appendix 1

**Application:** Ask your students what the word “Holocaust” means to them and then have them read the glossary, making sure that they understand fully all the terminology. Next ask them to write a definition of the Holocaust by answering the following questions: Who? What? Against whom? Why? When? How? Where?

You'll find the answers here:

[http://mhmc.ca/media\\_library/files/50ca471ca0c69.pdf](http://mhmc.ca/media_library/files/50ca471ca0c69.pdf)

### Activity 3: Artefacts: What do they teach us?

**Objective:** Based on an analysis of primary sources, extract information on the Holocaust.

**Material:** Appendices 2 and 3

**Application:** Divide the class into subgroups of three or four students. Each group chooses an artefact. The students have to describe and analyze the artefact using the *Artefact Analysis Sheet*. Explain to them that they will see real artefacts in the exhibition. They can then write labels for the artefacts in the form of a short paragraph composed of brief, clear, grammatically correct sentences.

## During your visit

The activities suggested below will help students to actively explore the exhibition and deepen their general understanding of the Holocaust as well as specific themes.

### Activity 4: The artefacts in the exhibition

**Objective:** Acquire historical information on the Holocaust by analyzing artefacts.

**Material:** Appendix 2

**Application:** Ask your students to look through the exhibition to find the artefact they had analyzed and examine how it is displayed. Have them read the label. Is it very different from the one they wrote? Did they interpret the object differently? Does this strengthen or change their opinion about the artefact and its story? You can then ask them to write a text at home or prepare an oral presentation using the questions from the *Artefact Analysis Sheet*.

### Activity 5: Questions about the exhibition

**Objective:** Actively research historical information on the Holocaust.

**Material:** Appendix 4

**Application:** Ask students to answer the questionnaire in Appendix 4 in order to encourage them to read the texts and seek out more information on the Holocaust.

### Activity 6: Cross analysis table: war versus genocide

**Objective:** Analyze the causes and consequences by making connections between World War II and the Holocaust.

**Material:** Appendix 5

**Application:** Ask your students to fill in the table in Appendix 5 as they tour the exhibition. For each date, the students should find the major historical event described in the exhibition texts, identify its impact on Jews and show how Canada reacted. The students should also choose an object, photo or video clip (if they choose the video clip, they need to identify a phrase in the clip that best explains the event).

### Activity 7: Questions for further analysis

**Objective:** Encourage students to reflect about complex issues and help them develop sound arguments based on primary sources and information presented in the exhibition.

Give each student one of the following questions before visiting the exhibit. Students answer the question by writing an argumentative text, supported by what they find in the exhibit.

- Why would someone decide to join the resistance?
- What role did Canada play before, during and after the Holocaust?
- Why does war make it easier for genocide to occur? World War II and the Holocaust can be used as an example on which students can base their answer, but you can also ask them to find other examples (World War I and the Armenian genocide, for example).



Max and Genia Beer at the Pocking displaced persons camp. Germany, circa 1946.

## After your visit

In addition to Activities 4 and 7 that suggest tasks to be done after the visit, we also suggest two activities related to the video testimonies of Leon Kahn (or Elie Dawang) and Sarah Kleinplatz. The video clip of Leon Kahn on the *Einsatzgruppen* is not suitable for younger students, therefore we recommend that they use the Elie Dawang clip instead.

To prepare for these activities, please read the document *Seven Tips for Teaching with Recorded Survivor Testimony*:

[http://www.mhmc.ca/media\\_library/files/GuideEnseignerTemoignages\\_MarcelTenebaum\\_WEB.pdf](http://www.mhmc.ca/media_library/files/GuideEnseignerTemoignages_MarcelTenebaum_WEB.pdf)

Students can access the video clips on YouTube to complete the activities:

<https://www.youtube.com/playlist?list=PLTVPX97wH3o7v2NP2dlyns85VyDH1uNXe>

### Activity 8: Biography and timeline

**Objective:** Understand the impact of war and genocide on individuals.

**Material:** Appendices 6, 7 and 8

**Application:** Divide the class into subgroups of 3 students each. Give each group a survivor biography and links to the YouTube video clips. Ask your students first to read the biography, and then watch the corresponding video clips. Students must then integrate all the dates from the survivor’s story into the general timeline. Then ask the students to analyze the war’s impact on this person. Conclude the activity by pooling everyone’s results and holding a discussion to compare experiences based on the survivor’s age, country of origin and circumstances. Explain to your students that these testimonies represent the unique experiences of each person. There are, however, thousands of other testimonies around the world that, depending on the person’s age group, country of origin, and personal situation, speak to thousands of different experiences.

### Activity 9: Analyzing a testimony

**Objective:** Understand the impact of war and genocide on individuals.

**Material:** Appendix 7, video excerpts

**Application:** This activity can be conducted in the classroom or at home. Ask students to read the survivor biographies, watch the videos and then answer the questions on the *Testimony Analysis Sheet*.



Emil Svarc and his father  
wearing the yellow star.  
Croatia, 1941

# Teacher Resources

The Montreal Holocaust Memorial Centre offers the following additional resources to help you prepare for teaching the history of the Holocaust to your students:

## Some of the resources produced by the MHMC

- *Brief History of the Holocaust*: This backgrounder provides a concise but detailed timeline of important dates and events. Most of the information in this document is appropriate for students aged 12 and up:

[http://www.mhmc.ca/media\\_library/files/Brief\\_History\\_of\\_the\\_Holocaust\\_low\\_quality.pdf](http://www.mhmc.ca/media_library/files/Brief_History_of_the_Holocaust_low_quality.pdf)

- Critical analysis of a historical source:

[http://www.mhmc.ca/media\\_library/files/50ca46cfe202b.pdf](http://www.mhmc.ca/media_library/files/50ca46cfe202b.pdf)

- Step-by-step guide to historical research methods:

[http://mhmc.ca/media\\_library/files/50ca4768636b7.pdf](http://mhmc.ca/media_library/files/50ca4768636b7.pdf)

- Teaching about the Holocaust using recorded survivor testimony:

[http://www.mhmc.ca/media\\_library/files/TeachWithTestimonies\\_MarcelTenenbaum\\_Web.pdf](http://www.mhmc.ca/media_library/files/TeachWithTestimonies_MarcelTenenbaum_Web.pdf)

- For more information and resources, see the *Teachers* section of the MHMC website:

<http://www.mhmc.ca/en/pages/teachers>

## Additional resources:

- *The Path to Nazi Genocide*: The United States Holocaust Memorial Museum in Washington, D.C. created a 38-minute documentary on the rise of the Nazis and the consolidation of their power in Germany:

<https://www.ushmm.org/fr/path-to-nazi-genocide>

- Moisan, S., Hirsch, S., & Strickler, C. (to be published and translated in 2016). *Enseigner l'Holocauste. Guide de soutien aux enseignants*. Montréal: Direction des services d'accueil et d'éducation interculturelle. Ministère de l'Éducation et de l'Enseignement supérieur (with the collaboration of the Montreal Holocaust Memorial Centre).

Dachau concentration camp. Germany



## Appendix 1



## Glossary

**Ältestenrat:** See Jewish Council

**Antisemitism:** Hostile and discriminatory doctrine and attitude with regard to Jews. Particular form of racism.

**Aryan:** The Nazis took a term used to describe an ancient tribe and applied it to themselves, falsely claiming that their own “Aryan race” was superior to all other racial groups. The term “non-Aryan” was used to designate Jews, half-Jews and quarter-Jews of supposedly inferior race.

**Dictatorship:** Political regime in which one person or a group of people exercise absolute power in an authoritarian manner and without any control.

**Einsatzgruppen (German word meaning “intervention groups”):** Nazi SS mobile killing units. They followed the front lines when the Germans entered the Soviet Union in 1941. Their victims were summarily executed and buried in mass graves.

**“Enemy Aliens”:** Citizens of states officially at war with Canada who were living in Canada during the war. Starting in 1940, close to 2,300 refugees of Nazism (most of them Jews), were interned in camps across Canada.

**“Final Solution”:** The Nazi code name for the assassination plot of all Jews of Europe. The plan was coordinated in January 1942 at the Wannsee Conference in Berlin by the Nazis.

**Genocide:** Act committed with the intent to destroy, in whole or in part, a national, ethnic, racial or religious group. Members of the targeted group are systematically killed or persecuted via any means used to achieve this goal: murder, measures intended to prevent births within the group, forcible transfer of children of the group to another group, etc. The crime of genocide is committed by State authorities, in their name and with their express or tacit consent. It is an aggravated crime against humanity.

**Ghetto:** The term was used for the first time in Venice, in the 16th century, when Jews were forced to live in closed neighbourhoods. During the Second World War, the Nazis forced Jews to live in overpopulated areas that were either walled or fenced in. There were hundreds of these ghettos, especially in Eastern Europe, and Jews could not go out without a permit from the Nazis.

**From left to right:**  
Mechelen transit camp: Dossin barracks courtyard. Belgium, 1942.

Day after Kristallnacht. Magdebourg, Germany, 1938.

Jewish internees at the île aux Noix internment camp. Canada, circa 1943.

# Appendix 1

**Holocaust:** The persecution and systematic murder of 6 million European Jews, organized by the Nazi Germany and its collaborators from 1933 to 1945.

**Jewish Councils (*Judenrat* or *Ältestenrat* in German):** Jewish administrative bodies created by the Germans during World War II. The Jewish Councils were to implement Nazi policy and provide collective services to the Jewish ghetto populations.

**Kindertransport (German word meaning children's transport):** Program developed in Great Britain to rescue children from, Austria, Czechoslovakia and Poland between 1938 and 1940. About 10,000 unaccompanied children (mostly Jews) were sent to live with families in England.

**Kristallnacht (Night of Broken Glass):** Name given by the Nazis to violent attacks (pogrom) against the businesses, places of worship and homes of the Jews throughout Germany and in the annexed countries (Austria and Sudetenland) on November 9 and 10, 1938. The violence has been implemented by the Nazi leaders. The sound of broken glass explains the name given to the event.

**Nazism (National Socialism):** German political movement led by Adolf Hitler. In 1933, the Nazi party took political control of Germany following a democratic election. It was violently antisemitic and believed in the supremacy of the "Aryan race." Nazi ideology included the following motives for discrimination: origin, ethnicity, skin colour, gender, handicap, religion, language, sexual orientation and political convictions. It was characterised by strong authoritarianism and "leader worship" (*Führerkult*). Nazi objectives included racial purity and territorial expansion (*Lebensraum*) needed for the German race. This was to be achieved by murdering the Jews of Europe and invading of neighbouring countries.

**Partisans:** Irregular resistance forces operating in enemy-occupied territories, most often using guerrilla tactics. During World War II, partisans harassed and killed Nazis and sabotaged Nazi war efforts. Some resistance groups consisted of only Jewish partisans, others had both Jewish and non-Jewish members, and yet others were made up of only non-Jewish local citizens.

**Pogrom:** Massacre or violent persecution of Jews, often organized or sanctioned by state authorities

**Propaganda:** Propaganda consists of using a variety of means of communication (media, speeches, advertising, etc.) to persuade people to adopt an idea, a doctrine or an ideology. The Nazis used every possible means of communication (radio, newspapers, children's books, political speeches, movies, etc.) available to them to spread their ideology of antisemitism and the superiority of the "Aryan race"

**Righteous:** Term used for non-Jews who saved Jews - often risking their own lives - by hiding them, providing them with false papers, helping them escape, etc.

**Roma:** Minority group present in Europe since the 11<sup>th</sup> century and often discriminated against by the majority populations.

**SS (*Schutzstaffel*; German word meaning: "protection squad"):** Troops selected from among the Nazi forces that were the most racist and loyal to the Nazi regime. They were merciless and assigned to the most brutal tasks, including the implementation of the "Final Solution."

## Appendix 2

# Artefact analysis sheet

**Observe the artefact and try to answer the following questions.  
Explain your answers:**

Describe the object: Type, shape, material, colour, etc.

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What condition is it in?

---

When does it date from?

---

Is it a written document? If so, read the document about primary sources.

---

Is there an inscription on it? In what language?

---

What can you infer about the object's owner?

---

What does it teach us about the people who used it or who could have been affected by it?

---

How big do you think this object is?

---

Who do you think made this object?

---

Where do you think this object came from? Where was it used?

---

What do you think this object was used for?

---

What does this artefact teach us about the Holocaust? About World War II?

---

Do objects like this exist today?

---

# Appendix 3

## Exhibition artefacts

### Work permit

 <p><i>M. Zeliger</i> Unterschrift d. Ausweisinhabers</p> <p><i>[Signature]</i> Unterschrift d. Betriebsleiters</p> <p>Litzmannstadt-Getto, den 21.11.1943</p>	<p><b>ARBEITSAMT-GETTO</b></p> <p><i>Legitimations-Karte</i></p> <p>Arbeiter Nr.: 3312</p> <p>Name: Zeliger</p> <p>Vorname: Mendel</p> <p>geb.: 24.7.1926</p> <p>wohnh.: Basargasse 1/4</p> <p>ist in dem Betrieb Nr.: 35 Kleimmöbelfabrik</p> <p>als: Lenring beschäftigt.</p> <p>Tag d. Antritts d. Beschäftigung:</p> <p>Er (Sie) darf die Strassen innerhalb des Gettos auch nach der Sperrstunde passieren.</p> <p><b>Arbeitsamt-Getto</b></p> <p>Kontrolliert durch <i>[Signature]</i> Nr. 70.002</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Erlerner Beruf: _____</p> <p>Angelehnter Beruf: _____</p> <p>Geschlecht: männlich</p> <p>Alter am 1. 1. 1943: 17 Jahre</p> <p>Arbeitet seit: 24.2.1943</p> <p>Arbeitslos vom: 194... bis 194...</p> <p>Arbeitslos vom: 194... „ 194...</p> <p>Arbeitslos vom: 194... „ 194...</p> <p><b>Arbeiter bedenke!</b></p> <p>Wer keine Arbeitskarte besitzt, gilt als arbeitslos. Geht die Arbeitskarte verloren, melde es sofort dem Betriebsleiter, damit er beim Arbeitsamt Getto Duplikat beantragt. Solche Karten tragen den Stempel Ersatzkarte und zeugen dann von der gleichgültigen Behandlung des Originals.</p>	<p><b>Zur genauen Beachtung!</b></p> <p>Sorgfältig in Schutzhülle aufbewahren, damit die Arbeitskarte leserlich bleibt.</p> <p>Eigenmächtige Änderungen sind strafbar.</p> <p>Stets bei sich führen.</p> <p>Diese Legitimation ist nicht übertragbar.</p> <p><b>Gettoverwaltung</b> gez.: BIEBOW.</p>
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## Appendix 3

Identification badge



Identification badge



Identification badge



Comb



Armband



Armband



Coins



Pair of glasses



Appendix **4**

# Questionnaire on the exhibit

Visit the exhibition and answer the following questions:

- 1.** How many Jews lived in Germany before the Nazis took power?
- 2.** List three examples of anti-Jewish laws or measures instituted by the Nazis in Germany prior to the war.
- 3.** What were the Nuremberg Laws?
- 4.** What was the Canadian government’s priority during the war?
- 5.** What is a ghetto?
- 6.** What were the living conditions in a ghetto?
- 7.** What name was given to the plan to organize the mass murder of Jews in Europe?
- 8.** Who were the “enemy aliens”?
- 9.** List two examples of propaganda. What do they have in common?  
How do they differ?
- 10.** Where did the Jews who were deported to the death camps come from?
- 11.** How did the world react to the massacres of Jews?
- 12.** How many types of internment sites are mentioned in the exhibition?  
Name them and explain the differences between them.
- 13.** Resistance can take many forms.  
Find three different examples of acts of resistance.
- 14.** Who were the Righteous Among the Nations?
- 15.** Who were the partisans?
- 16.** Which camp was liberated by Canadian Forces?
- 17.** How did the experiences of Jewish versus non-Jewish former prisoners differ after liberation?
- 18.** Name some of the Nazis’ victims other than the Jews.
- 19.** Did antisemitism stop at the end of the war? Explain your answer.

## Appendix 5

# Analysis table: War versus genocide

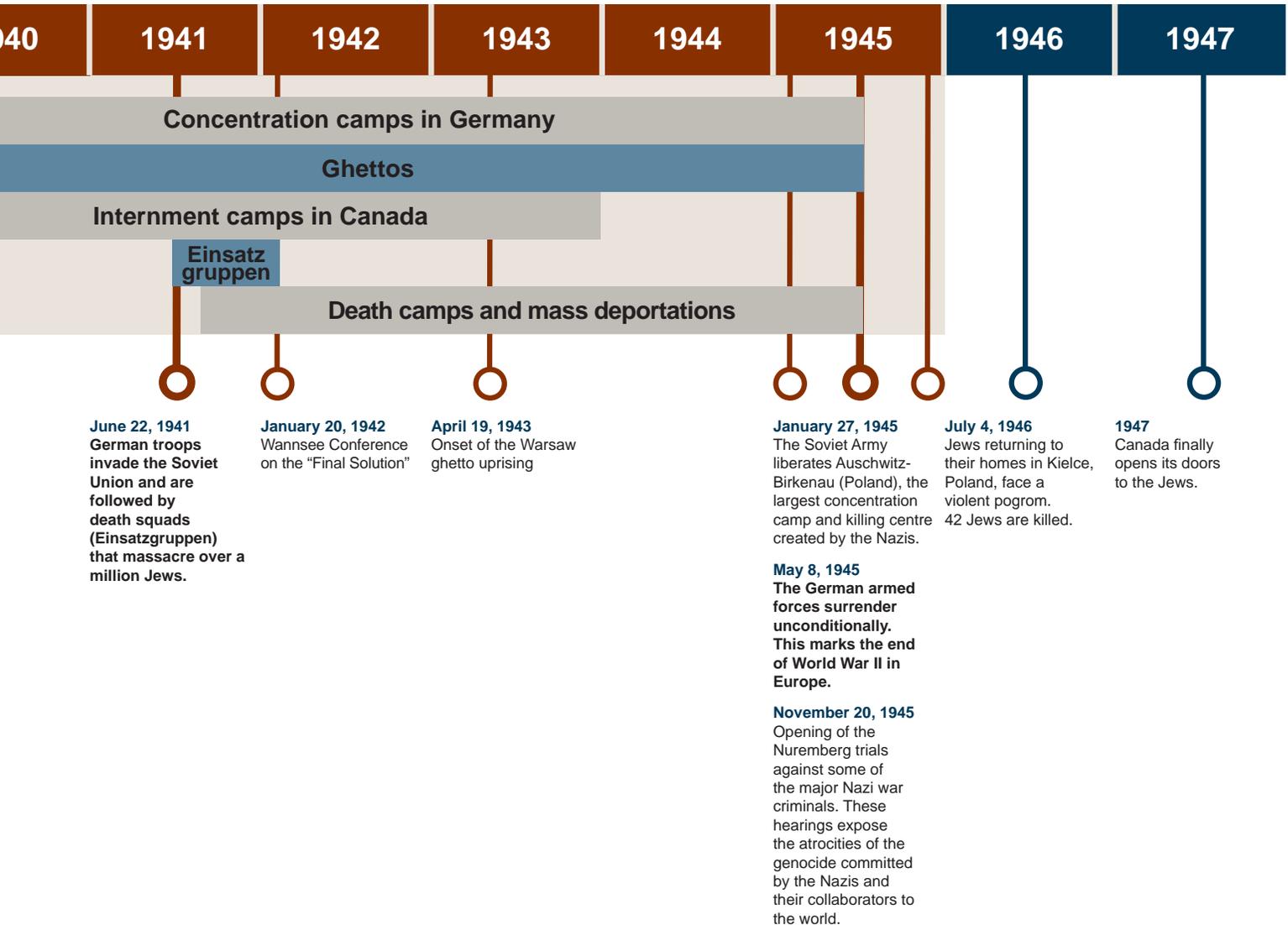
Visit the exhibit and fill in the following table. Find a key historical event for each date in the exhibit texts, explore how it impacted Jews and how Canada reacted to it. Choose an object, photo or video clip for each date (if you choose a video clip, find a sentence in the clip that describes well the historical event).

Date	Historical Event	Impact on the Jews	Object, photo or clip	What happened in Canada
1933				
1939				
1941				
1942				
1943				
1945				

# Appendix 6 Timeline



1933	1934	1935	1936	1937	1938	1939	1940
Concentration camps in Germany							
<p><b>January 30, 1933</b> Adolf Hitler is appointed Chancellor of Germany</p>		<p><b>September 15, 1935</b> "Nuremberg Laws"</p>			<p><b>November 9 and 10, 1938</b> November pogroms, known as "Kristallnacht".</p>	<p><b>September 1939</b> Outbreak of World War II</p> <p><b>September 1</b> invasion of Poland by Germany</p> <p><b>September 3</b> France and England declare war on Germany</p> <p><b>September 10</b> Canada declares war against Germany</p>	



## Appendix 7

# Survivor biographies

### Leon Kahn

Leon Kahn was born in 1925 in Eisiskes (Lithuania). In June 1941, Eisiskes was occupied by the Germans and in late September, almost all the Jews were shot by Lithuanian members of the Einsatzgruppen – German mobile killing units. Leon and his brother managed to hide and join their family in the nearby Radun ghetto. When the ghetto was liquidated in May 1942, Leon escaped and joined the partisans. He received fighter training and became an expert at blowing up trains. Leon was the only survivor of his family. His brother was killed by Lithuanian collaborators. His father and sister were killed by members of the Polish resistance movement *Armia Krajowa*. His mother and grandmother were murdered by gas in the Treblinka killing centre (Poland). In 1945, Leon went to a Displaced Persons' camp in Austria and from there, immigrated to Vancouver in 1948.

### Sarah Kleinplatz

Sarah Kleinplatz was born in 1924 in Pabianice (Poland). At the outbreak of World War II, her family moved to Lodz (Poland). In 1940, they were forced into the Lodz ghetto. In 1944, the ghetto was liquidated and its remaining inhabitants deported to the camp of Auschwitz-Birkenau (Poland). Sarah was selected for forced labour and transferred to a camp outside of Hamburg (Germany) to make bricks and rebuild houses damaged during the war. After nine months, she was transferred to the concentration camp of Bergen-Belsen (Germany), where she was finally liberated by the British armed forces. After liberation, Sarah, her mother, and two sisters stayed for over a year in Bergen-Belsen, which had been transformed into a Displaced Persons' camp. Sarah was married in 1946 and moved to Munich (Germany), where her first child was born. She immigrated to Montreal in 1950.

### Élie Dawang



Élie Dawang was born in 1934 in Paris (France). In 1941, the Dawang family was arrested by the police because they held false identity papers to prevent being identified as Jews. Élie's father managed to get Élie out of prison, and the boy went into hiding with a Jewish woman named Genia. Élie's parents, Schayna and Felix, were later deported to the camp of Auschwitz-Birkenau (Poland). Genia and Élie narrowly escaped arrest during the Vel d'Hiv roundup in July 1942. They hid in a suburb of Paris until the spring of 1943, when they moved to the village of Chemiré-le-Gaudin (France), 200 kilometres away from Paris. They stayed there until liberation, and then moved back to the capital. In May 1945, Élie was reunited with his father. Felix was the only other survivor of their extended family. Élie's mother, Schayna, had been murdered by gas upon her arrival in Auschwitz. Élie and his father immigrated to Montreal in 1951.

## Appendix 8

# Video testimony analysis sheet

You are going to watch a video clip taken from the testimony of a Holocaust survivor or witness.

## Tips

Before viewing the clip, read the person's biography.

Answer the following questions, based on what the person who is interviewed had to say. (Some questions may not apply to your clip):

## Questions

Name of the person interviewed: \_\_\_\_\_

What event is the person talking about? \_\_\_\_\_

When and where did this event take place? \_\_\_\_\_

How old was the person at that time? \_\_\_\_\_

How did the person react? \_\_\_\_\_

What did he/she do? \_\_\_\_\_

How did he/she feel? \_\_\_\_\_

What impact or consequences did the event have on him/her?

\_\_\_\_\_

How did the other people he/she mentions react? (Did they help, collaborate with the Germans, etc.)

\_\_\_\_\_

Why do you think they did what they did? \_\_\_\_\_

\_\_\_\_\_

Are you surprised? \_\_\_\_\_

Why? \_\_\_\_\_



Musée commémoratif  
de l'Holocauste à Montréal

Montreal Holocaust  
Memorial Museum



Un lieu d'espoir :  
un appel à l'action citoyenne

A place to learn and be inspired to act

Asir  
To act

5151, ch. de la Côte-Sainte-Catherine

514 345-2605

**HORAIRE**

Dimanche Sunday	10 h 10 AM	16 h 4 PM
Lundi Monday	10 h 10 AM	17 h 5 PM
Mardi Tuesday	10 h 10 AM	17 h 5 PM
Mercredi Wednesday	10 h 10 AM	21 h 9 PM
Jeudi Thursday	10 h 10 AM	17 h 5 PM
Vendredi Friday	10 h 10 AM	14 h 2 PM
Samedi Saturday	Fermé Closed	



Apprendre  
To learn



Ressentir  
To feel



Se souvenir  
To remember

Bénéficiaire de la  
Beneficiary of



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