

Teaching about the Holocaust

using Recorded Survivor Testimony



Musée Holocauste Montréal
Montreal Holocaust Museum

Anti-Jewish Measures and Life in Hiding:
The Experience of Marcel Tenenbaum



Musée Holocauste Montréal
Montreal Holocaust Museum



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Thank you to Marcel Tenenbaum for sharing his personal stories and to the Oral History Focus Group for assisting in the development of this project.

ISBN : 978-2-924632-15-4 (PDF), 978-2-924632-16-1 (print)

Legal deposit - Bibliothèque et Archives nationales Québec, 2018

Credits for visual and other primary source documents: Fonds Kummer/ Kazerne Dossin; Bundesarchiv, Bild 146-1975-021-20 / Pincornelly / CC-BY-SA; Marcel Tenenbaum; Centre for Historical Research and Documentation on War and Contemporary Society.

The contents of this guide may be copied and distributed for educational purposes only.

Acknowledgements:

This project has been made possible in part by the Government of Canada.

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Montreal Holocaust Museum

TO LEARN, TO FEEL, TO REMEMBER

The Montreal Holocaust Museum (MHM) 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 anti-Semitism.

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.

To download the free smartphone app for

iPhone:

<https://itunes.apple.com/us/app/musee-holocauste-montreal/id1217385972?mt=8>

Android:

https://play.google.com/store/apps/details?id=com.acoustiguide.mobile.am_montrealholocaustmemorialcenter&hl=en_US

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>

Introduction

The Montreal Holocaust Museum (MHM) has been recording Holocaust survivor life stories since 1994 and has over 700 video testimonies in its collection. Extracts from these testimonies are used in our educational tools, the Museum app, and on our YouTube channel. The unique stories told by survivors through in-depth interviews allow for a rich and nuanced understanding of the human experience of the Holocaust (1933-1945).

The clip featured in this tool is an extract from the full testimony of a survivor who immigrated to Montreal after the war. Learning about this individual's experience during the Holocaust enables students to understand the complex circumstances that they faced as a child or young teen, and how they survived.

The materials in this document can be used to teach students from Grade 5 (Elementary) to Grade 12 (High School).

Teaching with testimony enables students to:

- Learn about individual experiences of the Holocaust and the diversity of these experiences;
- Understand what life was like for Jews before, during, and after the Holocaust;
- Learn about the impacts of persecution, trauma, and displacement during and after the Holocaust;
- Learn about perseverance, resilience, solidarity, and hope despite the destruction of genocide;
- Discover the stories of non-Jewish individuals who risked their lives to help save Jews during the Holocaust.



Connections to the Manitoba Curriculum

Middle Years Curriculum

GRADE 5-8 ENGLISH LANGUAGE ARTS

- ✓ General Learning Outcome Three: Students will listen, speak, read, write, view and represent to manage ideas and information
-

GRADE 6 SOCIAL STUDIES: CANADA: A COUNTRY OF CHANGE (1867 TO PRESENT)

- ✓ Cluster 2 - An Emerging Nation (1914-1945)
 - World Wars (Canada's involvement)
 - ✓ Cluster 3 - Shaping Contemporary Canada (1945 to Present)
 - People and places (factors that shaped contemporary Canadian life)
 - World conflicts (Canadian involvement)
 - Global events and forces (Canadian involvement)
 - United Nations, the Commonwealth, Organization of American States
 - ✓ Cluster 4 - Canada Today: Democracy, Diversity and the Influence of the Past
 - Democracy (ideals, responsibilities, rights)
 - Citizenship
 - Individuals (past and present) and achievements
-

GRADE 7: PEOPLE AND PLACES IN THE WORLD

- ✓ Cluster 1 - World Geography
 - Maps
 - Mapping
 - Factors that influence population movement
 - ✓ Cluster 2 - Global Quality of Life
 - Citizenship rights (Canada and elsewhere)
 - Universal human rights
 - Quality of life (environmental, social, cultural, government factors)
 - International organizations (United Nations, Amnesty International)
 - Individuals who influence world affairs
-

Connections to the Manitoba Curriculum

Senior Years Curriculum

GRADE 11 & 12 ENGLISH LANGUAGE ARTS

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

In Grade 11 and 12 Language Arts, students engage in inquiry projects. Through inquiry projects students:

- Learn to determine the information needs of each audience
 - Develop questions that will be an effective base for inquiry
 - Survey their personal knowledge and the resources available to them, and determine the most likely sources of needed information
 - Learn to use a wide range of primary and secondary sources
 - Appraise and select information for its credibility, relevance, completeness, and suitability to a particular audience
 - Work individually or collaboratively to develop and implement inquiry plans and time lines
-

GRADE 9 SOCIAL STUDIES: CANADA IN THE CONTEMPORARY WORLD

- ✓ Cluster 1: Diversity and Pluralism in Canada
 - Describe factors affecting demographic patterns in Canada since the beginning of the 20th century (Jewish and Holocaust survivors presence and contributions to Canada).
 - Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights (right to Life, right to religious freedom...)
 - Identify significant events in the development of human rights in Canada
 - Describe social and cultural injustices in Canada's past (Antisemitism, Jewish immigration restrictions...)
 - ✓ Cluster 2: Canada in the Global Context
 - Evaluate Canadian perspectives regarding a current global issues
 - Give examples of decisions that reflect the responsibilities of global citizenship.
 - Be willing to consider local, national, and global interests in their decisions and actions.
 - Give examples of Canada's participation or lack of participation within international organizations.
 - Assess the implications of Canada's military role in contemporary conflicts.
 - ✓ Cluster 3: Opportunities and Challenges
 - Describe Canada's responsibilities and potential for leadership regarding current global issue (genocide).
 - Value Canada's contributions to the global community.
-

Connections to the Manitoba Curriculum

GRADE 11 SOCIAL STUDIES: HISTORY OF CANADA

- ✓ Cluster 4: Achievement and Challenges (1931-1982)
 - How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- ✓ Historical Thinking Concepts
 - Use primary sources
 - Cause and consequences
 - Take historical perspectives
 - Ethical dimensions

GRADE 12 GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY

- ✓ Oppression and Genocide Area of Inquiry
 - Understanding a contemporary world issue (oppression and genocide)
 - Taking a position on a contemporary global issue (intervention)

Students are encouraged to consider:

- What constitutes genocide? Define the terms genocide and human rights.
 - Use as cultural reference points the Universal Declaration of Human Rights (1948) and the Convention on the Prevention and Punishment of the Crime of Genocide (1948)
 - Whether crimes by different categories of people less likely to be viewed as crimes, to result in an arrest, to be brought to trial, to result in a conviction, to lead to punishment or imprisonment or the death penalty, and so on?
 - How are oppression and genocide related?
 - Establish connections between past genocides and contemporary tensions and conflicts
 - How is genocide experienced differently by men, women, boys, and girls?
 - What responsibility do governments and other people have to stop oppression and genocide occurring in other countries?
 - What political, economic, or social reasons might a government or others have for not getting involved in preventing oppression and genocide in other countries?
 - Is armed intervention necessary to prevent genocide?
 - Develop possible courses of action with respect to human rights, reflect on the means and principles leading to intervention in defence of human rights
 - Take a position with respect to the issue of intervention in contemporary cases of genocide
-

Why use Survivor Testimony to Teach about the Holocaust?

Teaching with testimony enables students to:

1. Develop an interest in history

- By putting a face to the facts, dates, and numbers: history is made and experienced by individuals
- By understanding that history has a direct impact on the lives of individuals and their communities
- By learning that they personally play a role in history. Most survivors who gave their testimonies were children or adolescents during the Holocaust. Students can identify with stories from a youthful perspective, and engage with history on a more personal level.¹
- By using a medium that speaks to students: video
- By developing students' critical thinking

2. Improve their understanding of the Holocaust

- Understanding how Jews lived before, during, and after the Holocaust
- Learning the reality and diversity of individual experiences during the Holocaust
- Understanding how history can impact individuals. For example, students can recognize the psychological, physical, economic, and religious impact caused by persecution, trauma, and displacement during, and after the Holocaust
- Learning and understanding the different behaviors of individuals facing extreme situations: resilience, solidarity, collaboration with the oppressor, resistance or inaction, all motivated by fear, hope, compassion, etc.
- Discovering stories of non-Jews who risked their lives to help save Jews during the Holocaust

3. Promote inclusiveness and acceptance

- Developing students' empathy, enabling them to better understand people of varying cultures, or those who have been labelled as "different"
- Helping students who have difficulty reading or writing by making them feel included in the educational activity. They may feel more invested in projects including oral history.
- Addressing a dark and complex historical event with younger students without traumatizing them. To achieve this, teachers can choose age-appropriate excerpts of testimonies which will also enable students to understand how lives were disrupted and destroyed during the Holocaust.

Seven Tips for Teaching with Recorded Survivor Testimony²

- 1. Create a rationale:** Be clear about your educational objectives, and why you are using video testimony to teach students about the Holocaust. Consider the following questions before showing the videos to your students: What do you wish to accomplish? Where and how can the clips be integrated into your learning and evaluation situations about the Holocaust or other genocides?
- 2. Provide historical context:** Before watching the video clips, ensure that your students learn about the history of the Holocaust, and the specific circumstances of each individual's life from the supporting documents.
- 3. Introduce the video before screening:** Introduce the clip by briefly describing the circumstances in which the story occurs, for example: living with a false identity and/or in hiding; being separated from one's parents; participating in the resistance, etc.
- 4. Ask a question or establish an angle** from which the video can be viewed and analyzed, prior to screening it.
- 5. For older students - On interpreting and analyzing historical memory:** Explain to your students that the story conveyed is a personal interpretation of the individual's lived experience. They may speak about historical truths, such as living in a ghetto, or present exceptional events, such as escaping from camps. This is an opportunity for students to understand the many different elements offered by testimony.
- 6. Have the students watch the video clips more than once.** This will enable them to listen more carefully, re-read the subtitles, and note any items that they did not understand.
- 7. Provide ample time for discussion:** After watching the clips, encourage students to reflect on, and discuss their responses to the videos.

²The information here is adapted from the USC Shoah Foundation Institute For Visual History and Education's document "Consideration and Guidelines for the Use of Visual History Testimony in Education": http://sfi.usc.edu/teach_and_learn/for_educators/resources

Guidelines for Teachers: Preparing to Teach about the Holocaust

Enhance your knowledge of the Holocaust by consulting the resources listed below. Curate these materials before sharing them with your students, as some of the content may be too sophisticated for a young audience (under fourteen years of age):

- **History of the Holocaust:** A summary of the Brief History of the Holocaust Reference Guide: <http://museeholocauste.ca/en/history-holocaust/>
- **A Brief History of the Holocaust Reference Guide:** For those willing to do more background reading, this document provides a concise and detailed chronology of key events and dates. Most of the information in this document is suitable for students from 12-17 years old: <http://museeholocauste.ca/app/uploads/2017/01/brief-history-holocaust.pdf>
- **The Path to Nazi Genocide:** This 38-minute documentary film - produced by the United States Holocaust Memorial Museum - examines the Nazis' rise and consolidation of power in Germany. <http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide>

For more information and additional resources, consult the teacher's section of the MHM website: <http://museeholocauste.ca/en/resources-training/>

Additional supporting resources

The following supplementary resources (produced by the MHM) can be used to further enhance the proposed activities (high school level):

- **Teaching with Primary Sources in the History Classroom**
<http://museeholocauste.ca/app/uploads/2017/01/teaching-history-primary-sources.pdf>
- **Video Testimony Analysis Sheet**
<http://museeholocauste.ca/app/uploads/2017/01/testimony-analysis-sheet.pdf>
- **Timeline: Anti-Jewish Laws**
<http://histoire.museeholocauste.ca/en/timeline/antijewish-laws/start>
- **Map: Deportation and Killing Centres**
<http://histoire.museeholocauste.ca/en/map/deportation-killing-centres/start>

Student Activities

The activities will prepare students to watch two short excerpts of testimony featuring Marcel Tenenbaum, a Holocaust survivor from Belgium who immigrated to Montreal with his parents in 1951. If you choose to show both videos, we recommend starting with the one about anti-Jewish laws.

OBJECTIVES

The activities proposed here are designed to help students build on their knowledge of the Holocaust by learning about a survivor's experience, while placing his story in a historical context. Teachers may adapt the activities and modify the discussion questions so that they adhere to specific curricular objectives.

Activity 1 The Holocaust in Belgium, an Introduction

Step 1

Briefly present the historical context of the Second World War and the Holocaust.³ Ask students to read *A Brief History of the Holocaust in Belgium* (p. 11)

Step 2

Explain to your students that they will produce a timeline based on the information found in the texts, videos and photos of this guide.

Step 3

To deepen their knowledge about the Holocaust in Belgium, have the students complete the activity on Belgium in the 1940s.

Activity 2 Analyze the Impact of War and the Holocaust on Individuals

Step 1

To help students understand videos of Marcel Tenenbaum in relation to his story, ask them to read his biography and examine the maps.

Step 2

Watch the videos of Marcel Tenenbaum and ask students to answer questions in writing, by discussion in small groups, or as an exchange involving the whole class. You can also prepare your own questions for discussion.

Step 3

Ask students to create a timeline. Suggestion: form groups of three students, so that each will create a different timeline. The first will do a general timeline of the Holocaust, the second, about the Holocaust in Belgium, and the third, about Marcel's life. They will then create a larger timeline compiling the information of all three timelines, demonstrating how the Holocaust impacted Marcel's life.

³ See *A Brief History of the Holocaust*

Activity 1 reproducible materials

The Holocaust in Belgium, an Introduction



Brussels (Belgium),
June 24, 1940. Source:
Bundesarchiv, Bild 146-
1975-021-20 / Pincornelly /
CC-BY-SA

A. Brief History of the Holocaust in Belgium

In May 1940, Germany invaded Belgium, despite its neutral position during the war. From the start of their occupation, the Germans enacted anti-Jewish legislation. Jews' civil rights were restricted; their goods and businesses confiscated and certain professions denied to them. In May 1942, Jews were forced to wear the yellow star.

During the German occupation, between 65,000 and 70,000 Jews lived in Belgium, mainly in Antwerp and Brussels. The vast majority were foreign nationals or stateless refugees, mostly Polish immigrants who had come to Belgium after the First World War. In the summer of 1940, some German Jews and political refugees were deported from Belgium to the Gurs and Saint-Cyprien internment camps in southern France.

In Belgium, the resistance received considerable support in its efforts to thwart the German occupation. Over 25,000 Jews escaped deportation by going into hiding. The Belgian civil administration refused to cooperate with the deportations. Jews in Belgium were suspicious of official calls to register with the authorities and resisted doing so. Between 1942 and 1944, the Germans deported close to 25,000 Jews from Belgium to the Auschwitz death camp. Most were murdered there. The Breendonk and Mechelen (Malines) camps – especially the latter – served as internment centres for deportations. Less than 2,000 of those deported from Belgium survived the Holocaust. The Allied forces liberated Belgium in September 1944.

Copyright © United States Holocaust Memorial Museum, Washington, DC

Activity 1

 reproducible materials

B. Belgium in the 1940s

Take some time to look at the accompanying photographs (a selection of those used in the videos) and respond to the following questions.

1



Brussels (Belgium),
June 24, 1940. Source:
Bundesarchiv, Bild 146-
1975-021-20 / Pinconnelly /
CC-BY-SA

?

1. Who is in the photograph?
2. When and where was this picture taken?
3. In your opinion, what event is represented?

Activity 1

reproducible materials

2

ASSOCIATION OF JEWS IN BELGIUM
LOCAL COMMITTEE OF Liège
Fondée en vertu de l'Ordonnance de l'Autorité Occupante du 25-11-42, Verordnungsblatt page 799

JODENVEREENIGING IN BELGIE
LOKAALKOMITEIT VAN Liège
(opgericht ingevolge de Verordening van de Bezettende Overheid van 25-11-42, Verordnungsblatt page 799)

TEMPORARY NUMBER RECEIVED: 34g Date: 5 mars 1942 LODGING SIZE (EXCLUDING KITCHEN): 3
Inschrijvingsnummer : 34g *Date :* 5 mars 1942 *Grootte der woning (zonder keuken) :* 3
 LAST NAME & FIRST NAME(S) Cykient Maylich LIVING IN Liège rue Place St. Polhem N° 11
Naam en voornaam : Cykient Maylich *wonende (plaats) :* Liège *straat :* Place St. Polhem *N° :* 11
 a) Propre demeure b) TENANT OF: NAME Chandière LIVING IN Liège rue Place St. Polhem N° 11
Eigenwoning : Chandière *wonende :* Liège *straat :* Place St. Polhem *N° :* 11
 c) Sous-loc. chez : Nom Chandière habitant Liège rue Place St. Polhem N° 11
Onderhyr. bij : Naam : Chandière *wonende :* Liège *straat :* Place St. Polhem *N° :* 11

TEMPORARY NUMBER RECEIVED	LAST NAME - NAAM	FIRST NAME - Voornaam	DATE OF BIRTH - Geboorte		PROFESSION - Beroep	Religion - Godsdienst	a) NATIONALITY - Nationaliteit		A) ARRIVED IN BELGIUM ON - B) CAME FROM (LOCATION AND COUNTRY)		A) CIVIL STATUS - B) RELATIONSHIP TO THE HEAD OF FAMILY
			DATE - Datum	LOCATION - Plaats			a) IF STATELESS, PREVIOUS NATIONALITY	b) IF STATELESS, PREVIOUS NATIONALITY	B) CAME FROM (LOCATION AND COUNTRY)		
34g	J. Cykient	Maylich	1895	Wazebi	SALESMAN IN HOSIERY INDUSTRY	JEWISH	A) STATELESS B) POLISH	1922	B) GERMANY	MARRIED	
20422	J. A. A. Dabnet	Rybnka	1902	Luzin	MERCHANT IN HOSIERY INDUSTRY	"	POLISH	B) GERMANY		SPOUSE	
32605	J. Cykient	Salomon	8-23	Luzin	FURRIER	"	POLISH	B) GERMANY		SON	
32606	J. Cykient	Maurice	8-26	Liège	TAILOR APPRENTICE	"	A) STATELESS B) POLISH			SON	
34g	J. Cykient	Isidor Robert	3-28	Empen	STUDENT	"	POLISH			SON	

*) Biffer l'inutile - Het onnoodige schrappen.

REMARQUE : Dans ce questionnaire doivent être compris toutes les personnes habitant régulièrement ou même provisoirement chez la famille. Les personnes se trouvant seulement en passage chez la famille, seront mentionnées dans la colonne 11 sous b) (p. ex. : mère visite).

AANMERKING : Op deze vragenlijst zijn alle in de Joodsche familie voortdurend of ook slechts voorbijgaand woonachtige personen aan te geven. Bij personen die slechts op bezoek zijn, moet dit in kolom 11 onder b) worden aangeduid. (B.v. : Moeder-bezoek).

Remarques - Aanmerkingen : _____

Pour le comité local : - Voor het lokaalkomitee : _____ Signature : - Handteeken : _____

Modified version of the original Belgian document with English translation. List produced by the Association of Jews in Belgium. Liège (Belgium), 1942.

?

Describe the document.

- Who produced it?
- Who filled it out?
- When was it produced?
- What is the citizenship of people registered on the list?
- What does stateless mean?
- According to you, why did they leave their country?
- Why do you think such a list existed, and how was it used by the Nazis and their collaborators?
- In your opinion, why did the Jews fill out such a document?

Activity 1

reproducible materials

3

N° du dossier S. P.
N° van het dossier O. V.

Nom **RÜBLER**
Naam

Prénoms *Friedrichs*
Voornamen

Né à *Tienne*
Geboren te

Le *28 janvier 189*
Den

Nationalité *allemande*
Nationaliteit

État civil *ép^x Wambacher*
Burgerlijke stand

Profession *ing^t textiles*
Ber oep

Inscrit sous le N° *181209*
Ingeschreven onder N°

rus *du Marrounier 15*
street, n°

Délivré à *Bruxelles*
Afgeleverd te

le **24 NOV 1939**
den

Ce certificat, révoqué en tout temps par l'administration de la Sûreté publique, est valide jusqu'au

dit attest, dat te allen tijde door den Dienst der Openbare Veiligheid kan worden herroepen, is geldig tot

24 mai 1940

Le Bourgmestre — De Burgemeester
(ou son délégué), (of zijn gemachtigde)

Taubert

PROROGATIONS — VERLENGINGEN

La durée de validité de ce certificat est prorogée jusqu'au

De geldigheidsduur van dit attest wordt verlengd tot

Le Bourgmestre — De Burgemeester
(ou son délégué), (of zijn gemachtigde)

A Te

Le Bourgmestre — De Burgemeester
(ou son délégué), (of zijn gemachtigde)

A Te

Le Bourgmestre — De Burgemeester
(ou son délégué), (of zijn gemachtigde)

?

Describe the document.

1. When and where was it produced, and by whom?
2. What information does it give about its owner?
3. What impact did it have on its owner?

Identity card belonging to Friedrich Rübler. Brussels (Belgium), 1939. Source: Montreal Holocaust Museum.

Activity 1 reproducible materials

4



?

In your opinion, why were the Jews forced to wear a star?

Jewish star, Belgium (May 1942 – September 1944). Source: Montreal Holocaust Museum.

5



Mechelen transit camp: Dossin barracks courtyard. Mechelen (Belgium), 1942. Source: Fonds Kummer/ Kazerne Dossin, Mechelen

?

Examine this photo of the Dossin barracks courtyard in the Mechelen transit camp. Describe what you see in detail. What do you think is happening here?

Activity 2 Reproducible materials

Analysis of the Impact of War and the Holocaust on Individuals

A. Biography of Marcel Tenenbaum

Marcel Tenenbaum was born in Brussels in 1935 to Polish-Jewish parents. He was only 5 years old when the Germans invaded Belgium in May 1940. Despite the war and increasingly repressive anti-Jewish laws, Marcel completed his first year of elementary school. In spring 1942, Marcel's life was turned upside down when the Germans began deporting Jews from Belgium. Marcel and his family decided to go into hiding. They lived in the attic of Marcel's father's first employer. They stayed hidden there for two years, rarely leaving the attic. In August 1944, they were betrayed, arrested and brought to the Mechelen (Malines) transit camp at the Dossin casern (military barracks) in Belgium. They were scheduled to be deported two weeks later to the Auschwitz death camp in Poland, but their convoy never left.

Marcel's family was imprisoned at Dossin for a month before being liberated by British troops on September 4, 1944. After they returned to Brussels, Marcel's father reopened his business. The family immigrated to Canada in 1951. Marcel eventually became a dentist and consultant for Montreal's public health department. Today, he is retired.



Marcel Tenenbaum in his first year of elementary school. Brussels (Belgium) February 2, 1942. Photograph courtesy of Marcel Tenenbaum

Activity 2 Reproducible materials

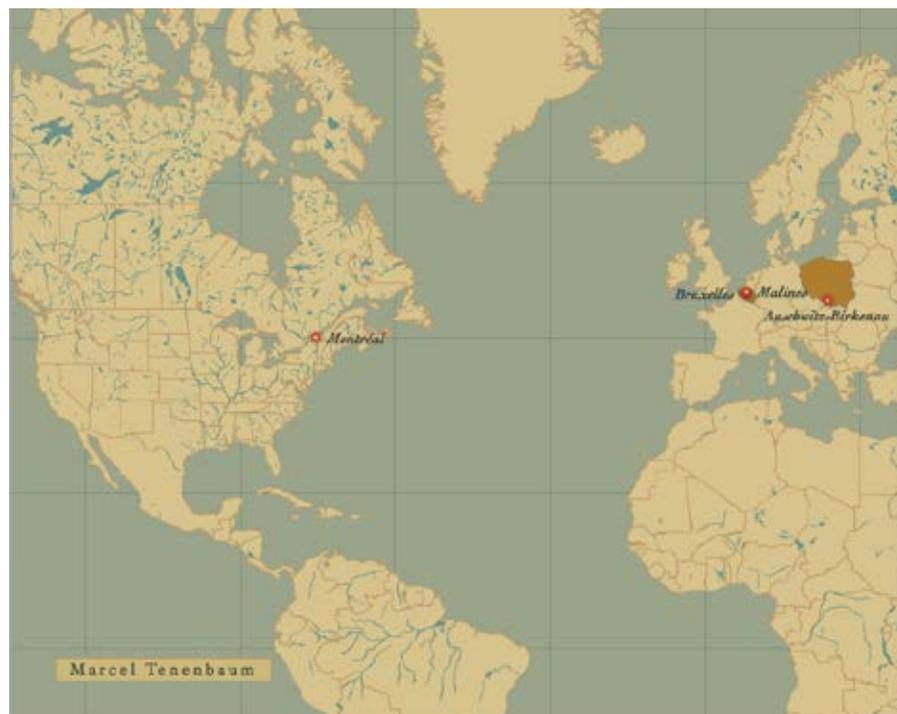
B. Maps

1



Countries where the Tennenbaums lived

2



Marcel's city of origin in relation to Montreal

C. Videos of Marcel Tenenbaum

Watch the videos and read the questions below. Then watch the videos a second time and respond to the following questions.



1. Why did Marcel's parents leave Poland in 1927? What would happen to the Polish-Jewish population in the following decade?
2. Give three examples of abolished freedoms mentioned by Marcel Tenenbaum.
3. The abolition of rights is part of what process? Name it and describe it in your own words.
4. How could the Nazis and their collaborators identify Jews on the street and facilitate the round ups?
5. What other measures were taken in Belgium to identify and locate the Jews? Describe how such measures were applied and who was involved.
6. How do you think these anti-Jewish measures affected Marcel and his family? What decision did Marcel's parent take? (You can refresh your memory by reading Marcel's biography again or watching the video "Life in Hiding".)
7. Give another historical or contemporary example of a group perceived as "other" who was forced to flee their home, or country to escape persecution. Why is this group targeted? By whom, and how are they persecuted?



1. What were the two key events that changed life for Belgian Jews as of 1940?
2. What measures were taken by the Nazis to identify and round up Belgian Jews?
3. Give three examples of responses to the deportation of Jews in Belgium.
4. How was the transit camp liberated? Is this how you imagined the "liberation of a camp" during the war?
5. From Marcel's story and your knowledge, give examples of circumstances that may help an individual survive an event such as the Holocaust.
6. How is Marcel's story representative, or not, of Jews in Belgium during the Holocaust? Give examples.

BUILD BETTER CITIZENS



From guided tours of our exhibitions to the study of a survivor's story or artefacts, our educational programs focus on the **human experience**.

School curricula across Canada prepare students to become educated, responsible and engaged citizens. Using our tools, invite your students to reflect on citizens' and governments' roles in the face of human rights violations.

Discover all of our educational programs
by visiting the **Education** tab at

museeholocauste.ca



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Montreal Holocaust Museum