



Musée Holocauste Montréal
Montreal Holocaust Museum

TIMELINE: HISTORY OF THE HOLOCAUST

PEDAGOGICAL SHEET

This sheet provides suggestions of pedagogical activities to accompany the [Montreal Holocaust Museum's History of the Holocaust timeline](#).

Audience: Canadian Grade 5 to 12 teachers and their students.

Some activity suggestions:

1. Use the discussion topics included on the poster:

- a. Why do you think these events were selected? What events would you add?
- b. What are the key turning points in the Holocaust? Why?
- c. What were the consequences of the Nazis' rise to power for Jews? And for Europe?
- d. How did Canada react to the Holocaust?
- e. What does Zlatka's quote reveal about Jews' experiences during the Holocaust?

Complementary resources:

- [Brief history of the Holocaust](#) (for questions A to C and E)
- [Exploring the Evidence: The Holocaust, Cambodian Genocide, and Canadian Intervention](#) (for question D)
- [The Heart from Auschwitz](#) (for question E)

2. Create a timeline

Have your students create their own timeline, either a general one about the Holocaust or one based around a specific theme.

Complementary resources:

[Artefacts](#), [Testimonies](#), [Holocaust Life Stories](#), [Timelines and interactive maps](#)

3. Why and how did the Holocaust happen?

To help your students better understand this complex event, we recommend having them analyze actions and events of the period by using the historical thinking concept of [causes and consequences](#). We suggest the following approach:

- a. Students identify the causes and consequences of as many events on the timeline as possible.

- b. Ask your students whether certain events had multiple consequences (identify them on the timeline or add those that aren't already there) and inversely, whether any events had multiple causes (identify them on the timeline or add those that aren't already there). Next, ask them to rank the importance of the causes and to classify them into the following categories: social, ideological, economic or political.

Complementary resource:

[Activity 3 from Exploring the Evidence](#)

Example:

| Causes | Consequence that becomes a cause | Consequences |
|----------------------------------------------------------------------------|----------------------------------|----------------------------------------------|
| Economic crises (found on the timeline) | The Nazis come to power | Concentration camps |
| Defeat in WWI (found on the timeline) | | Kristallnacht Jews lose their citizenship |
| Fear of Great Britain being invaded by Germany (not found on the timeline) | Internment camps in Canada | Jews are held in internment camps |

- c. For older students: After identifying the causes, ask them if any actions to prevent the consequence could have been possible (and to go further, have them conduct research with historical sources to see whether any of the proposed interventions were attempted, for example).

Complementary resource:

[United Against Genocide : Understand, Question, Prevent](#)

4. What do the photos represent?

The timeline poster shows three photos. Ask your students to describe them, analyze them and answer the following questions: Why do you think these photos were selected? How are they emblematic? What photos would you have chosen?

Complementary information:

[Photo of the Bergen Belsen concentration camp](#), [photo of the Welcome Home to Canada sign](#), and [Critical Analysis of Photographs as Historical Sources, Yad Vashem](#).

5. Who are the actors?

For each event on the timeline, ask your students to identify the different key actors and their respective roles, conducting research if necessary. To go further, students can write a brief essay explaining the event in question from the perspectives of the different actors.