

Hana's Suitcase



Musée Holocauste Montréal
Montreal Holocaust Museum

TEACHING GUIDE



Musée Holocauste Montréal
Montreal Holocaust Museum

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In memory of

Hana Brady

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

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About the Montreal Holocaust Museum

The Montreal Holocaust Museum 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 MHM promotes respect for diversity and the sanctity of human life.

The museum's collection is unique in Canada. It holds more than 12,900 items to date, many of which are historic documents, photographs and objects that belonged to Jewish families from Europe. The Museum acquires new objects that document the life of Jewish communities before the war and the Holocaust.

The Montreal Holocaust Museum tells the story of the Holocaust from the unique perspective of Montreal survivors. The Museum brings to life the human story of the Holocaust through survivor testimony, artefacts and historical archival material. Visitors learn the history of the Holocaust, and gain an understanding of events in Quebec, Canada and the world during that time. They are encouraged to consider the implications of prejudice, racism and antisemitism. The exhibition tells the story of Jewish communities before, during and after the Holocaust. It explores the terrible tragedy in which so many lives were lost, and the horrors that were witnessed by the few who survived.

Montreal became home to a large survivor population after the Second World War. As of 2018, approximately 4,000 survivors resided in the Montreal area.



Introduction

The aim of the *Hana's Suitcase* learning activity is to introduce the story of Hana Brady, a victim of the Nazis, to students in grades 6 and up. Following the footsteps of Fumiko Ishioka, a young educator in Japan looking for information about Hana Brady, students gradually discover some similarities between the young girl and themselves. Students learn about the persecution of Jews and the impact it had on the Brady family in the context of the main events of the Holocaust. *Hana's Suitcase* encourages students to reflect on the consequences of discrimination, both today and in the past.

Guide Overview

This educational guide consists of ten lessons divided into three modules (**A, B & C**), each of which corresponds to an official *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES) competency. Each lesson states:

- Main objectives and corresponding MEES competency
- Suggested materials and timeframe
- 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 students' appreciation of diversity and respect while encouraging them to actively combat intolerance and racism.

Lesson 10 allows students to reflect on what they have learned in the previous nine lessons.

To complete this unit, a class visit to the Montreal Holocaust Museum is recommended, with a unique opportunity to meet with a survivor of the Holocaust or participate in a pedagogical workshop. For those who cannot visit the MHM, it is encouraged to download the app for smartphones (*MTL Holocaust Museum*) and tablets (*Montreal Holocaust Museum*) free of charge. Learn about the stories behind the MHM's artefacts by following these three tours: Life Stories: Holocaust Survivors in Montreal, Children and Teenagers During the Holocaust, and Deconstructing Genocide.

Recommendations

To ensure coherence, it is recommended that you follow the sequence in which the lessons have been grouped. You may adapt them to your own objectives and to the learning context, such as English Language Arts, Social Sciences, or Visual Arts. 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 was the systematic persecution and murder of 6 million Jews, organized by the Nazi State and its collaborators from 1933 to 1945. In addition to committing genocide against the Jews, the Nazis committed genocide against the Roma and the Sinti.

Other marginalized groups were also persecuted during this period: people with disabilities, homosexuals, Slavic people, political opponents, and Jehovah's Witnesses.

Why Teach the Holocaust?

[Adapted from the United States Holocaust Memorial Museum]

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 for 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 by examining factors that can contribute to the disintegration of democratic values.

Is There Anything I Should Avoid When Teaching About the Holocaust?

[Adapted in part from the United States Holocaust Memorial Museum]

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, the horror of individuals or communities destroyed by the Nazis should not be compared 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.

DO NOT TRANSLATE PEOPLE INTO STATISTICS

The sheer number of victims is challenging. You need to highlight the individuals behind the statistics, in the fullness of their lives. First-person accounts by survivors, journalists, authors of memoirs, bystanders, and others provide a meaningful voice to a collective experience that makes historical events more personal.

Resources on the Montreal Holocaust Museum website that present testimonies:

Building New Lives <http://refairesavie.museeholocauste.ca/eng>

Holocaust Life Stories <http://holocaustlifestories.ca/>

For additional resources on how to teach the Holocaust in primary schools:
<http://museeholocauste.ca/en/primary-education/>

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 First World War veterans. Under the leadership of Adolf Hitler, the Nazi Party became a powerful political force by the early 1930s.

In 1933, Hitler was appointed Chancellor bringing the Nazi party to power. 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, and business.

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 and the mentally and physically disabled were seen as a serious biological threat to the purity of the “German (Aryan) Race,” and they 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 Freemasons 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 ?

The Nazis blamed the Jews for Germany’s defeat in the First World War, for Germany’s 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’ pseudo-racial origins made them habitual criminals who could not be rehabilitated.

Other factors also contributed to Nazis’ hatred of the Jews and their distorted image of them. Among these 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 of the nineteenth and early part of the twentieth centuries, 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 poison gas. Following the German invasion of the Soviet Union in June 1941, mobile killing units executed large numbers of Jews and of Roma and Sinti in open fields and ravines on 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 civilians. Six death camps were established in occupied Poland, in which large-scale murders 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 ghettos and concentration camps as a result of forced labour, starvation, exposure, brutality, disease, and execution.

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 ranged from zealous collaboration with the Nazis to actively saving Jews. Therefore, 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 with 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.

However, there were courageous individuals who risked their lives to save Jews. In several countries, there were also organized resistance groups that helped Jews, such as Joop Westerweel in the Netherlands, Zegota in Poland, and the Assisi underground in Italy.

DID THE ALLIES KNOW ABOUT THE HOLOCAUST? HOW DID THEY RESPOND?

The United States, Canada, Great Britain, and 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 plan to eradicate all European Jews. Aerial photos of Auschwitz-Birkenau were taken by U.S. war planes in 1944. However, influenced by antisemitism and fear of a massive influx of refugees, neither country modified its refugee policies. These countries’ 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, and this organization undertook limited rescue efforts.

Links to the Quebec Education Program (QEP)

Primary School, Third cycle

The *Hana's Suitcase* project follows the guidelines put forward by the *Ministère de l'Éducation et de l'Enseignement supérieur* and complies with the **Citizenship and Community Life** aspect of the **Broad Areas of Learning**. This module reflects the aim of the Ministère 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.” The tool can be used in connection with the English Language Arts, Social Sciences, and Ethics and Religious Culture programs.

[*Québec Education Program: Elementary* (Gouvernement du Québec, Ministère de l'Éducation et de l'Enseignement supérieur, 2006), 50.]

The pedagogical tool *Hana's Suitcase* was designed for Grade 6 students. However, this tool will also work well for the Grade 5 and Secondary I and II levels.



COMPETENCY 1

To understand the organization
of a society in its territory.

| Key features of the competency according to the <i>Ministère de l'Éducation</i> | Key features of the competency within the framework of the <i>Hana's Suitcase</i> project |
|--|---|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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's life and her family. |

COMPETENCY 2

To interpret change
in a society and its territory.

| Key features of the competency according to the <i>Ministère de l'Éducation</i> | Key features of the competency within the framework of the <i>Hana's Suitcase</i> project |
|---|--|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. |

COMPETENCY 3

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

| Key features of the competency according to the <i>Ministère de l'Éducation</i> | Key features of the competency within the framework of the <i>Hana's Suitcase</i> project |
|---|--|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> C6. To perceive the main similarities and differences between society in Hana's times and today's society. C7. To justify the student's view of the diversity of cultural communities in Canada. C8. To identify positive actions by some people in <i>Hana's Suitcase</i> 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 and evaluate their contributions, and to select the most important project they produced in the unit.

LESSON A1

Identifying with Hana



MATERIALS:

- Identifying with Hana Worksheets A & B (appendix A1)



SUGGESTED TIMEFRAME:

1 hour to 1 ½ hours

Finding Similarities Among Our Differences

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

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 and ask 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.

For students to compare their lives with each other's 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.



Focus on finding similarities rather than differences.

LESSON A1

Evaluation

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

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

| 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 or fewer facts 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 similarities between Hana's life and his/her life. |



LESSON A2

Identifying Antisemitism and Racism



MATERIALS:

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



SUGGESTED TIMEFRAME:

A. 45 minutes; B. 1 hour to 1 ½ hours.



The Nazis committed two genocides: one against the Jews (the Holocaust) and one against the Roma and the Sinti. They also persecuted other groups of people such as people with disabilities, homosexuals, Slavic peoples, political opponents, and Jehovah's Witnesses. Make sure to discuss other persecuted groups are also included in the discussion and present the definition of "genocide" to your students.



If instead 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.

A. Defining the word "Holocaust"

| SUGGESTED TEACHING STRATEGIES | SPECIFIC OBJECTIVES |
|--|--|
| <ol style="list-style-type: none"> 1. Ask students what "Holocaust" means. Write these ideas on a blackboard. Ask students: <ul style="list-style-type: none"> • 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 among these words. (See example of diagram in appendix A2). | <p>For students to broaden their understanding of the Holocaust.</p> |

B. Generating a class glossary of terms associated with the Holocaust

| SUGGESTED TEACHING STRATEGIES | SPECIFIC OBJECTIVES |
|--|--|
| <ol style="list-style-type: none"> 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 the students if they think there are other terms that could be added and why. | <p>For students to generate a glossary of terms associated with the Holocaust.</p> |

LESSON 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 |
|---|---|---|---|---|
| Defining the Holocaust: Creating a coherent diagram for the word "Holocaust" using the keywords on the board. | 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. |
| Defining terms associated with the Holocaust: Identifying 3 main keywords of the term. | 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 a keyword of the term. |
| Finding events from Hana's story and the present. | The student finds pertinent examples for both the past and present. | The student finds 1 of both types of examples. | The examples found demonstrate a good reflective process yet are not directly related to the theme. | No example is found or examples are not relevant. |

LESSON A3

Mapping Hana's Life



MATERIALS:

- Map (appendix A3)
- Coloured markers
- Key Dates for Teacher (appendix A3)



SUGGESTED TIMEFRAME:

1 ½ to 2 hours.

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

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Students in groups of 4–5 point out 6 major events that 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 list 6 events that they perceive as having most impacted Hana's life.

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 maps can be digitized and projected onto an interactive whiteboard.

LESSON 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.

| Criteria | Excellent | Very good | Good | Difficulty meeting criteria |
|---|--|---|---|--|
| 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 or no significant events 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. |

LESSON B4

The Holocaust Through Hana



MATERIALS:

- 14 cutouts in an envelope
- Key Dates for Teacher (appendix A2)
- Computer access



SUGGESTED TIMEFRAME:

2 to 2 ½ hours.

Creating a Timeline of Major Events in Hana's Life

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Divide the class into groups of 2 and hand each group a cutout.
2. Each group develops a PowerPoint, 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 PowerPoint slides in chronological order. Present the slide show, with each group illustrating the impact of the event they have researched.

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.

LESSON 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.

| Criteria | Excellent | Very good | Good | Difficulty meeting criteria |
|---|--|--|--|--|
| Choice of information to situate event in space and time. | The collected information (pictures, texts, graphics, maps, etc.) illustrates the event clearly. | The collected information illustrates the event well. | The collected information could be more relevant to the event. | The collected information does not correspond to the event. |
| Explaining the consequences and/or the importance of the events in Hana's life. | The student's explanation clearly demonstrates the consequences and importance of the event. | The student's explanation demonstrates the consequences and importance of the event. | The student's explanation could demonstrate more clearly the consequences and importance of the event. | The student does not explain the consequences and importance of the event. |

LESSON B5

Have We Learned from the Holocaust?



MATERIALS:

- Guiding Questions (appendix B5)



SUGGESTED TIMEFRAME:

Project can be spread over a couple of days.

Creating a Research Project

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

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.

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*.



- Links to websites are available in appendix B5 to help students narrow their search.
- Further guided research is also available for students who require more structure (see appendix B5).

LESSON 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.

| 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 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. |

LESSON C6

Racism in Our Society



MATERIALS:

- Pencils
- Sample of Discrimination/Prejudice Survey; Promoting Respect Student Worksheet (appendix C6)



SUGGESTED TIMEFRAME:

1 hour to create questions and a survey, 2 days to conduct the survey, and 30 minutes for class discussion.

| Conduct a Survey | |
|---|--|
| SUGGESTED TEACHING STRATEGIES | SPECIFIC OBJECTIVES |
| <ol style="list-style-type: none"> 1. In groups of 2, either create a survey or use the one 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. | <p>For students to recognize, identify and record incidences of racism, prejudice, stereotyping, discrimination, peer pressure, scapegoating, and bullying in their own society.</p> |

| Group Discussion: Racism in Hana's Time and Racism Today | |
|--|---|
| SUGGESTED TEACHING STRATEGIES | SPECIFIC OBJECTIVES |
| <ol style="list-style-type: none"> 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. | <p>For students to examine what they learned from the survey and relate it to Hana's story.</p> |

LESSON 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 |
|--|--|--|---|--|
| Conducting a Survey: Identifying 3 main keywords of the term. | 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. |
| Group discussion: Participating in and contributing to a group discussion. | 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. |



Portrait of Hana and George Brady. © Brady Family Archives, courtesy of Second Story Press, Toronto

LESSON C7

Celebrating Cultural Diversity



MATERIALS:

- Celebrating Diversity worksheet (appendix C7)



SUGGESTED TIMEFRAME:

Project can be spread out over two weeks.

Creating a Magazine

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Divided into groups of 3, each group chooses a cultural community in Canada that is 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. 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.

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



* Focus on the contributions of these communities.
**Suggested websites in the appendix.



Additional Options:

Students can bring an item representative of the culture they researched to share with the class (ex. food, photographs, a short video.)

LESSON C7

Evaluation

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

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

| Criteria | Excellent | Very good | Good | Difficulty meeting criteria |
|--|--|---|---|---|
| Presenting the contributions of a cultural community: Quality of the information researched. | 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. |
| Quality of the presentation. | 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. |

LESSON C8

Finding the Positive Against All Odds



MATERIALS:

- Suitcase and schoolbag cutouts (appendix C8)
- Sticky tack to put up cutouts on wall or windows
- Promoting Respect Student Worksheet (appendix C8)



SUGGESTED TIMEFRAME:

1 hour to 1 1/4 hours.

Creating a Magazine

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Divided into groups of 3, each group chooses a cultural community in Canada that is 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. 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.

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



Additional Options:

- Once all cutouts have been presented, have the students display them in the classroom.
- Students can draw their own schoolbag and suitcase cutouts.

LESSON 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 |
|---|--|--|--|--|
| <p>Positive actions: Identifying positive actions in <i>Hana's Suitcase</i>. Finding positive actions they can do today.</p> | The group identifies 5 or more actions in <i>Hana's Suitcase</i> that made a difference. | The group identifies 4 actions in <i>Hana's Suitcase</i> that made a difference. | The group identifies 2–3 actions in <i>Hana's Suitcase</i> that made a difference. | The group identifies 1 or no actions in <i>Hana's Suitcase</i> that made a difference. |
| <p>Group Discussion: Presenting positive actions related to Hana's story and today while justifying their choices.</p> | 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. |

LESSON C9

Making a Difference



MATERIALS:

- Making a Difference worksheet (appendix C9)



SUGGESTED TIMEFRAME:

Project can be spread over one week.

Making a Difference Worksheet & Project

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

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; a website.
4. Students share their projects with the class.

For students to create a project illustrating their vision of ways 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 in which they have to make a difference. In groups, they attempt to do so and share their results with their peers.
2. Students can also visit this website and use one of their suggestions <http://www.learn.org>

LESSON 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 |
|--|--|---|--|--|
| Generating ways to make a difference on various levels (friend, family, community, nationally, internationally). | 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. |
| Making a difference. Originality of the ideas related to previous lessons. | 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. |

LESSON 10

Packing a New Suitcase



MATERIALS:

- All the notes and materials students used and created throughout the unit;
- Packing a new suitcase (appendix 10) (Try to print on cardboard or paper if it can be laminated)



SUGGESTED TIMEFRAME:

To be determined in class.

Selecting the content

SUGGESTED TEACHING STRATEGIES

SPECIFIC OBJECTIVES

1. Ask students to imagine that they are packing a new suitcase to share with other schools. They should choose the 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 or in front of the school or parents, students present their project, discussing its importance to making a difference today.

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

With 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 a shoebox) with the students' projects and reports. It can then be displayed in class or in a school exhibit.
2. Send a copy of the students' work to Fumiko, George, or the Montreal Holocaust Museum – this can make a wonderful gift!

LESSON 10 Evaluation

WRAP-UP ACTIVITY

| Criteria | Excellent | Very good | Good | Difficulty meeting criteria |
|---|---|---|---|---|
| Selecting an artefact: Selecting a project and explaining its importance today. | 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. |
| Wrap-up Activity Talking about what they've learned through these lessons. | The student identifies 3 different things that he/she has learned. | The student identifies 2 different things that he/she has learned. | The student identifies 1 thing that he/she has learned. | The student has difficulty identifying what that he/she has learned. |



Drawing of a tree, made by Hana in 1944 in Theresienstadt. © Jewish Museum in Prague, courtesy of Second Story Press, Toronto

LESSON 10 Conclusion



MATERIALS:

- Optional notebook and pencils



SUGGESTED TIMEFRAME:

1 ½ to 3 hours.

| Selecting the content | |
|---|---|
| SUGGESTED ACTIVITIES | SPECIFIC ACTIVITIES |
| <ol style="list-style-type: none"> 1. Guided visit to the Museum. Visits are generally 1 ½ 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 one hour in which a survivor shares his/her experience. A question-and-answer period follows. 3. Pedagogical workshops: Students explore the story of a Holocaust survivor by watching a video of their testimony, handling artefacts and analysing primary sources. The workshop lasts one hour. | <p>To provide students with a context in which to place the events surrounding Hana's story.</p> <p>A unique opportunity to hear the story of the Holocaust through the personal account of a survivor.</p> |

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? | Nove Mesto, a small town in the province of Moravia, in what was then called Czechoslovakia and today is the Czech Republic, p.5. |
| 2 | Who were the members of the Brady family? | Mother Marketa, father Karel, George and Hana, p.6. |
| 3 | What was Hana's job in the store? | 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. |
| 4 | What activities did the Bradys participate in? | 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. |
| 5 | What are parts of Hana and George's life in Nove Mesto that are most like your life now? | Sports, school, building snow forts, close family ties, etc. |
| 6 | How would you show that Hana and George were well accepted by the children of Nove Mesto? | 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. |
| 7 | What questions would you ask Hana and George in an interview about their life in Nove Mesto before the Nazis arrived? | Answers will vary. |

Life in Nove Mesto after the Nazis came to power

| | | |
|---|---|---|
| 1 | List three things that Hana and George were no longer allowed to do? | 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. |
| 2 | Why do you think it was so important for Mr. and Mrs. Brady to hear the news on the radio? | They wanted to be kept informed of Hitler's activities, make sense of the situation in order to protect their family, p. 26. |
| 3 | How would you contrast your life with Hana and George's life now? | Answers will vary. |
| 4 | What can you say about how the Brady family was treated, at this point, in Nove Mesto? | Answers will vary. |
| 5 | If you were in Hana and George's place, no longer allowed to play with your friends, what would you do to make you feel better? | Answers will vary. |
| 6 | If you could do one thing to make Hana and George a little happier, what would it be? | Answers will vary. |
| 7 | What would have happened if the other townspeople had helped the Bradys? | Answers will vary. |

Life in Theresienstadt

| | | |
|----------|---|---|
| 1 | Who was Hana's closest friend in the barracks? | Ella, p.78. |
| 2 | What were the lists posted at the main entrance of Hana's building for? | To announce who was selected for deportation by train, p. 78. |
| 3 | How would you compare Hana's experience in the barracks with George's? | Answers will vary. |
| 4 | What do you learn about Hana's life in Theresienstadt from her drawings? | Answers will vary. |
| 5 | What examples illustrate how people showed support for one another? | 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. |
| 6 | Why do you think people helped each other so much? | 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. |
| 7 | Why do you think the Nazis kept the inmates in such poor conditions? | 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. |
| 8 | What would you do if you saw people being treated badly because of their ethnic or religious backgrounds? | 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.). |

Fumiko's Search and *Hana's Suitcase* Today

| | | |
|---|--|--|
| 1 | How did Fumiko come to possess <i>Hana's suitcase</i> ? | She requested a suitcase from the Auschwitz Museum, p. 12. |
| 2 | How did the children in Tokyo figure out Hana's age when she was sent to Auschwitz? | From the date on the suitcase, p. 20. |
| 3 | Why do you think Fumiko kept on searching for information about Hana? | She was very determined, she wanted to satisfy the "Small Wings" curiosity, etc. |
| 4 | How did Fumiko find out that George was alive and living in Toronto? | 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. |
| 5 | What questions would you ask Fumiko in an interview? | Answers will vary. |
| 6 | What do you think were George's first thoughts when Fumiko contacted him? | Answers will vary. |
| 7 | Why do you think young people worldwide are reading <i>Hana's Suitcase</i> in over 40 different languages? | 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. |
| 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. | Answers will vary. |
| 9 | Why do you think it is important to continue teaching about the Holocaust? | Answers will vary. |



Portrait of Hana and George Brady. © Brady Family Archives, courtesy of Second Story Press, Toronto

APPENDIX A1

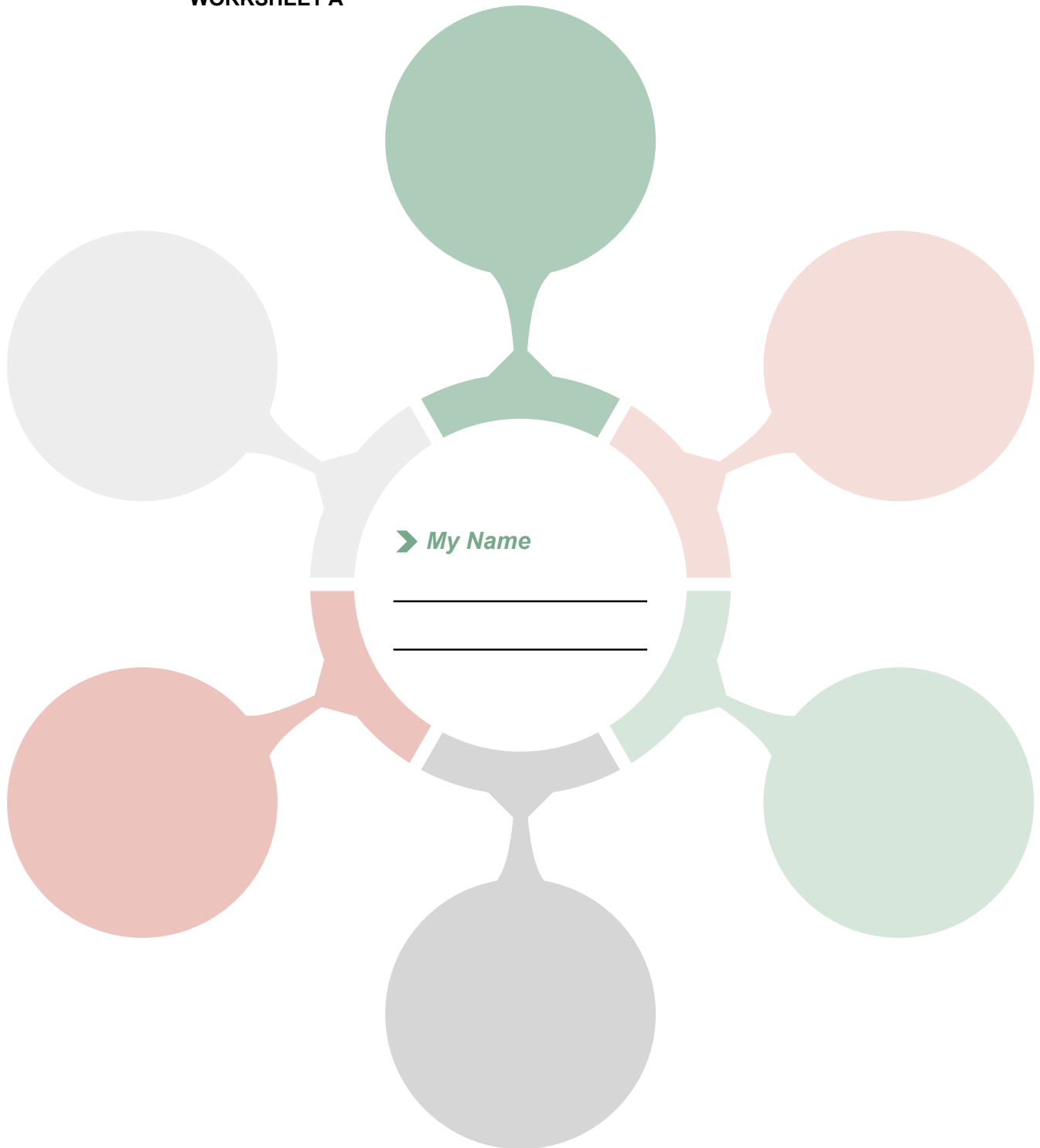
IDENTIFYING WITH HANA

Worksheets A & B

LESSON 1

IDENTIFYING WITH HANA

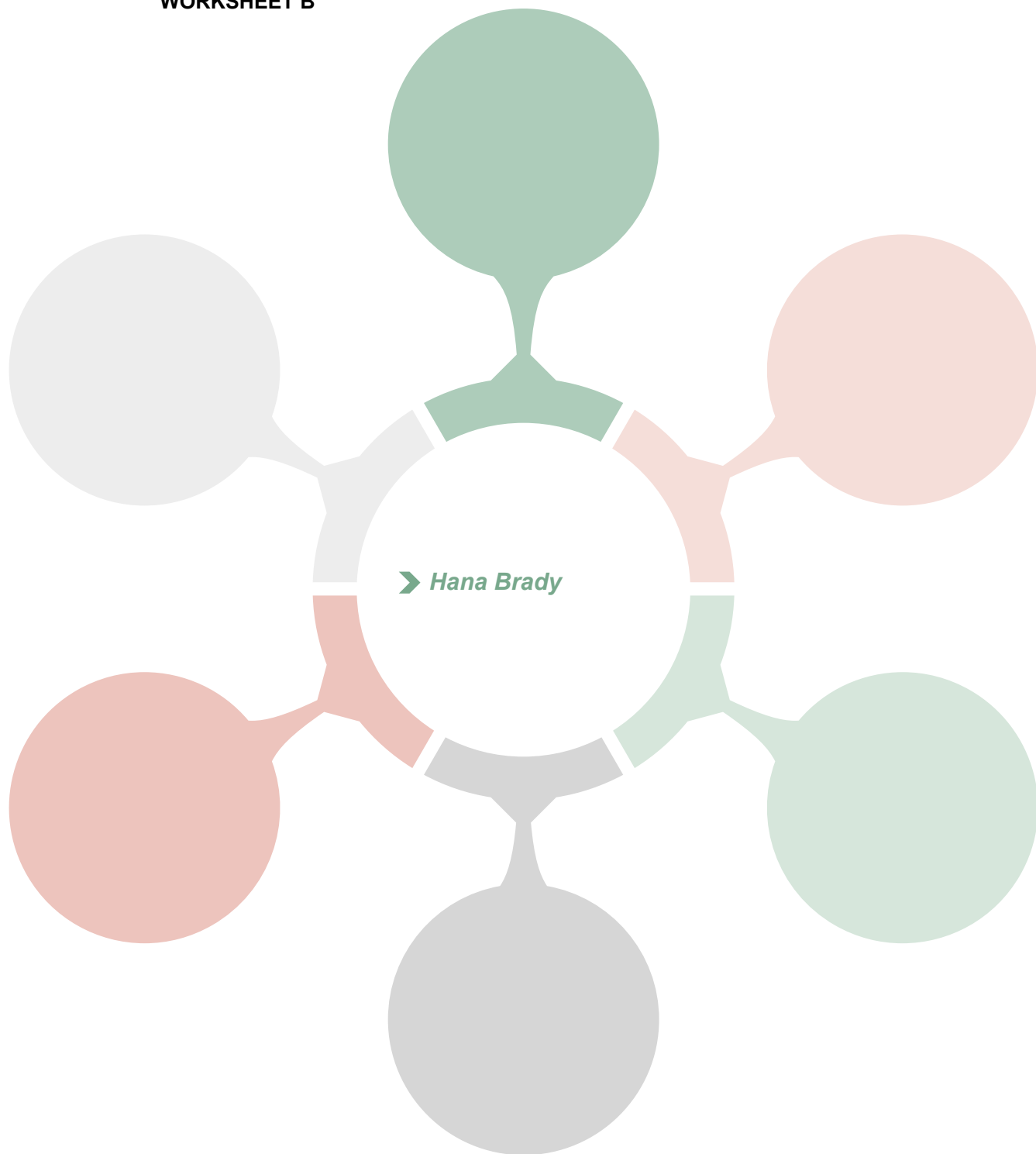
WORKSHEET A



LESSON 1

IDENTIFYING WITH HANA

WORKSHEET B





Czech Republic nowadays

APPENDIX A2

IDENTIFYING ANTISEMITISM & RACISM

Teacher Glossary
Example of Diagrams
Cutouts
Student Glossary Worksheet

LESSON
A2

Identifying Antisemitism & Racism

Teacher's 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 Oświęcim, Poland. By 1942, it contained the death camp Birkenau, the slave labour camp, Buna-Monowitz, and several labour 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 in 1933, almost immediately after Hitler came to power. Thousands of camps were established during the Second World War.

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

“Final Solution”: Nazi euphemism for the mass murder 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.

Ghetto: The Nazis revived the medieval term to describe their device of concentration and control, the compulsory “Jewish Quarter”. Established in poor areas, Jews were forced to live in overcrowded and desperate conditions where many perished.

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.

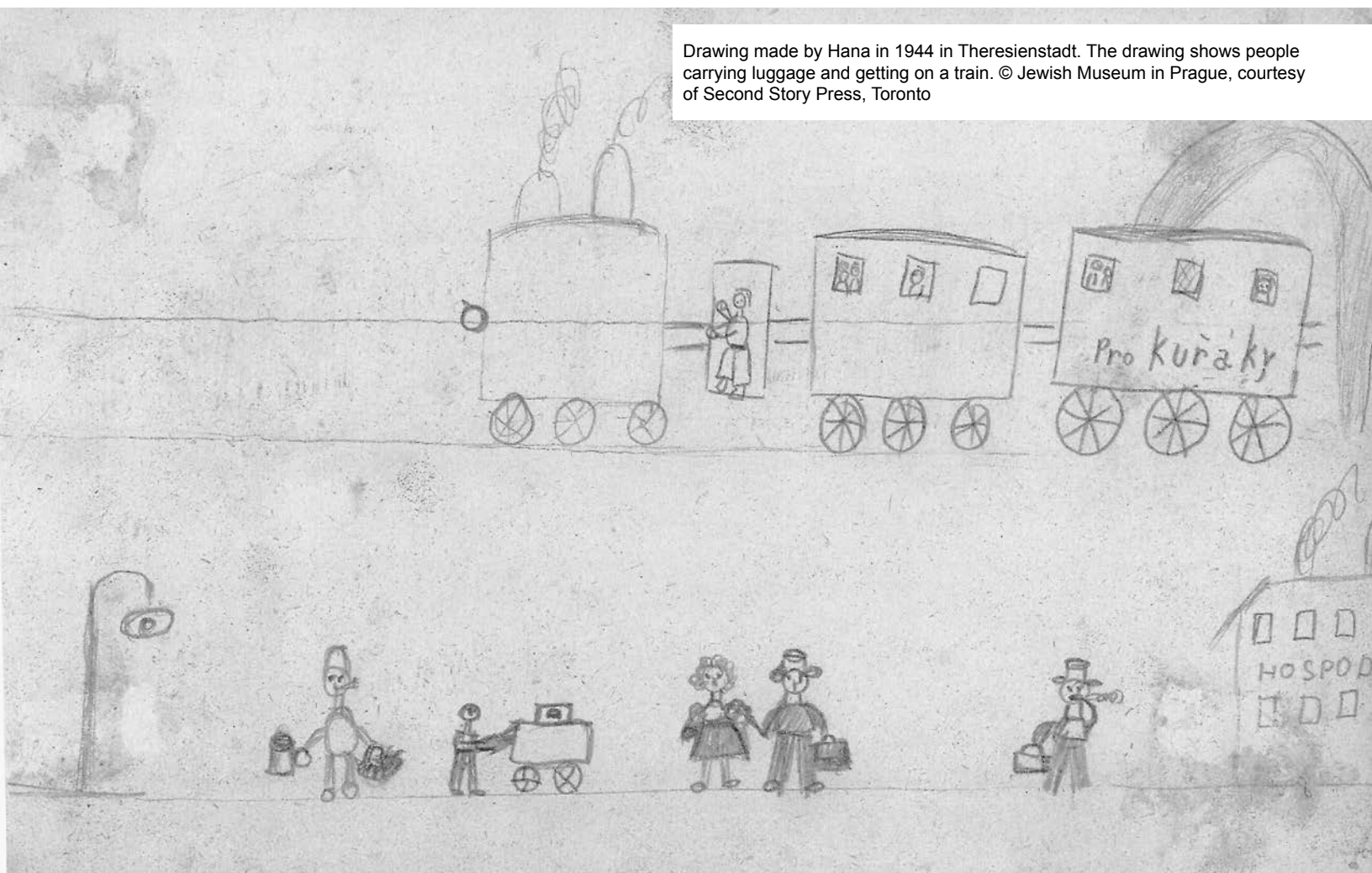
Jude: the German word for Jew.

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 deaths camps Treblinka, Majdanek and Auschwitz-Birkenau.

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

Drawing made by Hana in 1944 in Theresienstadt. The drawing shows people carrying luggage and getting on a train. © Jewish Museum in Prague, courtesy of Second Story Press, Toronto



LESSON A2

Example of Diagram (for Teacher Use)

Example of words thought of by students to be written on the blackboard/ Bristol board (by educator or a student): Second World War (or World War II), sad, gas chambers, Nazis, deportation, antisemitism, death, scary, Roma and Sinti, 1933-1945, homosexuals, cannot play with other kids, unfair, Gestapo, camps, ghettos, mean people, dangerous, Jews, hopelessness, political prisoners.

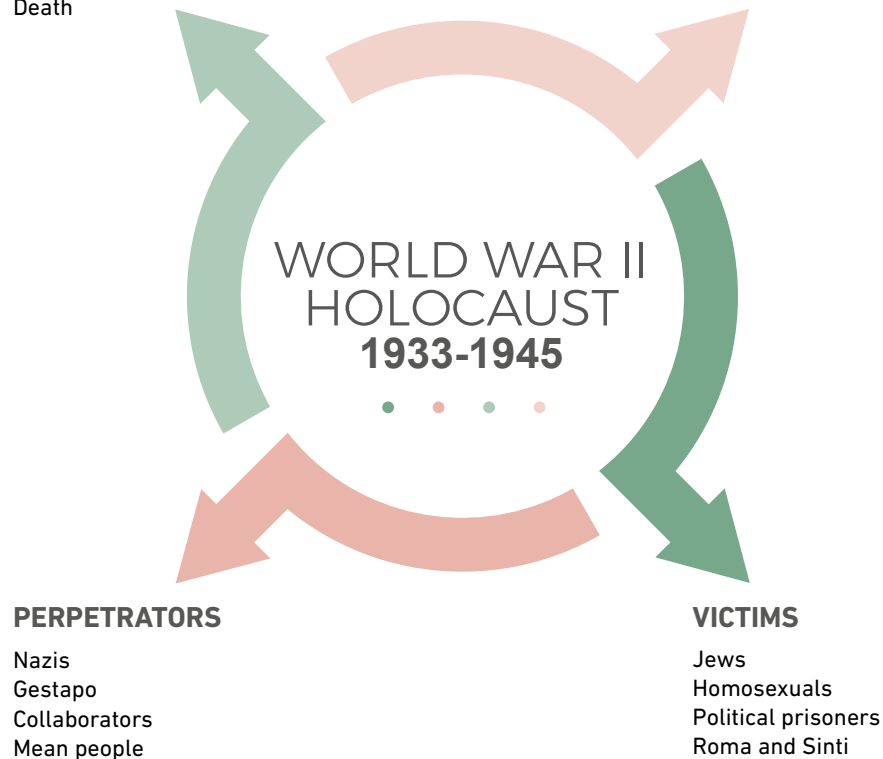
Example of diagram that students create based on the words in front of them. They can create any organizational model that makes most sense to them.

ACTIONS AGAINST JEWS

Antisemitism
Gas chambers
Ghettos
Camps
Deportation
Cannot play with other kids
Death

FEELINGS


Sad
Unfair
Dangerous
Scary
Hopelessness



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

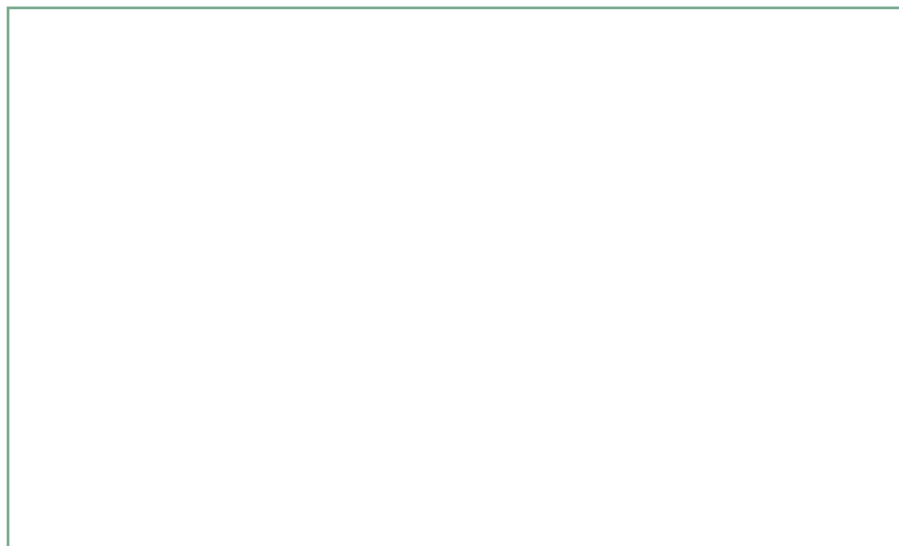
Student Glossary Worksheet

1. In your group, read the word on your cutout out loud and define the term:

2. Find examples of each 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 word fits into the diagram you created earlier and draw it in:



APPENDIX A3

MAPPING HANA'S LIFE

Blank Map
Key Dates for Teachers



LESSON
A3

Key Dates for Teachers

| | |
|---------------------------|---|
| February 1928 | George Brady is born. |
| May 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 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 not 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 | The Second World War begins. The persecution of Jews by the Nazis escalates. |
| September 10, 1939 | Canada declares war on 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 Ravensbrück 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 do not 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 murdered at Auschwitz.
- October 29, 1942** Hana's mother Marketa is murdered 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 1944** Hana and her friend Ella are sent to Auschwitz. Hana is murdered there.
- January 1945** Auschwitz is liberated. George is free. He is 17 years old.
- May 1945** The Second World War ends. George arrives back to Nove Mesto. Months later he learns that Hana was murdered on the day she arrived at Auschwitz.



Hana Brady, aged 7, one year before the Nazis invaded Czech Republic. © Brady Family Archives, courtesy of Second Story Press, Toronto

APPENDIX B4

THE HOLOCAUST THROUGH HANA

Cutouts

LESSON
A3

Cutouts

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



| | |
|---|-------------------------------|
| Art classes | Gifts from Ravensbrück |
| 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 is not 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? (keyword)
- What is your goal in researching this term?
- When is the assignment due?
- What resources will you use to find the information you need? (ex. the school library, a book at home, the Internet)
- What type of documents will you have to use? (ex. photos, magazine articles, newspaper articles, etc.)
- Give an example of a situation related to this term that happened recently or going on presently.
- Describe the situation.
- What are the consequences of the situation?
- What is your opinion of the 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:

A Brief History of the Holocaust: A Reference Tool, produced by the Montreal Holocaust Museum

<http://museeholocauste.ca/app/uploads/2017/01/brief-history-holocaust.pdf>

Brief History of Antisemitism in Canada, produced by the Montreal Holocaust Museum

<http://museeholocauste.ca/app/uploads/2017/01/brief-history-antisemitism-canada.pdf>

“What are Human Rights?” webpage, *Canadian Museum for Human Rights*

<https://humanrights.ca/act/what-are-human-rights>

“Discrimination in Canada”, “Canadian Charter of Rights and Freedoms”, “Prejudices and stereotypes”, and “Genocides of the twentieth century”, *ENSEMBLE for the respect of diversity*

<http://www.ensemble-rd.com/en/learn-about-discrimination/discrimination-in-canada>

Teaching Tolerance: Educating for a Diverse Democracy www.tolerance.org

The definition of genocide explained by Gregory Stanton
www.genocidewatch.org/genocide/whatisit.html

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.

Sex (please circle one): MALE FEMALE

1. Is there discrimination or prejudice in this school? YES NO
2. If your answer to #1 is yes, how often do you witness a discriminatory or prejudicial act or comment? 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, homophobic, ableist, 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 there is equal treatment between boys and girls at this school?
 ALWAYS FREQUENTLY SOMETIMES NEVER

8. If you think there is unequal treatment between boys and girls, who do you think is favoured more? 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 ahead or behind you academically YES NO
- e) 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



Hana and George cross-country skiing in Nove Mesto (Czech Republic). © Brady Family Archives, courtesy of Second Story Press, Toronto

APPENDIX C7

CELEBRATING CULTURAL DIVERSITY

Celebrating Diversity Worksheet

LESSON
C7

Celebrating Diversity

1. Choose a culture, religion, or community you would 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 schools do they attend?
- What kind of music do they listen to?
- What kind of traditional foods do they eat?
- What kind of homes do they have?
- 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.

“Classroom Activities,” *Canadian Museum for Human Rights*
<https://humanrights.ca/human-rights-activities-classroom>

“Our Collections,” *Musée des religions du monde*
<http://www.museedesreligions.qc.ca/our-collections>

“Kids’ Stop,” *Indigenous and Northern Affairs Canada*
<http://www.aadnc-aandc.gc.ca/eng/1315444613519/1315444663239>

ENSEMBLE...for the respect of diversity
<http://www.ensemble-rd.com/en>

APPENDIX C8

FINDING THE POSITIVE AGAINST ALL ODDS

Suitcase Cutouts
School Bag Cutouts

LESSON
C8

Finding the Positive Against All Odds

How the people in the story made a difference

How many positive suitcases can you identify?

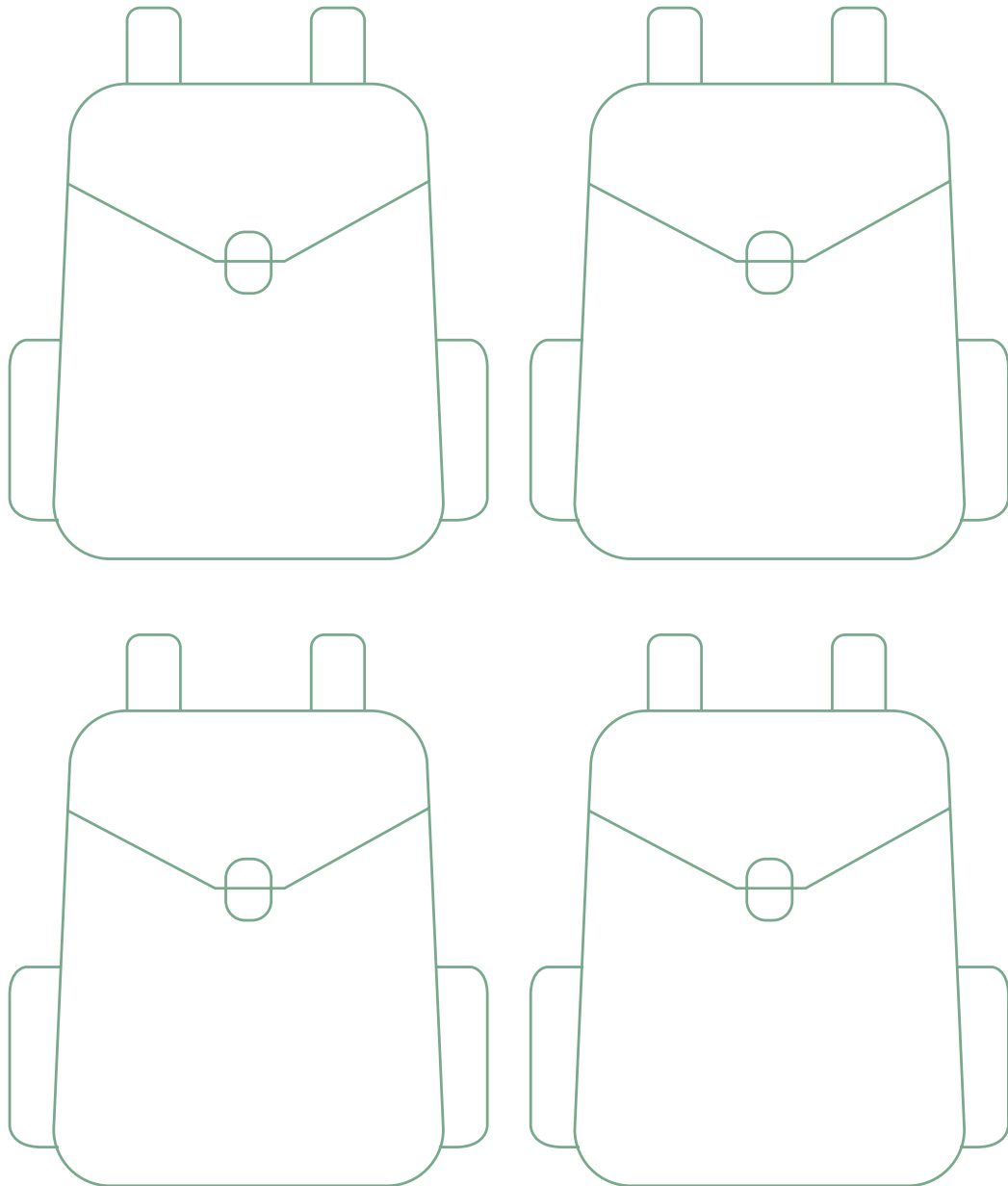


LESSON
C8

Finding the Positive Against All Odds

How the people in the story made a difference

How many school bags can you fill?



**LESSON
C8**

Promoting Respect Worksheet, Group Discussion

We live in a multi-cultural nation 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 one another. We must continue to engage in dialogue and realise 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.
- Do not go along with prejudices and racist attitudes.

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



Fumiko Ishioka and a young visitor in front of the Tokyo Holocaust Education Centre (Japan).
© Brady Family Archives, courtesy of Second Story Press, Toronto

APPENDIX C9

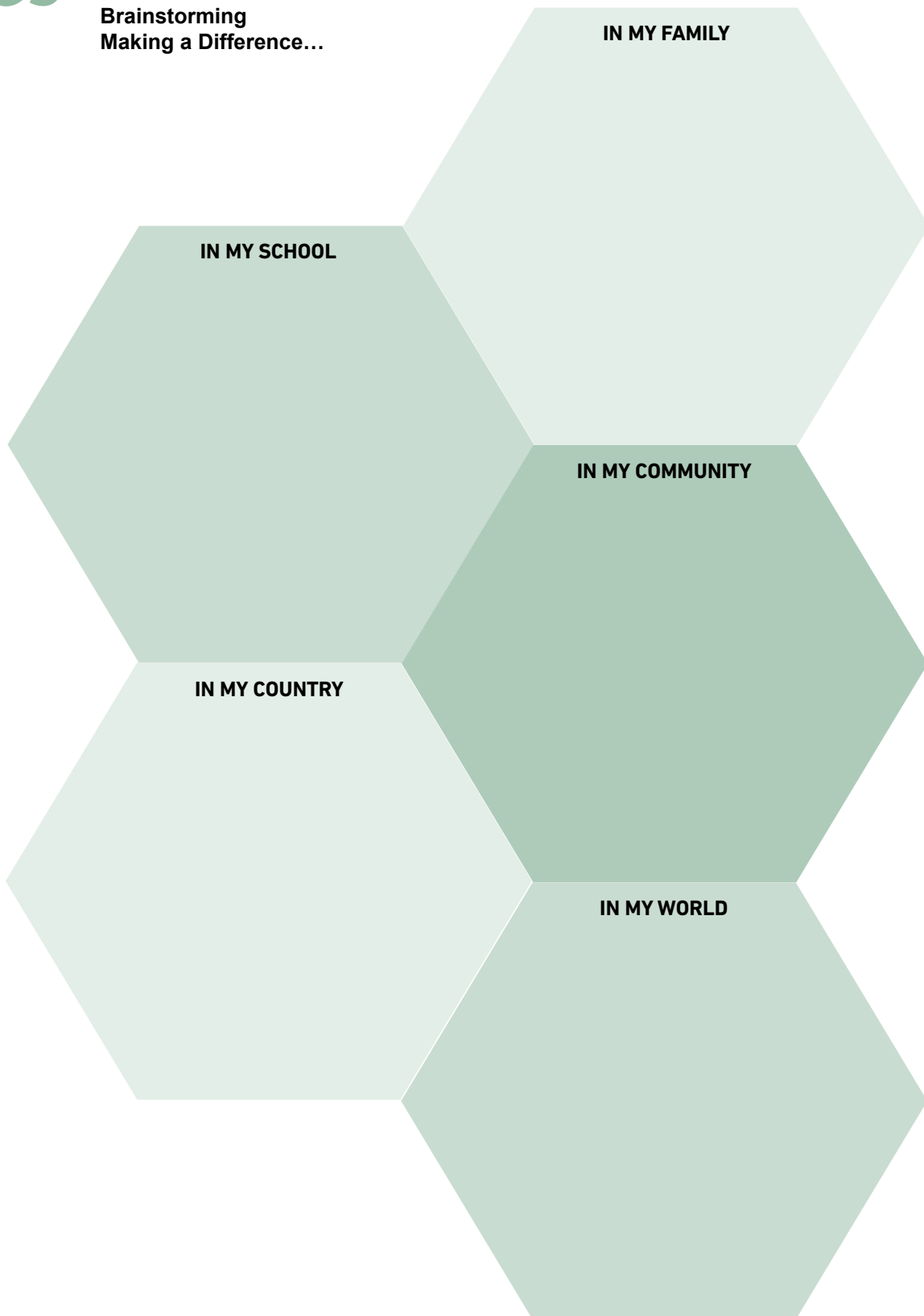
MAKING A DIFFERENCE

Making a Difference Worksheet

LESSON
C9

Making a Difference

Brainstorming
Making a Difference...



APPENDIX 10

THE POSITIVE POWER OF THE PRESENT

Packing a New Suitcase

Making the present positive through Hana:
PACKING A NEW SUITCASE

**MAKING
A
DIFFERENCE**

After reading *Hana's Suitcase*, I have learned:

I have packed:

I hope this will make a difference to:

Because:

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.
<https://www.cbc.ca/archives/entry/hanas-suitcase>

Online Resources:**Organisations:**

Montreal Holocaust Museum:
<http://museeholocauste.ca/en/>

Equitas: International Centre for Human Rights Education:
<http://www.equitas.org>

Le Mémorial de la Shoah à Paris :
<http://www.memorialdelashoah.org>

Kokoro – Tokyo Holocaust Education Resource Center:
<https://www.npokokoro.com/english>

United States Holocaust Memorial Museum:
<http://www.ushmm.org>

Learning Materials:

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

Tolerance.org
<https://www.tolerance.org/classroom-resources>

United States Holocaust Memorial Museum: Holocaust Encyclopedia
<https://encyclopedia.ushmm.org/>



Hana with her brother George and her doll Nana. © Brady Family Archives, courtesy of Second Story Press, Toronto

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museeholocauste.ca



Musée Holocauste Montréal
Montreal Holocaust Museum