HOLOCAUST EDUCATION

A Guide for Educators

Manitoba

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We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, the Inuit, and the Métis in the spirit of truth, reconciliation, and collaboration.

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A Guide for Educators

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Une ressource pour le programme d’immersion française et une ressource pour le programme français sont également disponibles.

Available in alternate formats upon request.

CONTENTS

Contents iii

Section 1: 1

Preparing to Teach about the Holocaust 1

Framing Teaching and Learning about the Holocaust 1

The Five Guiding Principles for Teaching and Learning about the Holocaust 2

Preparing for Teaching: Considerations for Educators 4

Fostering Safe, Respectful Learning Spaces 5

Where to Learn More 6

Selecting Films that Accurately Portray the Holocaust 8

Section 2: 10

Educational Approaches to Teaching and Learning about the Holocaust 10

Section 3: 16

The Five Phases of Study in Teaching and Learning about the Holocaust 16

The Five Phases of Study: An Overview 16

The Five Phases of Study: Critical Dimensions 20

Section 4: 26

Teaching and Learning about the Holocaust: Grade 6 Overview 26

Teaching and Learning about the Holocaust: Grade 9 Overview 30

Teaching and Learning about the Holocaust: Grade 11 Overview 34

References 39

SECTION 1:
PREPARING TO TEACH ABOUT THE HOLOCAUST

The Holocaust or *Shoah* (Hebrew for "catastrophe") was the systematic, state-sponsored persecution and murder of six million European Jews by Nazi Germany and its collaborators between 1933 and 1945. During this period, the Nazis also targeted and killed millions of others, including the Roma, Sinti, Slavs, people with disabilities, homosexuals, Black people, political opponents, and Jehovah's Witnesses.

Framing Teaching and Learning about the Holocaust

Ensuring learners understand the objectives of learning about the Holocaust can help to foster a safe and respectful space for learning. Reflecting on the phrase "never again," educators are encouraged to engage with learners in critically examining the causes and consequences of the Holocaust, with a focus on the lessons learners can apply to making today's world a better place.

Educators may also choose to reflect on the Jewish teaching *tikkun olam* (Hebrew for "repairing the world"). The teaching is an invocation to engage in actions, work, or advocacy for the betterment of the community.

> *"If taught properly, the Holocaust…has the power to sensitize [students] to the dangers of indifference, intolerance, racism and the dehumanization of others—the ideal educational formula for creating good, responsible citizens in a multicultural society."*
> *– Ronnie S. Landau*

The Five Guiding Principles for Teaching and Learning about the Holocaust

These guiding principles can support educators in designing and facilitating deep and meaningful learning experiences (VHEC).

1. Define the Holocaust.

a. Explore the 5 *W*s (who, what, when, where, and why) and how the Holocaust was the result of choices and decisions made by individuals, institutions, and nations over many years.

2. Explore the history of the Jewish people and antisemitism prior to the Holocaust.

a. Explore the diversity and vibrancy of the Jewish culture before and after the Holocaust.

b. Consider how the deeply rooted hatred of Jewish people in European history and culture laid the groundwork for the Holocaust.

3. Use historical thinking concepts.

a. **Significance:** How and why was the Holocaust possible? Consider relationships to concepts such as democracy, dictatorship, propaganda, collaboration, resistance, intervention, eugenics, social hygiene, and genocide.

b. **Primary sources:** Use reliable, historically accurate sources; critically assess them for bias and incorporate survivor testimony to deepen understanding.

c. **Cause and consequence:** What were the historical conditions and key stages of the genocide? Foster critical thinking and reflection about what individuals are capable of doing in order to achieve an ideal or perception of the common good, including what they might do to others whom they perceive as harmful to their goals. Demonstrate an understanding of the dangers of prejudice, discrimination, and dehumanization.

d. **Continuity and change:** Understand the impacts of antisemitic attitudes and policies in Europe and in Canada, before and after the Holocaust, and the importance of human rights and genocide prevention.

e. **Perspectives:** How and why did people perpetrate, participate in, become complicit with, or resist the atrocities? How did Jews and others targeted by the Nazis respond to the persecution and mass murder?

f. **Ethical dimensions:** Include real-life stories and portray all people, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision-making.

4. Contextualize and deepen understanding.

a. The Holocaust's transcontinental impact continues to affect communities around the world today.
b. Help learners understand the sequence of events, who was involved, and where the events took place (global to local).
c. Provide opportunities to explore national and local histories leading up to and during the Holocaust.
d. Encourage a re-examination of common national narratives of the period.

5. Be student-centred.

a. Create a safe learning environment.
b. Encourage learners to ask questions and engage in meaningful reflections on the dangers of remaining silent, apathetic, and indifferent to the oppression of others.
c. Be sensitive to the feelings and emotions of all learners.
d. Be prepared to address other examples of genocide, racism, enslavement, persecution, or colonialism.
e. Discuss the difference between "comparing" and "equating."

Preparing for Teaching: Considerations for Educators

Prior to teaching about the Holocaust, educators are encouraged to

- obtain professional development to support navigating difficult and complex topics
- engage in dialogue with parents/caregivers, administrators, and other educators
- recognize that learners need time and space to reflect on their understanding and the questions that emerge from Holocaust study
- prepare to challenge learners to consider the relevance of lessons learned from the Holocaust to their own lives and the world today
- consider how to incorporate survivors' stories from before, during, and after the Holocaust to humanize the topic and inspire learner reflection
- be receptive to learner perspectives and how they can support and guide pedagogical practices
- embrace being a co-learner as students analyze and evaluate sources, draw connections to their own lives, and derive authentic meaning

Fostering Safe, Respectful Learning Spaces

As some learners may find studying the Holocaust to be painful, emotional, or distressing, educators should guide the learning process in ways that foster compassion and deeper understanding, while ensuring a safe and supportive classroom environment. Best practices anchored in trauma-informed teaching will help educators and learners navigate and reflect on the Holocaust's complexities in a safe and constructive way.

- Ensure adequate preparation and reflection time.
- Know your students, their backgrounds, and the class composition.
- Embrace classroom diversity, consider different perspectives, and meaningfully engage all learners in the learning experiences.
- Cultivate a classroom culture that is safe and inclusive with no space for racism, antisemitism, or any form of hate.
- Ensure learners understand the objectives of Holocaust-related learning.
- Have the courage to address difficult, complex, and emotional topics.
- Choose age-appropriate materials for safe learner engagement.
- Establish classroom discussion norms prior to engaging with difficult topics.
- Develop a plan for addressing harmful, disruptive, and/or disrespectful behaviour.
- Use reflection to gain deeper insight into learner experiences, perspectives, and engagement with the topic.

Note: Engaging learners in a reflective process during or after an educational activity can help consolidate their knowledge while also providing deeper insight into how they experienced the activity, what they learned from it, and how it connects to their prior understandings or relates to their own lives.

Where to Learn More

Canadian Museum for Human Rights:
The Winnipeg-based museum features exhibits designed to enhance the public's understanding of human rights, promote respect for others, and encourage reflection and dialogue. The museum's Examining the Holocaust Gallery is focused on helping visitors understand how the failure to protect human rights led to the genocide, and on encouraging reflection about these issues today.

Canadian Museum of Immigration at Pier 21:
Highlights the stories of Jewish war orphans who immigrated to Canada after the Second World War, offering unique insights into Holocaust survivors' experiences in Canada.

DOCSTeach.org:
An online tool from the United States National Archives and Records Administration providing resources for teachers, including primary source documents and Holocaust-related materials (e.g., Facing History and Ourselves, the United States Holocaust Memorial Museum, the Wiener Holocaust Library, and Yad Vashem).

Extremism and Radicalization to Violence Prevention in Manitoba (ERiM):
The ERiM project aims to prevent extremism and radicalization to violence through education, awareness, and stakeholder engagement. It empowers educators to nurture critical thinking, bridge gaps between policy and practice, and promote a whole-of-society approach.

Facing History and Ourselves:
Provides free resources and professional learning to support social studies and English language arts education, including resources to support educators in teaching about antisemitism and the Holocaust. Resources are designed to heighten students' understanding of racism, religious intolerance, and prejudice; increase students' ability to relate history to their own lives; and promote understanding of their roles and responsibilities in a democracy.

The Foundation for Genocide Education:
A pedagogical guide on studying genocide to support educators in teaching about the Holocaust.

The Holocaust Explained:
Provides free resources designed to help learners, aged 13 to 18, to understand the essential facts of the Holocaust, its causes, its consequences, and a definition of antisemitism. The content is organized into nine topic areas based on the British curriculum.

The Holocaust Survivor Memoirs Program:
Provides free educational resources, including survivor memoirs, classroom activities, and virtual presentations by Holocaust survivors. It emphasizes the power of individual stories to foster deeper learning experiences.

Jewish Heritage Centre of Western Canada:
Home to the Freeman Family Holocaust Education Centre in Winnipeg, the JHCWC provides Holocaust education programming, including events for *Kristallnacht*, International Holocaust Remembrance Day, and *Yom HaShoah*. The JHCWC also holds an annual virtual symposium, provides access to local survivor testimonies and professional development for educators, and curates a list of resources on their website.

Montreal Holocaust Museum:
Offers bilingual resources, virtual and in-person programs, survivor testimonies, and workshops tailored to various age groups. Its materials are designed to support Canadian provincial curricula and promote reflection on human rights and genocide prevention.

Toronto Holocaust Museum:
Provides custom resources for educators, including virtual museum experiences, survivor testimonies, and interactive activities tailored to Canadian provincial curricula.

The University of Southern California Shoah Foundation:
Provides access to more than 55,000 video testimonies of survivors and witnesses of genocide, crimes against humanity, and related persecution, including testimonies from Holocaust survivors who lived in Manitoba.

The United States Holocaust Memorial Museum:
Provides custom resources for educators, including introductory teaching materials, teaching materials by topic, a definition of antisemitism, and Holocaust videos for classroom use.

UNESCO: Addressing Antisemitism through Education:
Includes a UNESCO-curated list of guidelines and toolkits to support educators in addressing antisemitism in the classroom, and to build the capacity of education systems to address antisemitism, conspiracy theories, and all forms of hate speech.

Selecting Films that Accurately Portray the Holocaust

When selecting a film for classroom use, educators should consider several factors related to historical accuracy, including whether a film captures the event's complexity and whether it supports the integration of diverse perspectives and lived experiences.

For recommended films by grade level, see Section 4: Teaching and Learning about the Holocaust.

Choosing Appropriate Films (Marcus 249)

Criteria	Questions to Ask
Establish lesson goal	Is the film the best possible source to meet the lesson goals?
Determine the film's ability to develop historical empathy	Does the film appropriately develop historical empathy? With which characters does the film want the viewer to empathize and why?
Assess if historical figures are represented accurately and shown to be complicated multidimensional figures	In what ways are historical figures overly distorted into near perfect heroes or evil villains? Do the representations of historical figures complicate our understanding of the past?
Evaluate the ways in which the film depicts alternative perspectives on history in contrast to what students might otherwise see in their textbooks or regular lessons	In what ways does the film reinforce or challenge traditional historical narratives? Does the film present the historical experiences of marginalized groups that might otherwise receive little attention?
Determine whether the political, social, and ideological values reflected in the film overly distort the historical narrative or if they can be effectively used as part of the activities with the film	What political or social values are reflected by the film and which are disparaged or ignored? In what ways does the time period in which a film was made influence the narrative or perspectives? At what point do the political, social, or ideological influences on a film distort the past so it is unusable?

Criteria	Questions to Ask
Verify the film's adherence to the historical record and ascertain the reliance of the film on historical evidence and scholarship	How well does the film match the historical record? Is the film factually accurate, and does it also stay true to the spirit of past events and people? How well does the film (or the writing/producing of the film) use historical evidence and scholarship—primary sources, historian's expertise—to support the narrative, character development, and visual re-creation of the past?
Establish that any fictional elements in the film enhance, and not distort, the history presented	Does the film overly distort the past with fictional elements, condensing of time, composite characters, or politically overt messages? Do the fictional elements add to or take away from the useful pedagogical perspective or power of the film?
Determine availability of other resources to use with the film	Are primary sources, other films, or other resources available that allow the film to be part of a broader lesson or unit?

SECTION 2:
EDUCATIONAL APPROACHES TO TEACHING AND LEARNING ABOUT THE HOLOCAUST

Multiple educational approaches can support the study of the historical and ideological factors that contributed to the Holocaust, and the exploration of the perspectives of those involved. Sabrina Moisan, Sivane Hirsch, and Geneviève Audet developed four approaches to examining the Holocaust that educators can use. They are outlined below.

1. Historical Approach

Point of inquiry: Why and how was the Holocaust possible?

Objective

- For learners to develop a historical explanation of the Holocaust that demonstrates a deeper understanding and the ability to analyze historical problems.
- To nurture critical thinking through the examination of relevant documents, and to foster consideration and understanding of the numerous factors that contributed to the Holocaust.

Reflective Questions for Educators

How do we create learning experiences and assessment practices that

- ensure historical accuracy while addressing the emotional and moral complexities of the Holocaust? (Consider how to balance factual rigour with sensitivity.)
- use primary sources and survivor testimony to create a multidimensional view of the Holocaust? (Think about how personal stories can complement broader historical analysis.)
- foster respectful dialogue about the Holocaust, ensuring that difficult questions and emotional responses are managed with sensitivity?

- encourage learners to connect historical lessons from the Holocaust with contemporary issues of injustice and prejudice, including the extent of government interventions?
- value and honour the voice of the learner, their uniqueness, and their potential?
- meaningfully engage all learners and ensure they have opportunities to be bold and take risks to deepen understandings?
- support the triangulation of evidence of learning (observations, conversations, and products/performances) in learning experiences?

Key Concepts

- The historical context, including learner reflection on democracy and totalitarianism, Nazi ideology and propaganda, social conformity, international relations, opposition groups and their actions, and victim/survivor perspectives.

2. Ethical Approach

Point of inquiry: What were the key moral and ethical dilemmas facing the different historical actors in the lead-up to, during, and after the Holocaust?

Objective

- To prompt reflection on values and issues such as tolerance, freedom, social order and conformity, justice, and ambivalence.
- To reflect on contemporary justice and the responsibility to protect.

Reflective Questions for Educators

How do we create learning experiences and assessment practices that

- encourage learners to critically analyze the ethical dilemmas faced by individuals during the Holocaust?
- provide learners with voice and choice in their learning?
- support learners in critically reflecting on their learning, building resiliency, and planning for the next steps on their learning path?
- consider the ways my own ethical perspectives influence the narrative I present, and ensure a balanced exploration of moral responsibility?
- provide ample opportunities for feedback to foster self-efficacy, autonomy, and responsibility among learners?
- incorporate diverse ethical frameworks in lesson plans to examine the actions of perpetrators, bystanders, and resisters?
- explore personal narratives and survivor testimony to deepen learners' moral understanding of the Holocaust?

Key Concepts

- The ethical dilemmas experienced by the key actors involved, including civil servants, judges, ordinary citizens, victims, and leaders of the Judenrat.

3. Human Rights Education Approach

Point of inquiry: In what ways was the Holocaust a violation of human rights?

Objective

- For learners to explore the intersection of power, rights, and legislation in human rights violations.

Reflective Questions for Educators

How do we create learning experiences and assessment practices that

- help learners understand how Holocaust history can help to enhance understanding of fundamental human rights?
- connect the evolution of international human rights laws and institutions to the lessons learned from the Holocaust?
- connect changes in Canadian immigration policy to the lessons learned from the Holocaust and the Second World War?
- apply methods exploring how historical events can help in the development of frameworks like the Universal Declaration of Human Rights?
- explore the role of empathy and critical inquiry in examining the Holocaust through a human rights lens?
- allow learners to express opinions and ideas in a safe and supportive learning environment?
- facilitate classroom discussions that enable learners to explore the universal value of human rights in the context of past atrocities?

Key Concepts

- The analysis of genocide through the stages of genocide developed by Stanton (e.g., classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial).
- Examine other genocides, including the similarities and differences.
- Genocide prevention.

4. Intercultural-Antiracist Approach

Point of inquiry: What role did racism and discrimination play in the genocide that was the Holocaust?

Objective

- To help learners understand what racism is and the different ways it can be expressed.
- For learners to recognize the manifestations of racism and help to combat it.
- For learners to understand how racism, and its deeply rooted historical underpinnings, facilitated the dehumanization of certain people.
- To help learners analyze the Holocaust in the context of diverse identities and coexistence within a society, and reflect on the topics of pluralism, identity, and democratic citizenship.

Reflective Questions for Educators

How do we create learning experiences and assessment practices that

- consider how my own cultural background and personal biases shape the way I present and discuss the Holocaust, and the steps I can take to ensure a balanced, antiracist approach?
- incorporate primary sources, survivor testimony, and intercultural narratives in lesson plans to deepen student understanding of the Holocaust's human impact?
- integrate different cultural perspectives in the examination of the Holocaust and find new insights beyond the traditional Eurocentric framework?
- consider ways to include the voices of survivors, victims, and communities that are historically marginalized?
- support and value learner diversity and equity in the classroom, and nurture a sense of belonging, trust, and safety for all learners?
- support openness to other perspectives and respect for diverse world views, and foster dialogue that critically examines the intersections of culture, power, and identity during the Holocaust?

- provide meaningful opportunities for learners to connect with others to explore and deepen learning?
- identify and integrate the concerns, interests, and passions of learners?

Key Concepts

- Stereotyping (e.g., the stereotyping of Jews by the Nazis), scapegoating, and institutional, state, and structural racism.
- Understand how the growing prevalence of racial hygiene and eugenics in the 1920s and 1930s informed Nazi policies like mass sterilization and the criminalization of marriage between Jews and non-Jews.

SECTION 3:
THE FIVE PHASES OF STUDY IN TEACHING AND LEARNING ABOUT THE HOLOCAUST

The Phases of Study divide the Holocaust's examination into five thematic segments. It uses a scaffolding approach to structure learning objectives, helping educators across grade levels guide learners and build upon their prior knowledge. To learn more about the scaffolding method, visit *Scaffolding in Education: A Teacher's Guide* by Structural Learning.

The Five Phases of Study: An Overview

1. Jewish Life before the Holocaust
2. The Nazi Consolidation of Power and Implementation of Antisemitic Policies
3. The Holocaust and the Second World War
4. Post-War Liberation and Legacy
5. Taking Action Against Hate

Phase		Description
Phase 1	**Jewish Life before the Holocaust**	**Key Points:** The richness and diversity of Jewish culture, the deeply rooted hatred of Jewish people in European history and culture, and the impacts of the First World War. **Guiding Questions for the Design of Learning Experiences:** 1. How does the diverse culture, heritage, and history of Jewish people continue to shape their identities, traditions, and contributions to Manitoba and Canadian society, particularly in arts, politics, and social activism? 2. How did the deeply rooted hatred of Jewish people in European history and culture contribute to laying the groundwork for the Holocaust? 3. In what ways did the social, political, and economic upheavals of the interwar era shape attitudes toward minority groups and foster the conditions that allowed extremist ideologies, such as Nazism, to gain traction? These questions encourage a deep exploration of historical causes and their broader impacts.
Phase 2	**The Nazi Consolidation of Power and Implementation of Antisemitic Policies**	**Key Points:** The portrayal of Jews in Nazi ideology and propaganda, German society's response to the Nazis before and following the consolidation of power, and the world's response to the Nazi regime and its policies. **Guiding Questions for the Design of Learning Experiences:** 1. How did Nazi propaganda shape public perceptions of Jews, and what role did these perceptions play in enabling widespread acceptance or complicity with Nazi policies? 2. How did the reactions of German society, of Manitobans, and of Canadians to Nazi policies reveal the broader attitudes and priorities of societies during this period? These questions encourage **critical thinking** about the interplay among ideology, societal behaviour, and individual responses in civil society.

Phase		Description
Phase 3	**The Holocaust and the Second World War**	**Key Points:** The Second World War's impact on the persecution of Jews, *Einsatzgruppen* (Nazi mobile killing squads), the timing of the decision to exterminate Jews, the Nazis' intent in the systematic murder of Jews, resistance and rescue efforts, and the impact of the war's end. **Guiding Questions for the Design of Learning Experiences:** 1. How did the Second World War's progression intensify the persecution of Jews, and what factors influenced the timing and implementation of the Nazis' "Final Solution"? 2. How did acts of resistance, rescue efforts, and the war's end influence the experiences and outcomes of Holocaust survivors and shape the responses of Manitobans, Canadians, and the global community to these atrocities? These questions aim to encourage a **deeper examination** of the **interconnected** events and **moral complexities** of the period.
Phase 4	**Post-War Liberation and Legacy**	**Key Points:** The experiences of survivors after liberation, transitional justice (e.g., the Nuremburg Trials), and post-war Canada. **Guiding Questions for the Design of Learning Experiences:** 1. How can Holocaust survivors' experiences post-liberation, including their struggles to rebuild their lives, highlight the challenges of addressing trauma and displacement on a global scale? 2. How did Canada's post-war policies on transitional justice reflect society's broader attitudinal shifts toward Holocaust survivors and global human rights? These questions are designed to **prompt thoughtful exploration** of the complex aftermath of the Holocaust and Canada's role in it.

Phase		Description
Phase 5	**Taking Action Against Hate**	**Key Points:** Inspiring learners to develop action plans on remembering the lessons learned from the Holocaust, and being an ally in combatting hate. **Guiding Questions for the Design of Learning Experiences:** 1. How can we collectively honour the memory of Holocaust victims and survivors? 2. How can we collectively honour the memory of those who took action against state-sanctioned racism and persecution during the Nazi regime, and ensure their stories continue to inspire action against hate? These questions aim to foster **reflection** and **collaboration** and encourage learners to **actively engage** in building a more just and compassionate world.

Note: Some Holocaust-related topics may evoke strong emotions and/or not be developmentally appropriate for every learner. Educators are encouraged to continue to be mindful of classroom composition and learner-specific needs (e.g., social-emotional needs) in designing developmentally appropriate learning experiences and assessment practices.

The Five Phases of Study: Critical Dimensions

1. Jewish Life before the Holocaust

Critical Dimensions:

- Jewish people were socially, culturally, religiously, and politically diverse and lived in nearly every part of the world. In 1933, there were approximately 9 million Jews living in Europe.
- The qualities of Jewish life and culture before the war and their contributions to European and Canadian society.
- Anti-Judaism: The origins of hatred toward Jewish people date back to ancient times. In medieval Europe, Jews were often discriminated against and persecuted for religious reasons. They were scapegoated for societal problems, falsely accused of crimes, and subjected to forced conversions, expulsions, and massacres.
- Enlightenment, Emancipation, and Backlash: During the Enlightenment or "Age of Reform," Jewish people gained legal rights in most European countries. By 1878, they were emancipated—that is, they were allowed to enter new professions, live in different places, and participate more fully in society. As Jews gained rights, they were often seen as outsiders and faced hostility, contributing to the rise of modern antisemitism.
- Rise of Racial Antisemitism: Pseudo-scientific theories of the late 19th century categorized Jews as a distinct and inferior race, fueling discrimination and exclusion. These theories were quickly proven false.
- The Dreyfus Affair (1894) was a political scandal in France that highlighted the tension between the integration of Jews in European society and the persistence of antisemitism.
- The End of the First World War: Military defeat, the Treaty of Versailles, and widespread economic hardship cultivated a politics of resentment in Germany and a bitter sense of humiliation. Refusal to accept the reality of defeat led many Germans to search for people to blame for what they perceived as a betrayal and spawned the "stabbed in the back myth" that falsely blamed Jews for Germany's loss in the war. This myth persisted even though an estimated 100,000 German Jews served in the German army during the First World War, with approximately 12,000 killed in action and 18,000 awarded the Iron Cross for bravery in battle.
- The 1920s was a time of political turmoil and tension worldwide and a time of cultural experimentation and excitement, including in Canada. On opposite sides of the political spectrum, both socialist and fascist

movements grew worldwide, and fears of revolution and political upheaval were commonplace.

- The Weimar Republic (1919 to 1933) was a progressive, parliamentary democracy that governed Germany through a period characterized by increasing political polarization, as well as both rising antisemitism and the acceptance and integration of Jews. The economic frailty of the Weimar Republic heightened the political tension, helping to create the conditions for the Nazis' rise to power.
- The Year of Crisis (1923) was marked by hyperinflation and a Nazi attempt to overthrow the Weimar government.
- The Great Depression (1929 to 1939) contributed to the economic, social, and political conditions that enabled Hitler and the Nazi party to rise to power.
- Nazi Ideology: The Nazis combined racial antisemitism with conspiracy theories, portraying Jews as threats to German society and global stability.
- The deeply rooted hatred of Jewish people in European history and culture became core to Nazi ideology and politics.
- Racial Hygiene and Eugenics: During the 1920s and 1930s, ideas known as racial hygiene or eugenics began to inform population policy, public health education, and government-funded research, including in Canada. Between 1933 and 1939, these ideas led to Nazi policies like mass sterilization and the criminalization of marriage between Jews and non-Jews.
- Hitler espoused a world view that was shared by a significant segment of the German political and scholarly elite. This world view was rooted in ideas of racial hierarchy, antisemitism, and the belief in a perpetual struggle for survival among races. Central to this ideology were concepts like *Lebensraum* (living space) and the notion of Aryan supremacy, which were used to rationalize territorial expansion and the persecution of Jews and other groups deemed inferior. This world view shaped the policies and actions of the Nazi regime, with catastrophic consequences.

(Montreal Holocaust Museum. "Holocaust Maps and Timelines.")

2. The Nazi Consolidation of Power and Implementation of Antisemitic Policies

Critical Dimensions:

- German nationalism, the formation of Nazi Germany, and the policies implemented between 1933 and 1938.
- Political Crisis (1933): After successive elections, Hindenburg, President of the Weimar Republic in Germany, was forced to appoint Hitler as Chancellor. Within months of being appointed, Hitler consolidated power through the dismantling of the German democracy.
- In 1933, over 500,000 Jews lived in Germany. From 1933 to 1939, more than half of these individuals left Germany, responding to a growing volume of discriminatory legislation and events, like *Kristallnacht*, that were implemented by the Nazi regime.
- The Reichstag fire (1933) led to the Reichstag Fire Decree and the Enabling Act (1934). The Enabling Act authorized the Nazi government to bypass parliament when issuing laws, effectively terminating democratic rule (i.e., governance by decree).
- The Night of the Long Knives (1934): A purge carried out by Hitler and the Nazi leadership, targeting the *Sturmabteilung* (SA) and other perceived threats within the party. It consolidated Hitler's power and demonstrated the brutality of the Nazi regime, enabling them to pursue their agenda, including antisemitic policies, without opposition.
- Nuremberg Laws (1935): These laws institutionalized racial discrimination, stripping Jews of citizenship and basic rights.
- The Évian Conference (1938): Convened by U.S. President Franklin D. Roosevelt, the conference brought together representatives from 32 countries to discuss the refugee crisis caused by the Nazi persecution of Jews. Most countries, citing economic and political concerns, refused to ease immigration restrictions, leaving many Jews without safe havens and emphasizing their vulnerability under Nazi rule.
- *Kristallnacht* (November 9 and 10, 1938): The "Night of Broken Glass" or November Pogrom marked a violent escalation, with more than a thousand synagogues burned and Jewish businesses destroyed. Ninety-one Jews were killed and approximately 26,000 Jewish men were arrested and imprisoned in concentration camps. It was a turning point in Nazi policy toward the Jews.
- *MS St. Louis*: In May 1939, the German ship *MS St. Louis* sailed from Germany to Cuba. The 937 passengers were almost all Jewish refugees. Cuba refused to allow the ship to land. The United States and Canada also refused to admit the passengers. The *MS St. Louis* returned to

Europe, and ultimately 254 of the ship's passengers were killed in the Holocaust. The *MS St. Louis* symbolized a failure of the international community and political leadership to provide refuge to those in desperate need.

- "None is Too Many" Policy: This phrase encapsulates Canada's restrictive immigration policy during the Nazi era, which severely limited the entry of Jewish refugees fleeing persecution. Between 1933 and 1945, Canada accepted only about 5,000 Jewish refugees, one of the lowest numbers among developed nations. Of those, many were interned in camps in Ontario, Québec, and New Brunswick. This policy reflected widespread antisemitism and indifference to the plight of European Jews, contributing to their vulnerability during the Holocaust. Canada did not change its restrictive immigration policies toward Jews until mid-1948.
- Explore the complex connections among Nazi racial ideology, propaganda, and the resulting laws, particularly their impact on Jews and other marginalized communities.

(Montreal Holocaust Museum. "The Nazi Path to Power: 1919–1939.")

3. The Holocaust and the Second World War

Critical Dimensions:

- The methods of terror, violence, and political manipulation utilized by the Nazis to consolidate power and propagate antisemitic ideology.
- September 1, 1939: The German invasion of Poland, which marked the beginning of the Second World War, had devastating consequences for Poland's Jewish population, which comprised close to 3.5 million. With the occupation of Poland, the Nazi leadership acquired a large, unwanted Jewish population.
- Racial antisemitism and concepts of social hygiene and eugenics became the basis for the confiscation of property and assets, ghettoization, deportation, and ultimately the murder of the Jews.
- Propaganda: The Nazis made effective use of propaganda to turn German society against Jews.
- Shift to an annihilatory solution: when it became clear that it was not possible to remove all Jews from the territories under its control (e.g., through coercion, isolation, exclusion, ghettoization, or forced deportation), the Nazis adopted an annihilatory solution called "The Final Solution to the Jewish Question."

- German Invasion of the Soviet Union: The organized mass murder of European Jews in Eastern Europe took place in the context of the exterminatory, politically, and racially motivated Nazi war in the Soviet Union.
- Wannsee Conference (1942): The meeting of a group of high Nazi officials at which the planned arrest and deportation of all European Jews to the death camps in Eastern Europe was coordinated.

(Montreal Holocaust Museum. "War, Persecutions and Mass Killing.")

4. Post-War Liberation and Legacy

Critical Dimensions:

- The liberation of concentration camps and the lasting impacts of the Holocaust, including demographic changes.
- Liberation of Nazi Camps: Allied forces, including the Soviet Red Army and the American and British forces, liberated concentration camps, revealing the extent of Nazi atrocities. Survivors faced immense and lasting physical and emotional trauma.
- Displaced Persons (DP) Camps: Millions of survivors and refugees were housed in DP camps across Allied-occupied Germany and Austria. These camps provided temporary shelter and aid.
- Nuremberg Trials: Some Nazi leaders were prosecuted for war crimes and crimes against humanity. These trials established a precedent for international justice.
- Efforts to Rebuild Lives: Survivors struggled to reunite with family members and rebuild their lives amidst widespread devastation. The War Orphans Project and the Tailor Project can be used as reference materials.
- Migration and Resettlement: Many survivors emigrated to the United States, Latin America, Australia, Western Europe, Canada, and Israel (founded in 1948), seeking safety and new opportunities.
- Recognition of Genocide: The Holocaust prompted global discussions on genocide prevention, leading to the adoption of the Genocide Convention in 1948.
- The Canadian Context: How Canada's national identity, foreign policy, and growing presence on the world stage were shaped by its actions in the Second World War (e.g., its refusal to accept Jewish refugees).

(Montreal Holocaust Museum. "War Crimes Trials.")

5. Taking Action Against Hate

To help learners apply the lessons learned from studying the Holocaust, educators are encouraged to work with learners to identify ways to actively engage in combatting systemic racism and discrimination, prejudice, and hate in daily life.

Critical Dimensions:

- Reflect on the legacy of the Holocaust to foster a deeper understanding of contemporary issues of systemic racism and inequality in Canada and around the world, including the treatment of Indigenous Peoples.
- Reflect on what individuals and governments are capable of in pursuit of an ideal or perception of the common good. Consider and analyze contemporary examples of government action or inaction in pursuit of a goal.
- Reflect on the rights and responsibilities of individual citizens and groups to take informed action, which contributes to the well-being of communities, local and global.

Examples:

This may involve developing a "taking action against hate" project and promoting learner exploration of individual and collective responsibilities to make informed choices that foster a more equitable and compassionate world.

- Create a social media, school, or community awareness campaign to combat hate and antisemitism.
- Design a No Hate pledge.
- Participate in the Canadian Museum for Human Rights Upstander Showcase.
- Enter a submission to a contest such as the Jewish Heritage Centre of Western Canada Mina Rosner Essay Contest or the Barry Lank Social Justice/Human Rights Film Award.

Grade 6

SECTION 4:
TEACHING AND LEARNING ABOUT THE HOLOCAUST:
GRADE 6 OVERVIEW

Grade 6 learners learn about Canadian history from Confederation to the present. This includes the expansion of Canada, immigration, industrialization, the environment, and the changing relationships between the government and First Nations, Métis, and Inuit Peoples. Learners examine world events including the Depression and Canadian involvement in the two world wars. They explore Canadian identity and the growth of Canada as a culturally diverse, bilingual, and democratic society. They study questions related to the responsibilities and rights of citizenship in Canada and the contemporary world.

Connections to the Five Phases of Study

Suggested focus points for each phase

1. **Jewish Life:** Explore the story of the Jewish people (e.g., origins, migration, language, culture, and religious practices), and Jewish contributions to Canada before the world wars. Define antisemitism and some of its characteristics.
2. **Nazi Consolidation of Power:** Examine the core tenets of Nazism, the central role of antisemitism in Nazi policy, and the importance of protecting democracy.
3. **Second World War:** Explore Canada's strict immigration policies, the *MS St. Louis* incident, and the "none is too many" policy in response to the Jewish refugee crisis. Jews struggled to protect their identity, faced violent persecution, and were often stripped of their culture, family, and names from 1933 to 1945. Examine resistance to protect Jewish identity.
4. **Post-War Liberation and Legacy:** The Holocaust serves as a stark reminder of the dangers of discrimination and the importance of protecting human rights and identity in the face of prejudice. Focus on the story of resilience and the contributions Jewish people have made to Canada and the world.
5. **Taking Action:** To help learners apply the lessons learned from studying the Holocaust, educators are encouraged to work with learners to identify ways to actively engage in combatting systemic racism and discrimination, prejudice, and hate in daily life.

Curriculum Connections

Cluster 1: Building a Nation (1867 to 1914)

6-KI-008 Identify various groups that immigrated to Canada in the late 19th and early 20th centuries and give reasons for their emigration (e.g., African-Americans, Asians, British, Central and Eastern Europeans, Icelanders, etc.).

6-KI-010 Explore and identify challenges that new immigrants to Canada face, including racism and discrimination (e.g., antisemitism), and difficulties related to language, climate, laws, customs, and cultural isolation.

Cluster 2: An Emerging Nation (1914 to 1945)

The First World War:

6-KG-040 Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities. Include internment of ethnocultural groups (e.g., Germans, Austro-Hungarians, Turks, Bulgarians, Mennonites, Ukrainians, and conscientious objectors).

The Great Depression:

6-VH-013 Demonstrate an awareness of the systemic struggles of past generations in achieving the rights that people in Canada enjoy today.

6-KE-056 Relate stories of the Depression and describe its impact on Canada (e.g., changes in agricultural practices, development of the social safety net, new political parties).

The Second World War:

6-KG-041 Identify major causes and events of the Second World War, including the conditions that enabled the Holocaust to occur.

6-KG-042 Describe Canada's involvement in the Second World War, and identify its impact on Canadian individuals and communities. Include internment of ethnocultural groups and the Holocaust.

Cluster 3: Shaping Contemporary Canada (1945 to Present)

Canada on the World Stage:

6-KG-044 Give examples of global events and forces that have affected Canadians from 1945 to the present (e.g., international cooperation, relief efforts, disease, environmental changes, famine, refugee movement, displaced persons camps, and the Holocaust).

6-KP-054 Identify factors that contribute to inequities in Canada (e.g., poverty, racism, and sexism), and propose solutions to develop awareness, knowledge, and capacity to support more inclusive communities.

Resources

Websites and Reading:

Azrieli Foundation. *The Holocaust Survivor Memoirs Program*. Azrieli Foundation, 2025, https://memoirs.azrielifoundation.org/education/memoirs/.

Centre for the Study of Historical Consciousness. *The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century*. Canadian Heritage, n.d., https://historicalthinking.ca/.

Facing History & Ourselves. *Components of Jewish Identity*. Facing History & Ourselves, Nov. 15, 2024, www.facinghistory.org/resource-library/components-jewish-identity.

Facing History & Ourselves. *The Roots and Impact of Antisemitism*. Facing History & Ourselves, Mar. 13, 2018, www.facinghistory.org/resource-library/roots-impact-antisemitism.

Herman, Gail. *What Was the Holocaust?* Penguin Workshop, 2018.

Jewish Heritage Centre of Western Canada Inc. *Online Resources for Educators and Students*. JHCWC, n.d., www.jhcwc.org/online-resources-for-educators-and-students/.

Matas, Carol. *A Storm Unleashed*, Scholastic Canada, 2025.

Montreal Holocaust Museum. *Being a Refugee in Canada*. Montreal Holocaust Museum, n.d., https://museeholocauste.ca/en/activities/being-refugee-canada.

Montreal Holocaust Museum. *Brief History of Antisemitism in Canada*. Montreal Holocaust Museum, 2018, https://museeholocauste.ca/app/uploads/2018/10/brief_history_antisemitism_canada.pdf.

Films and Videos:

The Number on Great Grandfather's Arm (2018): A short film that uses a combination of historical footage and animation to illustrate the stories told to a young boy by his great-grandfather, who was a child during the Holocaust.

White Bird (2024): Based on the graphic novel of the same name by R. J. Palacio, this movie shows how one act of kindness can live on forever.

Antisemitism Past and Present Explained (2020): This video by Anne Frank House explains what antisemitism is and how it has existed for a very long time. Available online at www.youtube.com/watch?v=5BIwf72ynS8.

Holocaust Education Video Toolbox (2025): This collection of Holocaust education videos, compiled by Yad Vashem, is divided into fundamentals, witness testimonies, online resources, published materials, and echoes and reflections. Available online at www.yadvashem.org/education/educational-videos/video-toolbox.html.

Jewish Life before the Second World War: an Introduction (2022): This video provides a brief overview of the rich and diverse Jewish history since the 19th century. Available online at www.youtube.com/watch?v=gfgXXDOXp-c&t=33s.

Voyage of the *St. Louis* (2024): This resource provides a summary of the key facts involving the German liner *St. Louis*, which sailed in 1939 with 937 passengers who were almost all Jewish refugees and which had to return to Germany after being refused entry into North America. Available online at https://encyclopedia.ushmm.org/content/en/article/voyage-of-the-st-louis.

Being Jewish in Ontario (n.d.): This film by the Ontario Jewish Archives, the UJA Federation of Greater Toronto, and Facing History and Ourselves provides an introduction to Jewish heritage, identity, and community, focusing on the diversity and intersectionality of Jewish identities. Available online at www.beingjewishinontario.org/film/.

Grade 9

TEACHING AND LEARNING ABOUT THE HOLOCAUST: GRADE 9 OVERVIEW

Grade 9 learners focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Learners are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they become informed decision-makers actively involved in their local, national, and global communities.

Connection to the Five Phases of Study

Suggested focus points for each phase

1. **Jewish Life:** Explore the diversity of the Jewish people and the historical origins of antisemitism (e.g., religious, racial, and contemporary).
2. **Nazi Consolidation of Power:** Define the elements and characteristics of ideologies (e.g., fascism, Nazism, and communism), and the role of antisemitism in Nazi policies from 1933 to 1938. Explore the historical context in which the Nazi party established a dictatorship that systematically isolated Jews from society, removing their human rights and citizenship, and perpetrated a genocide under the cover of war. Consider the Nazi persecution of other minority groups and genocide of the Roma and Sinti.
3. **Second World War:** Explore the choices individuals, groups, and nations made in response to the Nazi dictatorship and the Holocaust.
4. **Post-War Liberation and Legacy:** Draw connections among the themes of democracy, citizenship, racism, and antisemitism in the Holocaust and their relevance to today's world.
5. **Taking Action:** To help learners apply the lessons learned from studying the Holocaust, educators are encouraged to work with them to identify ways to actively engage in combatting systemic racism and discrimination, prejudice, and hate in daily life.

Curriculum Connections

Cluster 1: Diversity and Pluralism in Canada

9-KH-030 Analyze the social, political, and economic injustices in Canada's past that have resulted in discrimination against minorities and marginalized communities (e.g., Indian Act, status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions, and antisemitism during the Second World War).

9-KI-020 Analyze the influence of mass media and pop culture on Canadian identity. Discuss the perceptions of minority communities, including Indigenous, francophone, Jewish, and Muslim peoples.

9-KI-022 Analyze current issues surrounding Canadian culture and identity. Identify ways to effectively respond to systemic racism and discrimination (e.g., antisemitism), prejudice, and hate in daily life.

Cluster 2: Democracy and Governance in Canada

9-KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems (e.g., voting, political parties, labour organizations, civil disobedience, NGOs, lobbying).

Cluster 3: Canada in the Global Context

9-KG-035 Demonstrate an understanding of global events and the conditions that enable crimes against humanity and genocide to occur (e.g. social, economic, and political turmoil).

9-KG-038 Give examples of Canada's participation within international organizations (e.g., United Nations, Commonwealth, la Francophonie, Olympics).

Cluster 4: Canada: Opportunities and Challenges

9-KI-023 Identify possible ways of addressing social injustices in Canada.

9-VP-015 Demonstrate an understanding of the rights and responsibilities of citizens living in a democracy (e.g., involvement in political processes, freedom of speech, freedom of association) to address systemic racism and discrimination, prejudice, and hate in daily life.

9-VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

9-VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

Resources

Websites and Reading:

Azrieli Foundation. *The Holocaust Survivor Memoirs Program*. Azrieli Foundation, 2025, https://memoirs.azrielifoundation.org/education/memoirs/.

Carter, Stefan A. "A Symphony of Remembrance." *The Holocaust Survivor Memoirs Program*. Azrieli Foundation, 2025, https://memoirs.azrielifoundation.org/titles/a-symphony-of-remembrance/ (available in French and English).

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Facing History & Ourselves. *Holocaust and Human Behavior*. Facing History & Ourselves, 2016, www.facinghistory.org/resource-library/holocaust-human-behavior.

Facing History & Ourselves. *The Power of Propaganda*. Facing History & Ourselves, 2018, www.facinghistory.org/resource-library/power-propaganda-1.

Garfield, Susan. *Too Many Goodbyes: The Diaries of Susan Garfield*. Azrieli Foundation, 2019, https://memoirs.azrielifoundation.org/titles/too-many-goodbyes/ (available in French and English).

Genos Center Foundation. *The Holocaust: History, Facts, and Meaning*. Genos Center Foundation, Aug. 18, 2023, https://genoscenter.org/the-holocaust-history-facts-and-meaning/.

Montreal Holocaust Museum. *Brief History of Antisemitism in Canada*. Montreal Holocaust Museum, 2018, https://museeholocauste.ca/app/uploads/2018/10/brief_history_antisemitism_canada.pdf.

United States Holocaust Memorial Museum (USHMM). "Why the Jews: History of Antisemitism." *What is Antisemitism*, USHMM, n.d., www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism.

Wiener Holocaust Library. "The Nazi Rise to Power." *The Holocaust Explained*, Wiener Holocaust Library, n.d., www.theholocaustexplained.org/the-nazi-rise-to-power-educational-resource/.

Films and Videos:

The Boy in the Woods (2024): A true story of a Jewish boy in flight from the Nazis.

A Bag of Marbles (2017): In occupied France, two young Jewish brothers demonstrate cleverness, courage, and ingenuity in escaping the enemy invasion and trying to reunite with their family.

Run Boy Run (2013): Based on the true story of an eight-year-old boy who escapes from the Warsaw ghetto and survives in the woods, working as a farmhand, disguised as a Polish orphan.

The Courageous Heart of Irena Sendler (2009): The story of a social worker who was part of the Polish underground and was arrested by the Nazis for saving the lives of 2,500 Jewish children by smuggling them out of the Warsaw Ghetto.

The Cure for Hate: Bearing Witness at Auschwitz (2018): A documentary about the journey of atonement of Tony McAleer as he travels to Auschwitz and explores the conditions that allowed for the rise of fascism in 1930s Europe.

Devorah's Hope (2024): The journey of Devorah Mostovicz and her brother as they survive war-torn Poland. A film that blends documentary depth with live-action drama.

The Rise of Nazism to Power (2019): This video explores the different factors that resulted in the Nazis' rise to power in Germany, including the role of antisemitism. Available online at www.youtube.com/watch?v=La5KZzbJeyQ.

The Main Principles of Nazi Ideology (2020): This video discusses the main principles of Nazi ideology and the place of antisemitism in it. Available online at www.youtube.com/watch?v=o47TJM91Y-I&t=1s.

Nazi Germany and the Jews between 1933–1938 (2022): This video tracks the political and economic conditions that resulted in the rise of Nazism after the First World War in Germany. Available online at www.youtube.com/watch?v=ypAC2nPX6Yw.

The Foundation of a Community (2014): This video provides an overview of the history of the Jewish Foundation of Manitoba. Available online at www.youtube.com/watch?v=q5o-hlIQ-s4.

Being Jewish in Ontario (n.d.): This film by the Ontario Jewish Archives, the UJA Federation of Greater Toronto, and Facing History and Ourselves provides an introduction to Jewish heritage, identity, and community, focusing on the diversity and intersectionality of Jewish identities. Available online at www.beingjewishinontario.org/film/.

Grade 11

TEACHING AND LEARNING ABOUT THE HOLOCAUST: GRADE 11 OVERVIEW

The Grade 11 History of Canada curriculum supports citizenship as a core concept and engages learners in historical inquiry. Learners focus on a comprehensive history of Canada from pre-contact times to the present. Through this process, learners think historically and achieve learning outcomes based on the following five themes in Canadian history: First Nations, Métis, and Inuit Peoples; Governance and Economics; French-English Duality; Canada and the World; and Identity, Diversity, and Citizenship.

Indigenous perspectives are integrated throughout the teaching and learning strategies in this course. Rather than simply being restricted to a study of the contributions of First Nations, Métis, and Inuit Peoples to Canadian society, this pedagogical approach consolidates Indigenous perspectives throughout the entire study of Canadian society—past, present, and future. This approach helps not only to correct historical and social prejudices of the past by presenting Indigenous points of view to all learners but also supports the development of a positive sense of personal identity among Manitoba's First Nations, Métis, and Inuit learners.

Connection to the Five Phases of Study

Suggested focus points for each phase

1. **Jewish Life:** Explore the contributions of Jewish people to Manitoba and Canada. Consider the depth of antisemitism in Canada; many Canadians viewed Jewish people with suspicion or prejudice, and there was little public or political will to help them.
2. **Nazi Consolidation of Power:** In the 1930s and early 1940s, fascist and Nazi sympathies existed in Canada, including in Manitoba. Several groups promoted fascist ideologies, most notably Adrien Arcand's National Unity Party of Canada, which espoused antisemitism, white supremacy, and open admiration for Nazi Germany. In Manitoba, the Canadian Nationalist Party, led by William Whittaker, echoed similar far-right views, opposing immigration and promoting anti-Jewish rhetoric. Whittaker and his party were active in Winnipeg, where they held meetings and distributed propaganda. Despite these efforts, such groups failed to gain widespread support. During the Second World War, the Canadian government banned fascist organizations, interned leaders like Arcand, and placed others under surveillance. Public opposition to fascism

grew stronger as Canadians became more aware of Nazi crimes and supported the war effort.

3. **Second World War:** During the 1930s and 1940s, Canada had extremely strict immigration policies, especially toward Jewish refugees. The Canadian government, under Prime Minister William Lyon Mackenzie King and immigration official Frederick Blair, refused entry to most Jews fleeing Nazi-occupied Europe, among them the tens of thousands of German and Austrian Jews who had sought refuge in Great Britain since Hitler's election in 1933. Jews who were permitted to enter Canada during the war years were considered "enemy aliens" and were often interned in camps in Ontario, Québec, and New Brunswick. One of the most infamous examples of antisemitic immigration policy is the case of the *MS St. Louis* in 1939, a ship carrying over 900 Jewish refugees. Canada was one of the countries that refused to let the passengers disembark. Many were forced to return to Europe, where over 250 of them were later killed in the Holocaust.
4. **Post-War Liberation and Legacy:** After the Second World War, Canada began to change its approach. In the late 1940s and 1950s, Canada started to accept Holocaust survivors and displaced persons, though the process was still slow and selective. In recent years, Canada has acknowledged its failures during the Holocaust era. In 2018, the Canadian government formally apologized for turning away the *MS St. Louis*. Canada has also committed to Holocaust education and remembrance as part of its human rights efforts. Canada was not a perpetrator of the Holocaust, but its refusal to help Jewish refugees contributed to the suffering and loss of life.
5. **Taking Action:** To help learners apply the lessons learned from studying the Holocaust, educators are encouraged to work with them to identify ways to actively engage in combatting systemic racism and discrimination, prejudice, and hate in daily life.

Curriculum Connections

Cluster 4: Achievements and Challenges (1931 to 1982)

4.4 Analyze the historical, social, political, economic, and cultural factors that influenced Canada's response to the Holocaust and the plight of the Jewish peoples in the 1930s and 1940s.

Cluster 5: Defining Contemporary Canada (1982 to Present)

5.1 Explain how Canada was shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change.

Resources

Websites and Reading:

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American-Israeli Cooperative Enterprise (AICE). "Manitoba." *Jewish Virtual Library*, AICE, n.d., www.jewishvirtuallibrary.org/Manitoba.

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Maron, Jeremy. Canada, *Canada, Antisemitism and the Holocaust*. Canadian Museum for Human Rights (CMHR), Nov. 5, 2021, https://humanrights.ca/story/canada-antisemitism-and-holocaust.

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Millo (Jarniewski), Belle. *Voices of Winnipeg Holocaust Survivors*. Jewish Heritage Centre of Western Canada, 2010.

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O'Hagan, Michael. "Internment Camps." *POWs in Canada*, n.d., https://powsincanada.ca/pows-in-canada/internment-camps/.

Robinson, Ira. *A History of Antisemitism in Canada*. Wilfrid Laurier University Press, 2015.

Stone, Dan. "Moving South: The Other Jewish Winnipeg Before the Second World War." *Manitoba Historical Society & Archives*, 76, Fall 2014, www.mhs.mb.ca/docs/mb_history/76/movingsouth.shtml.

Vancouver Holocaust Education Centre (VHEC). *Canada Responds to the Holocaust, 1944–1945*. VHEC, 2016, https://vhec.org/wp-content/uploads/VHEC_CanadaResponds2016_TeachersGuide.pdf.

Vancouver Holocaust Education Centre (VHEC). "Enemy Aliens": The Internment of Jewish Refugees in Canada, 1940–1943—School Program Teacher's Guide. VHEC, 2012, www.vhec.org/wp-content/uploads/2012_EnemyAliens_TG.pdf.

Films and Videos:

The Pianist (2002): Adapted from the autobiography of Wladyslaw Szpilman, a Polish Jew who detailed his survival during the Second World War. He and his family are forced into the Warsaw Ghetto.

Defiance (2009): The deep forests of Poland and Belorussia are the domain of the occupying Germans during the Second World War. The three Bielski brothers turn a band of defectors into freedom fighters.

Munich the Edge of War (2021): Set in 1938, the film portrays the efforts of British diplomat Hugh Legat and German official Paul von Hartmann to prevent the onset of the Second World War.

Goebbels and the Führer (2024): The film follows Joseph Goebbels in his last seven years by Hitler's side.

Europa Europa (1990): A historical drama that follows the journey of Solomon Perel, a Jewish boy who escapes Nazi persecution by concealing his identity and joining the Hitler Youth.

The Paper Nazis (2010): A documentary examining Winnipeg's fascist and Nazi movements of the 1930s.

Voyage of the Damned (1976): The tragic 1939 voyage of the *MS St. Louis* carrying hundreds of German Jewish refugees from Nazi Germany.

What Does It Mean to Be Jewish? 4,000 Years in 4 Minutes (2024): This video by Yad Vashem is aligned with Echoes & Reflections, a comprehensive Holocaust education program for Middle and Senior Years learners. Available online at www.youtube.com/watch?v=CWYOOQeD41A.

The Foundation of a Community (2014): This video provides an overview of the history of the Jewish Foundation of Manitoba. Available online at www.youtube.com/watch?v=q5o-hlIQ-s4.

The Jews of Winnipeg (1973): This National Film Board of Canada documentary tells the story of the first Jewish settlers in Winnipeg. Available online at www.youtube.com/watch?v=-qVpSn4Dv-A.

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United States Holocaust Memorial Museum (USHMM). “Guidelines for Teaching about the Holocaust.” *Fundamentals of Teaching the Holocaust*, USHMM, n.d., www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust. Accessed 19 September 2025.

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