

TORONTO HOLOCAUST MUSEUM

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Auschwitz

Not long ago. Not far away.



Secondary Educator Guide

Developed by the Toronto Holocaust Museum

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Auschwitz Educator Guide - Secondary

Introduction

This teacher guide was created to support learning about the Holocaust for high school students (grades 9 – 12) in connection with visiting the historically comprehensive and dynamic exhibition, *Auschwitz: Not long ago. Not far away.*, hosted by the Royal Ontario Museum (ROM). This resource provides introductory lessons that will prepare students for their visit to the ROM by building knowledge about the Holocaust, Auschwitz, and their connections to Canada.

Next, students will visit the exhibition at ROM and participate in a guided audio tour exploring Auschwitz's development and killing operations. Students will learn about the experiences of countless survivors and victims of the camp, as well as reflect on the relevancy of Auschwitz to the present day. The visit to ROM features an audio tour, films, and an exploration of countless historical objects and belongings. Back in the classroom, students will extend their learning from the museum visit by participating in reflection lessons that focus on both their experience in the exhibition and extend their knowledge and understanding about Holocaust survivors who experienced Auschwitz, their immigration to Canada and building a life living with trauma and resilience.

Guided virtual webinars about the exhibition, led by a ROM educator, and an independently-paced Virtual Exhibition Experience are also available. These can be used in combination with an onsite visit to supplement learning, or as an alternate exhibition experience if you wish to conduct this learning in the familiar environment of the classroom. Visit ROM's [Auschwitz. Not long ago. Not far away. school programs page](#) for details.

Overall Learning Objectives

- Students will increase their knowledge and understanding about the Holocaust by a deep study of the effects of persecution during the Holocaust framed through the experiences of Auschwitz survivors and victims, with a particular focus on Canadian connections to the Holocaust.
- Students will reflect and think critically about the importance of Auschwitz and the Holocaust in today's world, with a particular focus on Canada and Canadians.
- Students will develop an appreciation for museum learning, including museum etiquette, and hands-on engagement with primary source documents, objects, and personal and cultural belongings.
- Students will make connections with key topics in the Ontario High School curriculum, practice historical thinking and the inquiry process, as well as work with concepts of disciplinary thinking.

Why Teach About the Holocaust?

When studying the Holocaust, learners are engaging with complicated moral questions, many of which do not come with simple answers. The complexity that accompanies the study of the Holocaust encourages people to think critically about important issues and values not only within the historical context of the Holocaust, but also in contemporary society. The Holocaust demonstrates the fragile nature of democratic institutions, inclusion and even citizenship. It challenges individuals to develop their participation in their own civil society. Understanding the

range of human behavior represented during the Holocaust and the choices, responses and actions of individuals and communities, makes the Holocaust a story for all of humanity. By fostering critical thinking, the legacy of the Holocaust is a call to action for individuals to care, protect and take responsibility for their civil society, social justice, and human rights around the globe.

While every Holocaust story of survival and death is unique, Auschwitz to many represents the centre of Holocaust education and experience. The camp was where one sixth of all Holocaust victims were murdered and it was the largest death and concentration camp throughout Nazi-occupied Europe. Auschwitz stands at the centre of our consciousness of Holocaust memory. Many survivors of the camp became some of the most central figures in Holocaust education and storytelling, such as Elie Wiesel and Primo Levi. Auschwitz was where Hana Brady, from *Hana's Suitcase*, was murdered, and where Anne Frank and her family were deported after their discovery in the secret annex. The camp's murder operations are perhaps the greatest embodiment of Nazi dehumanization, where countless people lost their identities.

Curriculum Expectations

Grade 10

Canadian History since World War I, Academic (CHC2D)

C2.3 explain the main causes of World War II

C2.5 explain some ways in which World War II affected non-Indigenous Canadians

C3.2 analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period

C3.3 analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights

E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international

Civics and Citizenship (CHV20)

B3.5 identify examples of human rights violations around the world

B3.6 identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations

Grade 11

World History since 1900: Global and Regional Interactions (CHT30)

C1.4 identify some key political changes in selected countries in two or more regions of the world during this period, and analyse their impact on people's lives

C2.1 analyse the impact of nationalism and imperialism in two or more regions of the world during this period

C2.2 explain the main causes and consequences of World War II

C3.1 explain how various groups, practices, and/or attitudes limited citizenship and/or human rights in two or more regions of the world during this period

C3.3 assess the impact of some key political figures from two or more regions of the world on identity, citizenship, and/or heritage during this period

C3.5 identify some key symbols associated with these years

Politics in Action: Making Change (CPC30)

C1.1 analyse some of the political objectives of various heads of government, both historical and current

Understanding Canadian Law (CLU3M)

C1.2 describe historical and contemporary barriers to the equal enjoyment of human rights in Canada

C2.2 analyse how various social factors have contributed to change over time in Canadian human rights law

C3.1 explain the significance for human rights in Canada of historical and contemporary laws and judicial and other inquiries/commissions

Origins and Citizenship: The History of a Canadian Ethnic Group CHE30

B2.1 analyse ways in which human conflicts have shaped the history of this ethnic group in its country or region of origin

B3.2 analyse some ways in which religious/ spiritual beliefs and practices in the country or region of origin contributed to the development of identity and culture in this ethnic

C1.1 describe some ways in which social factors in their countries of origin influenced people's decisions to emigrate and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

C1.4 describe some ways in which political factors in their countries of origin influenced people's decisions to emigrate and analyse the experience of the selected ethnic group to determine the extent to which it was influenced by these factors

D2.1 analyse some challenges that Canadian immigration policies have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group

D2.2 analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group

World History since 1900: Global and Regional Interactions CHT30

C3.1 explain how various groups, practices, and/ or attitudes limited citizenship and/or human rights in two or more regions of the world during this period

Politics in Action: Making Change CPC30

C2.1 describe how various provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have both produced and reflected societal change in Canada

Grade 12

Legal Studies (CLN4C)

B2.1 explain how shifting societal attitudes, values, and customs have influenced the development of Canadian law

B3.1 explain various provisions in Canadian law that may be used to accommodate the interests and needs of diverse groups

C1.1 explain the legal significance and scope of the rights and guarantees in the Canadian Charter of Rights and Freedoms

C2.3 describe some harmful effects that people can experience when governments and the legal system do not recognize and protect rights and freedoms

C3.4 explain how various political and socioeconomic factors can influence individual and group attitudes towards human rights issues

Canadian and International Law CLN4U

B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future

C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human

C2.3 analyse various issues associated with addressing human rights violations, with reference

to specific past and/or present examples of violations in Canada and around the world
D2.2 explain, using historical and contemporary examples, the roles of various international organizations and including the scope of their legal mandate to define, regulate, enforce, and change international laws

Canadian and International Politics CPW4U

B2.1 analyse key policies of some governments, both historical and contemporary, in various regions, and identify the political approaches/ ideologies these policies reflect

B2.2 analyse ways in which conflict and violence have influenced politics in and relations between various countries around the world since World War II

B2.3 analyse the role of some pivotal developments in diplomacy since the late nineteenth century

D1.1 analyse the role of responsible citizenship in the local, national, and global community

E3.1 analyse some violations of human rights in Canada as well as the Canadian government's responses to violations of human rights, humanitarian crises, and genocides internationally

World History since the Fifteenth Century CHY4U

E1.1 analyse the impact of some key social trends and/or developments in various regions of the world during this period

E1.4 describe forms of government in various countries during this period (e.g., democracy, theocracy, monarchy, autocracy, dictatorship, military junta), and explain the political beliefs and/or ideologies that underpinned them

E2.1 explain the main causes and consequences of some major global and regional conflicts during this period

E2.3 explain how the actions of some significant individuals and groups contributed to conflicts within and between various countries during this period

E2.4 analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation

Canada: History, Identity and Culture CHI4U

D1.1 analyse some key social developments as well as dominant social attitudes and values during this period

D2.1 describe domestic and international conflicts in which Canadian military forces participated during this period

D3.5 analyse key changes in Canadian immigration policy during this period and explain their impact on the development of Canada

D3.6 explain the significance of the denial of citizenship rights to certain groups in Canada during this period

E1.5 analyse key causes of major political developments and/or government policies in Canada during this period

Guidelines for Teachers

Whether you are an experienced teacher looking for a refresher or a teacher new to this subject, there is so much advice out there on how to teach about the Holocaust that it can seem overwhelming. This section presents a synthesis of the most important points and helps you consider what is unique about teaching this topic in Canada. In the first part of this section, you will consider nine well-established principles for all educators to follow, which are known as the “Best Practices” of Holocaust education. In the second part of this section, “Tips for Teaching in Canada,” you will learn five practical ways that you can ground your teaching in our national context.

Best Practices in Holocaust Education

These guidelines are based on internationally recognized approaches to Holocaust education. The content is adapted from the United States Holocaust Memorial Museum’s [guidelines](#).

Guideline 1

Explain what the Holocaust was using a definition from a credible source. Make sure to include who was involved, where it took place, and the timing.

Rationale: Students will have a solid foundation from which to further explore the history and its lasting influence, and they will be positioned to combat ignorance and misinformation.

Guideline 2

Acknowledge the complexity of human behaviour and emphasize the context in which decisions were made. For example, try not to oversimplify the choices made by perpetrators, rescuers, and bystanders, and make sure to include victim responses.

Rationale: Students will recognize that many factors and events contributed to the Holocaust and often made decision-making difficult and uncertain.

Guideline 3

Model precise language that respects the complexity of this history and the sensitivity required to discuss this topic. For example, the term “killing centre” is preferable to “extermination camp,” which conveys the idea that prisoners were like vermin that needed to be eradicated.

Rationale: Students will learn to identify stereotypes, recognize perpetrator vocabulary, and avoid generalizations.

Guideline 4

Balance the perspectives and types of sources that you include in your lessons. For example, include primary sources and help students to analyze who created them and why.

Rationale: Students will consider evidence created by different people implicated in the Holocaust and learn to identify gaps, biases, and interpretations.

Guideline 5

Make connections rather than comparisons when examining the varying experiences of target groups in the Holocaust and across different genocides.

Rationale: Students will be positioned to understand the particularities of each genocide rather than ranking the suffering of different groups.

Guideline 6

Aim to teach an accurate understanding of this history appropriate to the age of your students rather than using the Holocaust to instill moral lessons.

Rationale: Students will be sensitive to the complex situations of the past in which people had to make choices and decisions, learning to see patterns, recognize consequences, and identify the processes that can lead to genocide.

Guideline 7

Contextualize the Holocaust broadly in European, global, and Jewish history, and show how the Holocaust was carried out differently in each country.

Rationale: Students will gain a perspective on the precedents and circumstances that contributed to the Holocaust and shaped how people responded.

Guideline 8

Integrate survivor testimony and other sources showing the victim perspective, highlighting individual voices from a collective experience.

Rationale: Students will understand that each statistic was a real person with a life before the Holocaust who is deserving of remembrance.

Guideline 9

Ensure safe and appropriate classroom activities. For example, don't assign games or simulations, and only use graphic photos when pedagogically necessary.

Rationale: Students will participate in learning opportunities that respect the dignity of the victims and the gravity of the topic.

Tips for Teaching in Canada

The general guidelines presented above are designed for all educators. What is unique about teaching this topic in Canada? These five suggestions point you to the particular opportunities available for Canadian teachers and students.

Tip 1: Include Canadian Survivor Voices

You may be surprised to learn that Canada became home to 40,000 Holocaust survivors – one of the largest communities of survivors in the world. Canadian survivors have been involved in sharing their stories and shaping educational efforts in this country. These efforts include participating in projects to collect oral history. To date, more than 1,200 oral histories have been recorded. When including survivor voices in your lesson plans, choose voices from Canada. Students are more connected to what they are learning when they hear it from people who are fellow Canadians, perhaps even their neighbours. Furthermore, when Canadian survivors share their life stories with us they teach us about how they experienced the Holocaust *and* what it was like to immigrate to Canada and build new lives here. Their experiences as immigrants were not

easy: they faced difficult periods of adjustment and often discrimination, while also dealing with the trauma of their wartime persecution and loss.

Tip 2: Think Local

Across Canada, education centres and museums provide local Holocaust education opportunities. These experiences cater to your students by following provincial curriculum guidelines, engaging with local survivors, and rooting the educational experiences in the particular place. Often these centres are at the forefront of experimenting with new forms of media and cutting-edge pedagogical experiences for students. The Toronto Holocaust Museum is a state-of-the-art facility where your students can access ground-breaking technology and innovative approaches to Holocaust education. Whenever possible, include trips to your local Holocaust centre to ground your teaching in a site and benefit from the expertise and innovation taking place around the country.

- [Vancouver Holocaust Education Centre](#) in Vancouver
- [Montreal Holocaust Museum](#) in Montreal
- [Canadian Museum for Human Rights](#) in Winnipeg
- [Canadian War Museum](#) in Ottawa
- [Freeman Family Foundation Holocaust Education Centre](#) in Winnipeg
- [Centre for Holocaust Education and Scholarship](#) in Ottawa
- [Friends of Simon Wiesenthal Centre](#) in Toronto
- [National Holocaust Monument](#) in Ottawa
- [Canadian Museum of Immigration at Pier 21](#) in Halifax

Tip 3: Consider the Curriculum

Unlike countries with a national curriculum, in Canada curricular requirements vary between provinces. It may surprise you to learn just how much it varies in terms of which grades mandate Holocaust education and what content about the Holocaust is required to be taught. Considering the direct references to Holocaust learning objectives in your provincial curriculum is an important element of your preparation for teaching, so you know what, if anything, your students have already learned in an educational setting, or so you can prepare them for what they will encounter later. Often, references to the Holocaust that appear in curriculum documents frame the content in a way that directly links it to Canada's history.

Tip 4: Connect to Canada's History

Students may think the fact that the Holocaust happened a long time ago on a different continent means that it's not relevant to them. One way that you can help students see the relevance is to integrate into your teaching key moments from Canada's history that demonstrate the Canadian connection to the Holocaust. Some examples are the [MS St Louis](#) refugee ship that was refused entry in 1939; the internment of German-Jewish "[enemy aliens](#)" on Canadian soil; and the role of the Canadian army in [liberating parts of Europe](#), including some of the Nazi concentration camps.

Tip 5: Acknowledge Canada's Genocidal Legacy

When teaching about the Holocaust in Canada, it is important to be aware of *where* you are teaching and *who* you are teaching. The Holocaust did not happen in Canada, but genocide has happened here, and conversations about Residential Schools are becoming commonplace in

many classrooms. This reality makes studying the Holocaust gain new significance as it develops students' awareness of genocide as a feature of modern life that has happened many times and continues to occur. And as you get to know your students each year, awareness of their backgrounds also informs your teaching. Indigenous and Jewish students bring their family legacies with them to the classroom, and newcomers to Canada may bring firsthand experience of war and persecution. When choosing which cases of genocide to discuss in your classroom, make sure to give enough time to each case so that student discussions are well-grounded and respectful of the particularities of each situation.

Defining Antisemitism

Prior to beginning learning about the Holocaust, it is important to define antisemitism with students. The Ontario curriculum defines antisemitism in its glossary, and the *Unlearn It Antisemitism* resource also has a useful definition for parents and teachers. You can access the resource from this [link](#).

Conclusion

In this section you learned best practices and tips to guide you as you bring Holocaust education into your classroom. Some of the principles are designed for all educators taking on this important work, and others are specific to our national context. Visit the Toronto Holocaust Museum and our [website](#) for more educational opportunities and education modules grounded in best practices and the Canadian context.

Historical Overview of Auschwitz – Teacher Resource Only

Auschwitz stands at the very center of Holocaust memory. In just five years, Nazi Germany murdered approximately 1.1 million people at the camp: about 1 million Jews, 70 thousand Poles, 21 thousand Roma and Sinti, 15 thousand Soviet prisoners of war, and 12 thousand additional prisoners from German-occupied Europe. For context, this means that **one out of every six Jews murdered in the Holocaust was at Auschwitz**; this was also **the most Jews murdered at one location throughout the Holocaust**. Most of the killing was done in specially designed gas chambers created for mass murder. The other victims died from hunger, disease, slave labour, extreme cold, executions, physical abuse, and medical experimentation.

During your visit to the Royal Ontario Museum’s exhibit *Auschwitz: Not long ago. Not far away*, you will come face to face with a detailed record of Auschwitz history, context, and killing operations. As visitors, you will hear first-hand testimony from camp survivors and learn about the lives of those who were murdered. This short introduction will provide a brief history of the camp for context as you prepare your class for its visit.

Auschwitz is located in what is now Poland, near the small town of Oświęcim, about 40 kilometers from Krakow. The Austrian military originally constructed barracks at the site in the 19th century, which were later used by the Polish Army prior to the German invasion on September 1, 1939. Germany occupied the area following its victory over Poland and unleashed a brutal wave of repression against the Poles (including Polish Jews).

By April 1940, German mass arrests of Poles had grown beyond the capacity of prisons in occupied-Poland. In response, SS chief Heinrich Himmler ordered to establish the Auschwitz I camp at the site of the former army barracks. About 11,000 mostly Polish prisoners were incarcerated at Auschwitz I between 1940 and 1941. It is important to note that during this period, Auschwitz I was a concentration camp, not a killing centre.

This would change following the German invasion of the Soviet Union, which would change Nazi policy towards Jews. Hitler and the Nazis saw the war in the East as a “war of annihilation” against the inferior Slavic race and the ultimate evil of Jewish communism. Nazi-created *Einsatzgruppen* death squads followed the army’s advance into the USSR and murdered 1.5 to 2 million Jews in towns and villages.

The most frequent method used was mass shooting. But, for the Germans, shooting operations required significant amounts of ammunition, as well as military personnel to transport Jews to the killing sites and for security. Furthermore, shooting women and children (even those deemed racial enemies) had a negative psychological impact on German shooters. Over time, the Germans began to develop more “efficient” methods of killing, culminating in using gas in sealed vans and trucks. Eventually, the Germans began to develop more permanent, significantly larger gas chambers to increase the capacity of their murder operations.

Over the course of late 1941, Hitler and various senior Nazis began to arrive to what would be referred to as the “Final Solution”: the complete annihilation and murder of all European Jewry. Six camps built with gassing facilities in German-occupied Poland would serve this purpose:

Chełmno, Bełżec, Sobibór, Treblinka, Majdanek, and Auschwitz. Auschwitz was already undergoing expansion when in September the SS tested Zyklon B gas in a makeshift gas chamber, primarily on Soviet Prisoners of War. The construction of larger gas chambers at the camp began in October and this new larger camp, was known as Auschwitz II, or Birkenau.

The first transport of Jews arrived at Auschwitz in March 1942. From then until November 1944, transports of Jews arrived daily at the camp from across occupied Europe for murder. While the first gassings of Jews were at Auschwitz I, operations would be moved to the much larger facilities at Birkenau.

Deportees arrived at Birkenau often in closed and overcrowded cattle cars, having endured long journeys without food and water. After disembarking at the train platform, the SS guards would separate men from women, as well as those fit for work from those unable to work. In an instant, families would be torn apart. Women along with small children, the old, pregnant women, and people with physical or psychological disabilities were separated and taken away for murder in the gas chambers. At its peak, 6,000 people could be killed in the gas chambers every day. In 1943, four large crematoria were built to dispose of bodies more efficiently. The SS guards forcibly selected prisoners from the camp to act as *Sonderkommando*, forced to assist new arrivals undress, and transport and burn thousands of corpses each day.

Unlike other killing centres, the guards at Auschwitz selected prisoners for forced labour. Those selected upon their arrival were stripped of their clothing and belongings, had their hair shaved off, and showered. Their prisoner number was tattooed on their forearm, and they were provided with ill-fitting striped uniforms. Barracks were makeshift and lacked any washroom facilities. Prisoners slept on thin straw mattresses on top of wooden bed frames, with multiple prisoners forced to share a single space. The allotted food for prisoners was scarce, usually a small portion of watery soup and stale moldy bread.

Prisoners constructed facilities for the expanding camp or worked at one of many nearby labour subcamps. Most notable was the labour subcamp Auschwitz III, or Monowitz. Conditions in forced labour were horrific and resulted in the prisoners dying from exhaustion. The SS regularly conducted selections of the prisoners, sending those too weak and unable to work to the gas chambers.

Additionally, SS Dr. Josef Mengele frequently selected new arrivals (especially twin children) and other prisoners to undergo medical experiments at the camp's "medical" facility. Mengele murdered countless prisoners in these horrific and brutal experiments.

As the Soviet Red Army began approaching Auschwitz, the SS evacuated close to 60,000 remaining prisoners on brutal death marches westward away from the approaching Red Army. Thousands of prisoners died from the exhaustion, starvation, and bitter cold they were forced to endure. Anyone unable to keep up or who fell behind was shot by the SS. The Red Army liberated Auschwitz on January 27, 1945. Only around 7,000 prisoners remained in the camp. Those who survived the death marches did not see liberation until the spring. The Soviets were shocked by what they found at Auschwitz. They attempted to help the starving and ill prisoners which remained. Some were too far gone and died even after liberation. Many survivors did not have homes or family to return to. The trauma remained with them their entire lives.

Only a small minority of the camp's staff ever stood trial for war crimes. Most notably, the British Army were able to capture longtime camp commandant Rudolf Höss shortly after the war. They eventually handed Höss to the Polish government to stand in trial in May 1946. Höss was sentenced to death by hanging in April 1947. But most who served at Auschwitz escaped justice.

Today, Auschwitz stands almost in its entirety as a museum. Its liberation date of January 27 is observed as International Holocaust Remembrance Day (IHRD). A number of the camp's survivors became educators, sharing their stories with others.

Activity Checklist

If Visiting Onsite:

- Review Educator Guide
- Watch Secondary Pre-visit Introductory Video
- Complete Pre-Visit Lesson 1: Defining the Relationship Between the Holocaust, Auschwitz, and Canada
- Complete Pre-Visit Lesson 2: Holocaust Victim Groups
- Visit ROM and explore the exhibition
- Complete Post-Visit Lesson 1: Exhibition Review
- Complete Post-Visit Lesson 2: Big Questions
- Follow up and review with the Auschwitz. Not long ago. Not far away. Virtual Exhibition
- Optional: Complete your choice of Post-Visit Activities:
 - Memory Quilt
 - Memorial Build
 - Reflection Journal

If taking a Guided Virtual Lesson:

- Review Educator Guide
- Watch Secondary Pre-visit Introductory Video
- Complete Pre-Visit Lesson 1: Defining the Relationship Between the Holocaust, Auschwitz, and Canada
- Complete Pre-Visit Lesson 2: Holocaust Victim Groups
- Attend the Virtual Lesson
- Complete Post-Visit Lesson 1: Exhibition Review
- Complete Post-Visit Lesson 2: Big Questions
- Follow up and review with the Auschwitz. Not long ago. Not far away. Virtual Exhibition
- Optional: Complete your choice of Post-Visit Activities:
 - Memory Quilt
 - Memorial Build
 - Reflection Journal

If using the Virtual Exhibition Independently:

- Review Educator Guide
- Watch Secondary Pre-visit Introductory Video
- Complete Pre-Visit Lesson 1: Defining the Relationship Between the Holocaust, Auschwitz, and Canada
- Complete Pre-Visit Lesson 2: Holocaust Victim Groups
- Explore the Virtual Exhibition
- Complete Post-Visit Lesson 1: Exhibition Review
- Complete Post-Visit Lesson 2: Big Questions
- Optional: Complete your choice of Post-Visit Activities:
 - Memory Quilt
 - Memorial Build
 - Reflection Journal

Pre-Visit Lessons

Overview

In these lessons, students will build knowledge about the Holocaust and explore the ways that the Holocaust, Auschwitz, and antisemitism have affected communities and identities in Canada, preparing them for their visit to the exhibition. Students will build knowledge about the diverse and well-established Jewish communities in Europe and learn about Jews not just as victims, but as individuals who were leading multifaceted lives as part of families and communities. The class will reflect on how loss during the Holocaust affects the contemporary world.

Recommended Grade Range

Grades 9-12

Pre-Learning

These lessons are designed as introductory lessons before your visit to the *Auschwitz. Not long ago. Not far away* exhibition.

Estimated Time

Each lesson will take one class period.

Teaching Outcomes

- Assess students' existing knowledge, preconceptions, and misconceptions about the Holocaust and Auschwitz.
- Ensure that students have a sufficient understanding of the topic before moving into deeper study.
- Reinforce key terms that the students will encounter later in the learning experience.
- Humanize the experience of Holocaust survivors by introducing Canadian survivors of Auschwitz, their experiences and life after the Second World War.

Pre-Visit Lesson 1: Defining the Relationship Between the Holocaust, Auschwitz, and Canada

In this lesson students will engage in an overview of the Holocaust including historical content and vocabulary. If you have a preferred resource to introduce students to the Holocaust and Auschwitz, we recommend using this as a supplementary resource. Students will then develop their understanding of the connections between the Holocaust, Auschwitz, and Canada.

Materials

Offline version: Informational Presentation [[Interactive](#)], Vocabulary List, [Survivor Biography Cards](#), Worksheet [[Google](#)] [[PDF](#)]

Online version: [Virtual Exhibition](#) (or [standalone lesson](#)), Worksheet [[Google](#)] [[PDF](#)]

Lesson Introduction

Begin by sharing with the class that today you will be learning about the Holocaust and Auschwitz. Ask students to form themselves into small groups, and create two mind maps on the lesson worksheet:

1. What do they know about the Holocaust?
2. What do they know about Auschwitz?
3. What do they want to know about the Holocaust?
4. What do they want to know about Auschwitz?

After 5-10 minutes, re-gather the class and ask for each group to briefly share their answers.

Then write this statement on the board: “Learning about the Holocaust and Auschwitz is connected to communities and identities in Canada.” Have the students discuss their reactions to this statement as a class for about 5-10 minutes.

Historical Overview of the Holocaust and Auschwitz Presentation

Using the PowerPoint slide deck provided, or the interactive slides in the online version of the activity, share an overview of the Holocaust and Auschwitz with students and spend some time unpacking it. Distribute and review the Vocabulary List of terms learned in the overview of the Holocaust and Auschwitz. (This will also be embedded in the Virtual Exhibition)

Please note that on slide 10, students will be introduced to other victim groups persecuted by the Nazis, including members of the LGBTQ+ community. Emphasize to students that the terminology we use today to identify members of the community were not the same terms as used in this period of history. When they are in the exhibit, they will see terms such as “homosexuals,” which was the terminology used at the time. Today such terms are not used and are generally viewed as offensive. Similarly, they will also see the term “gypsy” used for Roma and Sinti, which was a derogatory term used to identify them. Briefly explain this aspect to students to prepare them for visiting the exhibit.

After going through the presentation, ask students to reconsider their answers to the mind map activity from before. Ask students now what they are still curious about, what they still have questions about, and what things remain in their minds. Discuss as a class for 5-10 minutes.

Survivor Profile Activity

Have students return to their groups and distribute one Profile Card per group (or assign student groups a profile portrait if they are using the digital version of the activity); give groups a few minutes to read their card and discuss the questions. End by facilitating a class-wide discussion, having each group briefly summarize their profile card and share what stood out about the profile the most.

Questions for All Profiles:

- Where did this survivor come from? What was their family background? What do you notice about their background?
- What stands out about this person's experiences?

Conclusion and Reflection

After students have shared back to the class from their groups. Students can reflect either through discussion or through independent journal writing. Prompts can include:

- After learning about the Holocaust today, I am still curious about...
- What image, idea or question are you still thinking about?

Pre-Visit Lesson 2: Holocaust Victim Groups

In this lesson, students will be introduced to the victim groups of the Holocaust. Students will deepen their knowledge and understanding of various groups who were identified and persecuted by the Nazis and in doing so, question their own beliefs about victims. By further engaging critically about how victims are presented in historical memory, students will better prepare themselves for their visit to the exhibition *Auschwitz. Not long ago. Not far away*. The lesson concludes with an overview of emotional preparedness for students before their visit to the ROM.

Materials

Offline Version: [Video](#), Informational Presentation [[Interactive](#)], [Other Victim Groups Profile Cards](#), Worksheet [[Google](#)] [PDF]

Online Version: [Virtual Exhibition](#) (or [standalone lesson](#)), Worksheet [[Google](#)] [PDF]

Lesson Introduction

Begin by asking students, “What does the word “victim” mean to you?” Facilitate a class-wide discussion for 5-10 minutes. Then ask students what the word “victim” means in the context of the Holocaust, and then Auschwitz. Facilitate the class-wide discussion for a further 5-10 minutes. Students can use the worksheet to record key points of the lesson.

Prewar Jewish Life Video

Explain to students that to deepen their understanding of the major developments that influenced European Jewish life in the modern period, they will watch a short [video](#) overview by historian Dr. Na’ama Shik from Yad Vashem, the World Holocaust Remembrance Center in Jerusalem.

Prewar Jewish Life and Objects & Belongings Presentation

Following the video, pair students together and hand out the question form to each pair. Explain that to enhance their knowledge about prewar Jewish life, they will be examining various objects and belongings from ROM’s exhibition through a PowerPoint presentation that will be shared with the class (or interactive online activity if you are doing the online version of this activity). The presentation continues to focus on prewar Jewish life. As they view the objects, they should think about the general questions on the sheet. After the PowerPoint/Interactive Activity, have students answer the questions in their pairs.

After allowing for 5-10 minutes for them to discuss, facilitate a short discussion about their answers. Ask students: “Now that you have explored prewar Jewish life, think about the survivor profiles you looked at previously. How has your understanding of their lives been enhanced?” Facilitate a discussion for 10 minutes.

Other Victim Groups Profile Activities

Share with the class that the exhibition *Auschwitz. Not long ago. Not far away* chronicles how the Nazis used propaganda against the Jewish community and other victim groups to murder undesirable groups and perpetrate the Holocaust. In the next activity, students will analyze some of the different victim groups targeted by the Nazis. They will receive a profile card (or be

assigned a profile in the online activity) which details one of the groups persecuted by the Nazis. Emphasize to students that these profiles do not represent **all** of the groups persecuted by the Nazis; rather, they represent some that were especially prevalent at Auschwitz. Also mention to students that victim groups were not clearly defined, and that there could exist considerable overlap between groups (ex: a gay Jewish man, Polish person imprisoned as a political prisoner, gay activists imprisoned as a “asocial” or political prisoner).

Each profile contains information about one victim group, as well as one survivor of Auschwitz within this subgroup. Within the descriptions of the different groups, emphasize to students to focus on how the Nazis described these groups, and false information that was shared with the wider population about this group. Emphasize to students that the Nazis used fear of others to demonize these groups and scapegoat them. This was done visually, as students will see in some representations found in the exhibit. Finally, ask students to also notice how the Nazis talked about these groups to demonize them and create fear amongst Germans about them.

Divide students into groups and distribute one of the Profile Cards per group (or assign one of the portraits in the online activity). The group profiles indicate the number of people murdered by the Nazis and how many were murdered at Auschwitz (numbers are approximate and not exact toll). Give groups some time to read their card and discuss the questions. Gather the groups together and have groups share what they discussed about the designated victim group they learned about.

End by returning to the word “victim” written on the board and ask students to share what they learned and how they would respond to the prompt now.

End of Lesson Discussion: Emotional Preparedness Before Visiting the Exhibition

It is important to prepare students for learning about the Holocaust through a trauma informed approach. Learning about the Holocaust includes topics of racism, persecution, housing, and food insecurity, forced labour, various forms of abuse, death, and genocide. It is important to recognize that these can be triggers for students in your classroom who come from diverse backgrounds and experiences. Here are some guidelines for approaching the learning and additional resources:

- Come into the learning and out of the learning in a safe way. Inform parents and students about the learning prior to starting the unit of study. Allow adequate time to introduce the topic, time for questions, and reflection time at the end of the lesson. This should approach should also be used before and after your visit to the exhibition.
- Respect for those whose family may be affected by this history. Engage your students in conversations about how and why this topic should and will be approached with sensitivity and respect in the classroom and when visiting the exhibition. Students and teachers in your classes and in your school in addition to other visitors in the exhibition may have family histories that have been affected by the trauma of the Holocaust.
- Taking a break when needed. When learning about trauma in class or in the exhibition, students may need to take a break in order to process challenging information. Students should connect with a teacher who can help them take the time they need outside of the class or the exhibition.

Post Visit Lessons

Overview

In these lessons, students will reflect on and extend their learning from their visit to the *Auschwitz. Not long ago. Not far away* exhibition and explore how learning about antisemitism and the Holocaust raises universal questions about personal responsibility, human rights and what this means in Canadian society. Students will learn about the impact of the Holocaust on communities in Canada including the Jewish community and those who survived the Holocaust and rebuilt their lives in Canada.

Teaching Outcomes

- Engage in disciplinary thinking when considering personal connections and contemporary relevance of the Auschwitz exhibition.
- Think critically about personal responsibility, democratic values, and human rights.
- Analyze how Canada and people in Canada responded and were connected to events during and after the Holocaust.
- Analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights
- Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international

Recommended Grade Range

Grades 9-12

Pre-Learning

These lessons are designed to follow a visit to the *Auschwitz. Not long ago. Not far away* exhibition.

Estimated Time

Each lesson will take one class period.

Post-Visit Lesson 1: Exhibition Review

In this lesson, students will have the opportunity to reflect on their learning from their visit to the *Auschwitz. Not long ago. Not far away* exhibition. Students will engage in critical disciplinary thinking about the big questions the exhibition asks visitors to consider. Learning will deepen as students create a review of the exhibition that analyzes the curatorial choices, the use of technology and primary sources including artefacts and survivor testimony to tell the layered history of Auschwitz from the experiences of perpetrators, bystanders, and victims. Lastly, students will consider the universal questions of the exhibition and contemporary relevance of the exhibition.

Materials

Offline version: Worksheet [[Google](#)] [[PDF](#)]

Online version: [Virtual Exhibition](#) (or [standalone lesson](#)), worksheet [[Google](#)] [[PDF](#)]

Introduction

In the first part of the lesson, students will have the time and space to adequately reflect on their experience in the *Auschwitz. Not long ago. Not far away* exhibition. This can be done as individual journal writing, think-pair-share, or as a class discussion, with key thoughts collected on the worksheet provided. Some prompts for student reflection can include:

- What aspect of the exhibition did you connect with and why?
- What part of the exhibition had an impact on you?
- What image, idea or artefact has stayed in your mind and are you still thinking about?
- After visiting the exhibition, what questions do you have? What are you still curious about?
- A core theme of the exhibition is responsibility. The exhibition asks, who is responsible for the Holocaust? How does the exhibition address this question?

Exhibition Review

Next students will have the opportunity to create a review of the exhibition based on specific criteria to assess their learning in the exhibition. This can be done individually or with a partner. Students can assess the exhibition based on the topics below:

Communication

What was the exhibition story or theme? Was this clear to you as a visitor?
How did the exhibition convey the key messages or big questions to visitors?
Describe ways the exhibition is effective at presenting information to visitors.
Were there any ways that communication to visitors could have been improved?

Presentation

Describe how the exhibit was designed, including the exhibition sections or galleries, the colours used to convey the information, the lighting of the exhibition, the text panels, and maps.
How was the comfort of visitors taken into consideration by the exhibition team?
What do you like or dislike about how the exhibition was presented?

Objects and Primary Source Documents

Describe some of the objects/primary source documents that stood out to you in the exhibition and why. How were they displayed or positioned?

How did the exhibition team use objects to tell personal stories in the exhibition?

How were maps and other primary source documents used to convey information about the Holocaust?

How did the first-person testimony from Holocaust survivors enhance your learning in the exhibition?

Learning

Who do you think the intended audience was for this exhibition?

Describe the learning that you experienced or that you observed other visitors/students experiencing in the exhibition.

How would you describe the historical/legal or political significance of this exhibition?

Are there ways that you think the learning could have been changed or improved?

Reflection

What feedback would you give the exhibition team about your experience in the exhibition (is something missing? Question/something you would like to ask the exhibit team and/or did not understand).

How did learning about the Holocaust in the form of an exhibition compare or differ from learning about the Holocaust in another format (textbook, film, memoir)?

Would you recommend this exhibition to a friend or family member?

Discussion Questions

Students have the opportunity to share their exhibition reviews with another group or present to the class.

- What similarities are observed in the feedback the students shared about the exhibition?
- What are some differences students shared in their exhibition reviews?
- Overall, how would the students rate the exhibition in terms of the criteria- Communication, Presentation, Artefacts and Primary Source Documents and Learning?

Post-Visit Lesson 2: Big Questions

Description

In this lesson, students will explore how over 35,000 Holocaust survivors rebuilt their lives in Canada living with the trauma of the Holocaust and resilience as new immigrants. This lesson also explores how the Holocaust and its legacy impacted both Jewish and non-Jewish Canadians as decades after the Holocaust, survivors became advocates and educators for human rights. Students will delve into the issue of post-war justice and Canada's changing laws to protect human rights, examining how Holocaust survivors had the courage to come forward and face Nazi perpetrators. Lastly, students reflect on the big questions raised by the Auschwitz exhibition and the relevance of the exhibition to contemporary issues and through a Canadian context.

Materials

Offline version: Worksheet [[Google](#)] [[PDF](#)], [Theme Group Cards](#)

Online version: [Virtual Exhibition](#) (or [standalone lesson](#)), worksheet [[Google](#)] [[PDF](#)]

Introduction: K-W-L Chart

Begin the lesson by splitting your students into small groups. Have each group create a K-W-L chart about what the students knows (K), want to know (W), and have learned (L) about Holocaust survivors' lives and challenges following their liberation. Allow groups 10-20 minutes to discuss in their groups.

Picture Guide Activity

Distribute one photo guide to each group, or assign a theme card from the online activity. Explain to students that each group will analyze a photo guide featuring multiple photos of Jewish Holocaust survivors. Each guide reflects a key theme of survivors' lives in Canada: immigration, integration, rebuilding professional lives, community, and family. Each group should analyze the photos using the questions provided. Emphasize to focus on the themes of "success and challenges" when analyzing the photos. Allow 20 minutes.

Gather the groups together afterwards and discuss as a class what each group has learned from the photos about survivors' lives in Canada. Have the students share what their group discovered in the photos which related to their group's topic. Circle back to the point you emphasized before they began and ask each group what they learned most about survivors' successes and challenges after their experiences.

Survivor Clips

Time permitting, this activity will explore how survivors shared their stories of survival to contribute in meaningful ways to educating students and adults about the Holocaust. Following

Following the previous discussion, explain that now they will learn why survivors shared their stories, gave testimony, and became educators. Show students the montage video of survivor testimony from this link (the password is "ROM"): <https://vimeo.com/1025512870> or have them watch it as part of the online version of the activity.

After playing the montage, lead a discussion with students and ask the following questions:

1. Which survivor testimony stood out to you?
2. What connected with you in terms of why they came forward to educate others about the Holocaust?

Addressing Big Questions/Conclusion

The last part of this lesson encourages students to think critically about the bigger themes and messages of the exhibition. The questions below can be introduced to the class. Students can self-select what question they would like to reflect on and those that choose the same question can form a group. Ideally there would be five different groups, each one exploring one of the questions below. Working as a group, students brainstorm their answers to the question, creating a mind-map using big paper, or using the dedicated space on the worksheet (you can direct which option you would prefer students use). Groups then present their group work to the class.

1. Where does responsibility for the Holocaust begin and end?
2. How was the Holocaust possible? What processes were in place that made it possible?
3. Is justice possible for the victims of the Holocaust and their families?
4. Is justice possible for those who committed the crimes of the Holocaust? If so, how?
5. This year marks the 80th anniversary of the liberation of Auschwitz. Why is it important for Canadians to see this exhibition?

Additional Resources

This section provides information on some of the additional education resources for teaching about the Holocaust. These resources have been developed by Holocaust educators and engage different strategies for teaching and learning about the Holocaust. Some of the resources listed here use historical primary sources as part of their education programming for students, while others use personal narratives.

Toronto Holocaust Museum

Learning Platform

Designed to support educators learning and teaching about the Holocaust, deepen your knowledge about essential topics and access classroom-ready materials and sample lesson plans on The Learning Platform for Holocaust Education and Antisemitism. Learn about teaching approaches and explore new Canadian resources through modules exploring a key topic, teaching approach, or new resource. Whether you are an experienced Holocaust educator looking for new lesson ideas or a teacher new to Holocaust education, we have resources to support you.

To access the Learning Platform, please visit this [link](#).

Brady Resource Kit

The Brady Resource Kit is an innovative interactive learning tool that incorporates Holocaust survivor George Brady's narrative with artefact exploration from his family's remarkable collection. This Heritage Toronto Award-nominated experience was initially developed as a physical in-classroom experience and is now available through an online platform. The Brady Resource Kit encourages dialogue about and exploration of the Holocaust and its relevance to contemporary issues.

To access the site, including education resources and teachers' guide, please visit this [link](#).

In Their Own Words

In Their Own Words is a collection of oral history excerpts collected from Holocaust survivors who immigrated to Canada after the Second World War. These recordings are often referred to as "testimonies" because they focus on the experiences of the person during the Holocaust.

The excerpts featured in this online collection have been curated from over 1,200 testimonies in the Canadian Collection which can be accessed at the Toronto Holocaust Museum. On average complete recordings may range from 90-120 minutes in length. The excerpts shown here average less than 10 minutes in length. Some of these testimonies were recorded in the mid-1980s while others are more recent additions. They provide us with important personal accounts of what it was like to live through the Holocaust.

To access the site, including education resources and teachers' guide, please visit this [link](#).

Portraits in Courage

The *Portraits in Courage* microsite uses primary source documents, archival images, and oral testimony excerpts to explore the experiences and fates of four individuals during the Holocaust. You'll discover their unique stories and the connections between each of these four individuals.

To access the site, including education resources and teachers' guide, please visit this [link](#).

In Search of Better Days–Holocaust Survivors and Canada

The *In Search of Better Days* microsite educational kit includes tools and resources for both teachers and students. The website and accompanying activities have been designed to encourage students to analyze different types of primary sources, allowing them to develop and improve their analytical, interpretive, and critical thinking skills.

To access the site, including education resources and teachers' guide, please visit this [link](#).

Hatepedia

Hatepedia is an online database and resource centre developed by the Toronto Holocaust Museum's Online Hate Research and Education Project, built with original research to provide educators, parents, lawmakers, and researchers with tools to identify and counter the proliferation of online hate.

To access Hatepedia, please visit this [link](#).

Virtual Museum Experience for Middle School Students

Through the Toronto Holocaust Museum's Virtual Museum, we can bring the experience of learning in the Museum directly to your classroom.

Our Virtual Museum experiences explore the Holocaust through the lens of Holocaust survivors who immigrated to Canada after the Second World War and through Canadian history, connecting directly to the learning strands in the Grade 6 social studies curriculum. A teacher resource accompanies the virtual museum experiences.

While this resource is designed for grade 6, it is entirely age appropriate for high school students.

To access the experience, please visit this [link](#).

Childhood Interrupted

Students engage through multimedia immersion in the story of a young German Jewish girl, Yael Spier Cohen, who experienced the Holocaust and later shared her story as a Holocaust survivor in Canada. Hear rich testimony from Yael and view primary source documents that inspire critical thinking.

While this resource is designed for grade 6, it is entirely age appropriate for high school students.

To access the experience, please visit this [link](#).

Azrieli Foundation

The Human Experience of Auschwitz

The Human Experience of Auschwitz is an inquiry-based activity that uses survivor testimony to encourage students to gather knowledge. Students answer guided research questions that span the range of shared experiences at the Auschwitz concentration camp complex: deportation, arrival and selection, daily life, resistance, and death marches.

During this activity, students will:

- Read USHMM's Auschwitz article on their online Holocaust Encyclopedia.
- Complete a collaborative research task.
- Explore the Auschwitz special collection on Re:Collection.
- Learn from a variety of first-hand accounts.

Learning objectives include:

- Gain knowledge of and reflect on the experiences of prisoners at Auschwitz.
- Build historical empathy skills by engaging with multiple survivor testimonies.
- Develop media literacy skills by researching a survivor's story on the digital resource Re:Collection.

Please consult the Auschwitz Activity Instructions to see more (link at the bottom of this page):

<https://memoirs.azrielifoundation.org/education/programs/the-human-experience-of-auschwitz/>.

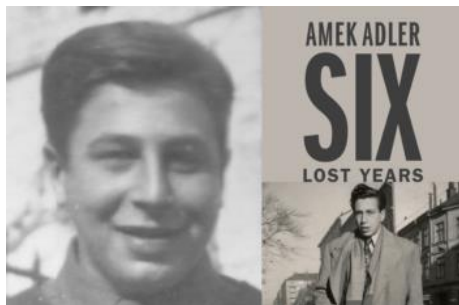
Holocaust Survivor Memoirs Program

The Holocaust Survivor Memoirs Program was established by the Azrieli Foundation in 2005 to collect, preserve and share the memoirs and diaries written by survivors of the Holocaust who came to Canada.

Please consult the Educators' Catalogue to read more about survivor memoirs and for other education resources from the Azrieli Foundation:

<https://memoirs.azrielifoundation.org/uploads/education/AZRIELI-Educators'-Catalogue-2025-Eng-WEB-26082024.pdf>

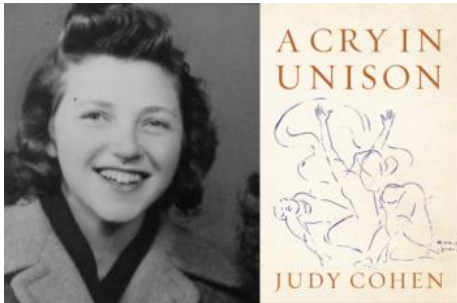
Listed below are a variety of suggested memoirs written by Auschwitz survivors.



Six Lost Years | Amek Adler

- Deported from Radom to Auschwitz in July 1944

- Not registered into Auschwitz; sent on to Vaihingen, a subcamp of Natzweiler
- Discusses return to Auschwitz with Jewish students on March of the Living programs
- [Read more](#)



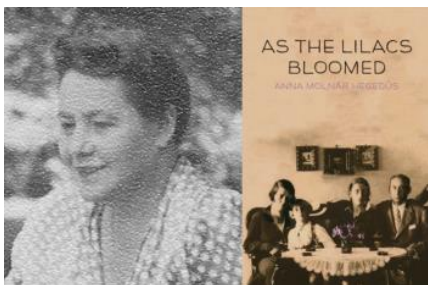
A Cry in Unison | Judy Cohen

- Deported from Debrecen ghetto to Auschwitz in June 1944
- Describes life in women’s barracks BIII (“Mexico”)
- Initially with her three sisters, then, alone, joins two sisters to survive: “sistering”
- Deportation to Bergen-Belsen and Aschersleben forced labour camp
- Focus on gendered experiences and spiritual resistance
- [Read more](#)



Spring’s End | John Freund

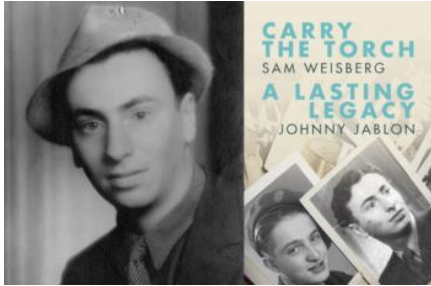
- Deported from Terezín/ Theresienstadt to Auschwitz in November 1943
- Describes the brutality of the arrival and selection process
- Details conditions in Czech Family Camp at Auschwitz for six months, then Men’s Camp until evacuation
- [Read more](#)



As the Lilacs Bloomed | Anna Molnár Hegedűs

- Deported from Szatmár to Auschwitz in May 1944

- Written in 1945, first published in 1946 in Hungarian
- Detailed and nuanced literary style written from the perspective of a wife and mother
- Focus on gender, camp hierarchy and mother-daughter relationships
- [Read more](#)



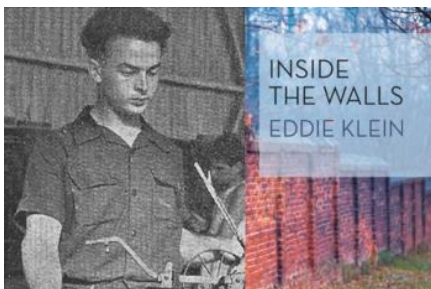
A Lasting Legacy | Johnny Jablon

- Deported from Plaszow to Auschwitz in February 1944
- Death march from Auschwitz to Nazi camps in Austria
- Survival attributed to Polish linguistic ability, luck, and friendship
- [Read more](#)



We Sang in Hushed Voices | Helena Jockel

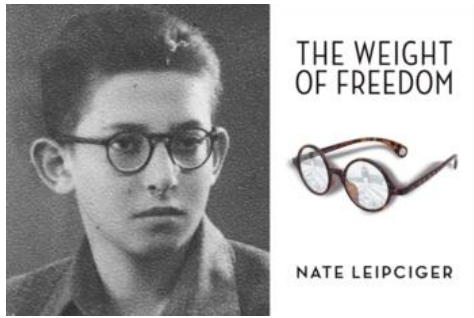
- Deported from Użhorod (Ungvár) ghetto to Auschwitz in spring 1944
- Death march from Auschwitz to Leipzig and Dresden, Germany
- Focus on women supporting one another and spiritual resilience
- [Read more](#)



Inside the Walls | Eddie Klein

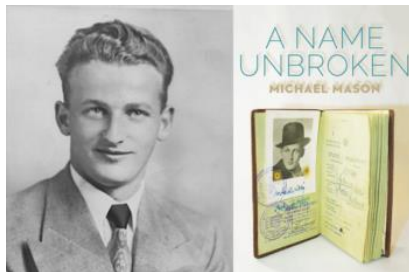
- Deported from Lodz ghetto to Auschwitz in August 1944
- Kitchen worker and messenger for SS
- Sent to Sosnowitz subcamp at end of 1944; rapport with German functionaries
- Unique perspective from a place of relative protection

- [Read more](#)



The Weight of Freedom | Nate Leipziger

- Deported from Sosnowiec ghetto to Auschwitz in August 1943
- Describes brutality and constant, ever-present threat of death
- Survives with his father and expresses their changing relationship
- Deported to various concentration camps; writes of his vulnerability as a *pipel*
- [Read more](#)



A Name Unbroken | Michael Mason

- Deported from Monor to Auschwitz in July 1944
- Poignantly details the shock of the arrival and selection process
- Recalls liquidation of the “Gypsy Camp”
- Discusses learning about gas chambers and crematoria and witnessing suicides
- [Read more](#)



Gatehouse to Hell | Felix Opatowski

- Deported from a labour camp near Lodz to Auschwitz in August 1943
- Detailed stories of fellow prisoners, kapos and commandants
- Messenger role from Buna to Auschwitz; implicated in Sonderkommando uprising
- Friendship, trading, smuggling, connections with Polish underground

- [Read more](#)



Bits and Pieces | Henia Reinhartz

- Deported from Lodz ghetto to Auschwitz in August 1944
- Unique literary style of describing experiences in short vignettes, as if glimpses of fuller memories
- Deported from Auschwitz to Sasel, Germany, in October 1944
- Focus on the importance of being with her mother and sister
- [Read more](#)



Dignity Endures | Judith Rubinstein

- Deported from Miskolc ghetto to Auschwitz in June 1944
- Attributes survival to her mother's sacrifice
- Observes the *Sonderkommando* uprising from the unique perspective of a kommando who cleaned the watchtowers
- [Read more](#)



The Last Time | Eva Shainblum

- Deported from Nagyvárad ghetto to Auschwitz in late May 1944
- Reliance on older sister for support
- Succinct account; deported to forced labour camp in October 1944
- [Read more](#)



My Heart Is at Ease | Gerta Solan

- Deported from Terezín/ Theresienstadt to Auschwitz in October 1944
- Survival with no family, in children's block
- Snapshots of memories
- [Read more](#)



In Fragile Moments | Zsuzsanna Fischer Spiro

- Deported from Kisvárdá ghetto to Auschwitz in late May 1944
- Reliance on older sister for support
- Includes postwar diary entries describing a death march, written in Leipzig, Germany, in 1945
- [Read more](#)