





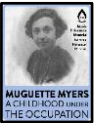

TEACHER INSTRUCTIONS

MUGUETTE MYERS: A CHILDHOOD UNDER THE OCCUPATION | Sound Immersion Activity

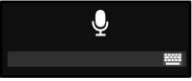

In this document, you'll find:




- Technical instructions for using the app (below)
- Instructions for conducting the activity with your students (pages 2 and 3)
- Suggested corrections for the student workbook (pages 4 to 10)

TECHNICAL INSTRUCTIONS

Configuring your tablet or cellphone	
	Verify that your device is connected to Wi-Fi.
	Download the Spoken Adventures app on Google Play or the App Store .
	Open the application: Scroll down to locate <i>Muguettes Myers: A Childhood Under the Occupation</i> (English version - blue). Click on the thumbnail image to open, then click on GET.
	Click on PLAY.
	Accept microphone access and voice recognition.

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App functions	
	To answer the questions, wait for the sound of the bell then speak directly into the microphone. If there are issues with voice recognition, you can always type your answers by clicking on the keyboard icon on the bottom right of the screen.
	To stop the narration, press PAUSE or say PAUSE when the microphone appears. Click on the arrow to restart the narration.
REPEAT	To repeat the section, say REPEAT when the microphone appears.

Exiting the app	
	To go back to the homepage, click on the arrow at the top left of the screen.
	To resume where you left off, click on RESUME.
	To restart the narration from the beginning, click on the circular arrow and then on PLAY.

ACTIVITY INSTRUCTIONS

SESSION 1: Introduction to Holocaust history

Materials:

- One computer or tablet per student (or per group)
- A projector
- Printouts of the Student Workbook (1 per student or per group)

Step 1: By referring to our [Brief History of the Holocaust](#) reference guide, or our [History of the Holocaust](#) webpage, have your students answer the questions on page 1 of the student workbook.

Step 2: Have your students read page 2 of the student workbook (The Holocaust in France) and ask them to complete the chart on page 3. To accompany this reading, you can project the [War, Persecutions and Mass Killings](#) interactive map that is available on our [History of the Holocaust](#) webpage.

You could also reserve our [Virtual History Lesson](#) to go along with this first session, or plan a visit to the Museum for a [guided tour](#). Our volunteer guides will be happy to explain the history of the Holocaust to your class.

SESSION 2: Muguette Myers: A Childhood Under the Occupation

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Materials:

- One cellphone or tablet per student or per group of 2 students, with headphones (solo or shared)
- The Spoken Adventures sound immersion app via [App Store](#) or [Google Play](#)
- A Wi-Fi connection
- Copies of the Student Workbook (1 per student or per group)

Step 1: Have your students take a close look at page 4 of the student workbook (the poster) for 5 minutes, then ask them to fill out the chart on page 5. You can also project the poster in your classroom. Review students' answers together.

Step 2: Alone or in groups of 2, have your students listen to Muguette's story using the sound immersion app, then answer the questions on pages 6 to 8. Students can also listen in multiple stages, for example:

- Explore keywords 1 and 2 and answer the corresponding questions page 6
- Explore keywords 3 and 4 and answer the corresponding questions pages 7-8
- Explore keyword 5 and answer the corresponding questions page 8.

You can review with your students after each step, or once they have finished listening to the whole app.

TO GO FURTHER

Visit our virtual exhibition: To learn more about Muguette Myers' story, have your students visit our [Witnesses to History, Keepers of Memory](#) virtual exhibition. They'll be able to [listen to other excerpts](#) from her testimony (in French only, translated transcript provided), and also discover the experiences of other Holocaust survivors.

Meet a survivor: Reserve a [virtual survivor testimony](#) with the Museum. Your students may have the opportunity to meet with Muguette herself, depending on her availability!

Write to Muguette: Your students can write to Muguette by email or by mail. We'll be more than happy to forward your messages to her.

- Mail:

Muguette Myers
c/o Montreal Holocaust Museum
5151, ch. de la Côte-Sainte-Catherine
Montréal (Québec) H3W 1M6 Canada

- Email:

info@museeholocauste.ca

Read her memoir: You can [order free copies](#) of Muguette Myers' memoir, published by the Azrieli Foundation, for your classroom. The Foundation has also designed [activities](#) to accompany the memoir.

PRISME is funded by the Ministère de la Culture et des Communications as part of the implementation of measure 115 of Quebec's digital culture plan.



SUGGESTED CORRECTIONS FOR THE STUDENT WORKBOOK

Throughout this correction document, all words followed by an asterisk refer to the [glossary](#) found in the [Brief History of the Holocaust](#) reference document, which you can download for free from the [History of the Holocaust](#) page on our website.

ACTIVITY 1: Holocaust History

Based on what you know already and/or after reading the Montreal Holocaust Museum's [History of the Holocaust](#) page, answer the questions below.

- What was the Holocaust?

The Holocaust (also known as the Shoah) was the systematic persecution and murder of 6 million Jews by the Nazis and their collaborators. The Holocaust was a genocide.*

- When and where did the Holocaust take place?

The Holocaust took place from 1933 to 1945 in Europe and North Africa.

- Who was persecuted and killed?

Jews were targeted by the Holocaust.

The Nazis also committed the genocide of the Roma and Sinti*. They also persecuted other groups, including disabled people, homosexuals, Slavic peoples, political opponents and Jehovah's Witnesses.*

- Who were the Nazis?

The Nazis were an antisemitic* and racist political party. They classified humans into categories: Aryans* (Germanic people) falsely considered to be "genetically superior", and the "inferior races", composed of Jews, Slavic peoples, Roma and Sinti* and Black people.*

TEACHER INSTRUCTIONS

ACTIVITY 2: The Holocaust in France

Read the article below and complete the chart on page 3 by finding the relevant information in the article.

After the Revolution of 1789, France was the first European country to emancipate Jews (i.e., provide them with equal rights). Despite periodic resurgences of antisemitism¹, France was one of the most attractive countries for European Jews fleeing persecution. By 1939, about half of the 330,000 Jews who lived in France were recent refugees from elsewhere in Europe.

France was invaded by German troops in the spring of 1940. After a few weeks of fighting, an armistice was signed on June 22. According to the treaty, Germany annexed Alsace and Moselle, and occupied the north of France. The south, which remained unoccupied, was administered by a new French government headed by Marshal Pétain, who settled in Vichy. He established an authoritarian regime and collaborated² with Germany.

In the fall of 1940, the Vichy government established anti-Jewish legislation nearly identical to that put in place in German-occupied France. Jews were excluded from public life, administration and the army, and could no longer practice liberal professions or work in commerce and industry. In July 1941, the government also put in place a vast “aryanization³” program by which all Jewish goods became property of the French state.

On May 29, 1942, the German authorities made it compulsory for Jews to wear a yellow star within the occupied zone. Deportations to concentration camps and killing centres started shortly thereafter. During the summer of 1942, the Germans and the French police began rounding up⁴ and arresting Jews in the occupied and unoccupied zones. Most of the Jews who were arrested and deported were foreign Jews. However, after the German invasion of the unoccupied zone in November 1942, French Jews were also deported.

In total, about 77,000 Jews living in France died in concentration camps, killing centres (the vast majority were killed in Auschwitz-Birkenau), or detention centres on French territory. One third of these victims were French citizens.

Text adapted by the Montreal Holocaust Museum

Source: Paul Webster, “The Vichy Policy on Jewish Deportation” (2011):

http://www.bbc.co.uk/history/worldwars/genocide/jewish_deportation_01.shtml#two;

and a USHMM article about France: <https://www.ushmm.org/wlc/fr/article.php?ModuleId=129>

¹ Antisemitism: A hostile and discriminatory doctrine and attitude towards Jews. A specific form of racism that targets Jews.

² To collaborate: To cooperate with the Nazi regime by promoting and enforcing anti-Jewish legislation, by arresting and/or by deporting and assassinating Jews.

³ Aryanization: Transfer of Jewish-owned property to so-called “Aryans.” The Nazis falsely claimed that their the German people belonged to the “Aryan race,” which was considered genetically superior to all other racial groups. For the Nazis, the typical Aryan was tall and blond with blue eyes.

⁴ Roundup: Massive arrest of Jews in order to deport them to killing centres.

TEACHER INSTRUCTIONS

Find two examples that illustrate the situation of the Jews in France before the Holocaust	Find four examples that illustrate the persecution of the Jews in France during the Holocaust	Find two examples that illustrate the situation of the Jews in France after the Holocaust
<ul style="list-style-type: none"> • In 1789, France was the first European country to provide Jews with <u>equal rights</u>. • Despite the persistence of <u>antisemitic attitudes</u>, France became <u>one of the most attractive countries</u> for European Jews. • In 1939, about <u>half of the 330,000 Jews living in France were refugees</u>. 	<ul style="list-style-type: none"> • <u>Anti-Jewish laws</u>: Jews were excluded from public life, public administration and the army. They were also forbidden from practicing liberal, commercial and industrial professions. • <u>"Aryanization"</u> of Jewish belongings for the profit of the Vichy Regime. • <u>Wearing the yellow star</u> was compulsory for Jews living in the occupied zone. • German authorities and French police conducted <u>roundups of Jews</u>. • Jews were <u>deported* to concentration camps* and killing centres*</u>. 	<ul style="list-style-type: none"> • Approximately <u>77,000 Jews living in France died</u> during the Holocaust. • One-third of these victims were French citizens. The majority were foreign Jews living in France as refugees.

TEACHER INSTRUCTIONS

ACTIVITY 3: Muguette Myers: A Childhood Under the Occupation

MUGUETTE MYERS A CHILDHOOD UNDER THE OCCUPATION



Québec

Musée Holocauste Montréal
Montreal Holocaust Museum



MUGUETTE

YELLOW STAR

FAMILY

PASSPORT

ID CARD

UNITED KINGDOM

FRANCE

VICHY

PARIS

Champlost

BELGIUM

GERMANY

NETHERLANDS

POLAND

CZECH REPUBLIC

YUGOSLAVIA

↓ DOWNLOAD
THE SPOKEN
ADVENTURES APP

🗣️ SAY
THE KEYWORDS
FOUND ON THIS POSTER

📖 DISCOVER
THE STORY OF MUGUETTE,
A HOLOCAUST SURVIVOR

TEACHER INSTRUCTIONS

After looking closely at the poster on p. 4, fill in the chart below.

What does the poster tell me about Muguette Myers?	What would I like to learn about Muguette Myers?
<ul style="list-style-type: none"> • <i>Muguette was a Jewish child in France (Paris, Champlost) during the occupation (WWII). Muguette is elderly now.</i> • <i>Muguette had a brother, a grandmother, an uncle, an aunt, a mother (cousin? father?).</i> • <i>The yellow star shows that she experienced discrimination.</i> • <i>The identity card doesn't have her name on it. The person it belonged to came from Brussels (Bruxelles) in Belgium. (This identity card didn't belong to Muguette - students will learn more about it as they use the app.)</i> • <i>The passport shows that she immigrated to Canada in 1947.</i> 	<p style="text-align: center;"><i>The goal of the app is to answer the questions that students have written in this column.</i></p>

After listening to the sound app, answer the questions below.

TIP: To ensure smooth interactions with the sound app, wait for the sound of the little bell, then speak clearly and slowly into the microphone.

Keyword 1: MUGUETTE

- What did you learn about Muguette and her childhood?

Muguette Fryda Szpajzer Myers was born on December 5, 1931, in Paris, France. Her father died in 1935 and her mother remarried in 1939. Muguette grew up in Paris until the start of WWII. Muguette felt well-integrated in France and didn't feel any different from the children around her.

She attended school from a young age (3 years old), and children played with her in the schoolyard and treated her like their baby.

She was raised in a non-religious family but her grandmother, who was very religious, would tell her Bible stories.

Keyword 2: FAMILY

- What country were Muguette's parents originally from?

Her parents, Bella Fiszman and Abraham Szpajzer, were Polish Jews who immigrated to France.

- What language did her parents and grandparents speak?

Her parents and grandparents spoke Polish and Yiddish: The language of many Eastern European Jews and their descendants. Yiddish is based on Middle High German, infused with many Hebrew words and expressions using the Hebrew script.*

- Why did her family immigrate to France?

Her family left Poland due to antisemitism and pogroms* against Jews. At the beginning of the 1920s, her father was attacked on the street in Warsaw by two hoodlums who split his head with a bottle. Despite this crime, he was the one arrested by police and sent to prison. This is why her father decided to immigrate to France in 1925-1926. He was later joined by Muguette's mother and her maternal aunt, uncle and grandmother, as well as her paternal grandparents. Two of her maternal uncles settled in Canada.*

Keyword 3: YELLOW STAR

- What was the purpose of the yellow star?

The yellow star was imposed by the Nazis as a mandatory identification symbol for all Jews 6 years and older. This distinctive symbol facilitated the persecution of Jews by making it easier to identify them during mass arrests, such as the wave of arrests that took place in Paris on July 16 and 17, 1942. Once arrested, Jews were regrouped and deported towards killing centres in occupied Poland, such as Auschwitz.*

- What happened to Muguette and her family during the roundups of July 1942?

On July 15, Muguette, her brother and her mother went to hide at Madame Dumas' home. They unstitched their yellow stars to travel across Paris. In the metro, a man stared at Muguette, and she realized that there were still yellow threads attached to her coat, so she discreetly pulled them out.

On July 16, Muguette's aunt was stopped by two French police officers and was deported to Auschwitz, where she died. Muguette's grandmother had a heart attack and died three days later, as the doctor didn't want to keep her at the hospital.

Keyword 4: ID CARD

- What did resistance mean during the Holocaust?

To resist meant to fight against the Nazis, by providing false ID papers or by hiding Jews, among many other examples.

- Describe an example of resistance that Muguette speaks about in her testimony.

The priest recommends that Muguette and her mother change their identity so that they won't be noticed by the Nazis. Muguette changes her name to Marie Bella, takes catechism classes and learns about Christianity.

Everyone in the village knew that Muguette and her family were Jewish, but no one said anything. The mayor burned letters from farmers outside Champlost denouncing Muguette's family.

- What did collaboration mean during the Holocaust?

Collaborating meant cooperating with Nazi Germany by adopting anti-Jewish measures, by arresting, deporting and/or assassinating Jews, among many other examples.

- If you listened to the story about the village's mayor, describe the story of collaboration that Muguette talks about in her testimony.

People sent letters to the mayor saying that Jews were hiding in the village, thus denouncing Muguette and her family.

Keyword 5: PASSPORT

- What message does Muguette want to share by telling her story?

"Whatever happens, you have to remain optimistic. Always. Bad things will happen, but there will also be good things, the way I met good people."