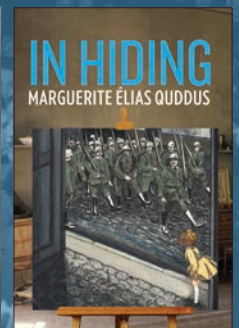
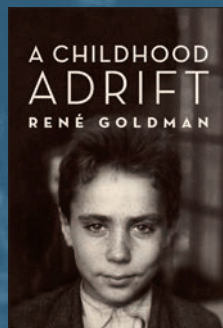


EDUCATION PROGRAM

HIDDEN CHILDREN, IDENTITY AND THE HOLOCAUST:

SURVIVING IN THE MARGIN OF THE CATASTROPHE



STUDENT READING GUIDES AND WORKSHEETS

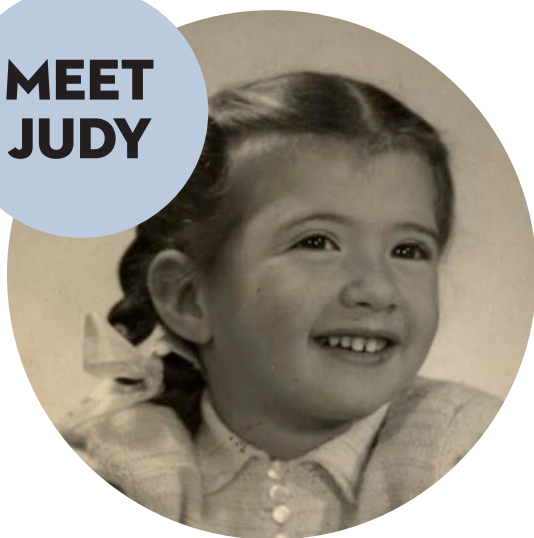
**THE AZRIELI FOUNDATION'S
HOLOCAUST SURVIVOR
MEMOIRS PROGRAM**



“Saved from certain death, these children nonetheless bore the scars of the trauma they endured during the war. They often had to confront fundamental questions of identity after the war.”

— NAOMI AZRIELI AND ELIZABETH LASSERRE,
FROM THE INTRODUCTION TO *IN HIDING*
BY MARGUERITE ÉLIAS QUDDUS

MEET JUDY



Judy at five years old. Budapest, Hungary, 1942.

BIOGRAPHY:

Judy was born in Hungary in 1937 and was the only child in her family. Her ancestors had lived in Hungary for generations and were well-established there. When the German army occupied Hungary in 1944, Judy's father arranged for false identity papers to show that Judy was a Catholic girl and he looked for a safe place for her to hide. First Judy stayed in a Catholic convent, and then she hid in the apartment of a close family friend in the city of Budapest. There she experienced the Siege of Budapest – the battle between the Soviet and Romanian armies on one side and the German and Hungarian armies on the other, which included close to two months of air raids on the city. Judy's parents had been sent to a German concentration camp called Bergen-Belsen, but they survived the Holocaust and returned to Hungary in 1945. The family moved to Canada in the late 1940s and settled in Montreal.

“There was now only Ilona, Ili, and nobody would spit at her and call her ‘Büdös Zsidó’ (Stinking Jew) as one of my father’s labourers had done to the other me. She did not wear a yellow star. She had become a ‘real’ Hungarian girl.”

– JUDY ABRAMS

You are going to read Judy's memoir called *Tenuous Threads*. Her memoir was published in the same book as the memoir of another survivor, but you only have to read Judy's part of the book, which is **pages 1-73**.

Judy's story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

Judy's family lived in **Hungary**, a country in central Europe located southeast of Germany. Hungary had a large Jewish population, many of whom had lived in Hungary for generations. In the years leading up to World War II and the Holocaust, Jews in Hungary experienced rising discrimination from the Hungarian government. During the early years of the war, the Hungarian government was an **ally** of Nazi Germany and discriminated against Hungarian Jews, but did not deport them. This changed in March **1944** when the alliance between Hungary and Germany broke down, and the German army occupied Hungary. Immediately the persecution of Hungarian Jews increased and they were forced into ghettos and deported to Nazi camps where most were killed. Many Hungarian Jews hid in the homes of Christians to escape capture. Deportations stopped in mid-1944, but the Hungarian fascist **Arrow Cross** brigades continued to hunt and murder Jews until Hungary was liberated by the Soviet army in early **1945**. Approximately **569,000** Hungarian Jews were killed in the Holocaust.



MEET
CLAIRE

Claire (left) and her sister, Ollie.
Rotterdam, Netherlands, 1943.

BIOGRAPHY:

Claire was born in 1936 in the city of Rotterdam, in the Netherlands. Her grandparents and extended family lived in Rotterdam and she spent lots of time visiting with relatives as a child. Her parents watched the increasing discrimination of Jews in neighbouring Germany during the Nazi period and tried to get visas to immigrate to the United States, but their application was denied. After the German occupation of the Netherlands in 1940, persecution of Jews increased. In 1942 some of Claire's relatives were arrested and deported to Nazi camps, so her father decided that the family had to go into hiding. Claire and her younger sister, Ollie, first lived with a family in a little village by the sea, where they pretended to be Christians, but soon neighbours grew suspicious. For the rest of the war the girls lived in Rotterdam with a woman they called Tante Nel (Aunt Nel), the sister of a Resistance worker who knew their father. In May 1945 the Netherlands was liberated and the girls were reunited with their parents. Claire's family immigrated to Canada in 1951.

"For three years we lived a life of pretense and a constant lie. We realized our lives were in danger and knew we had to lie in order to protect each other, to survive."

— CLAIRE BAUM

You are going to read Claire's memoir called *The Hidden Package*. Read **pages 1-70**, and you will also see some of the letters and drawings by Claire during the Holocaust.

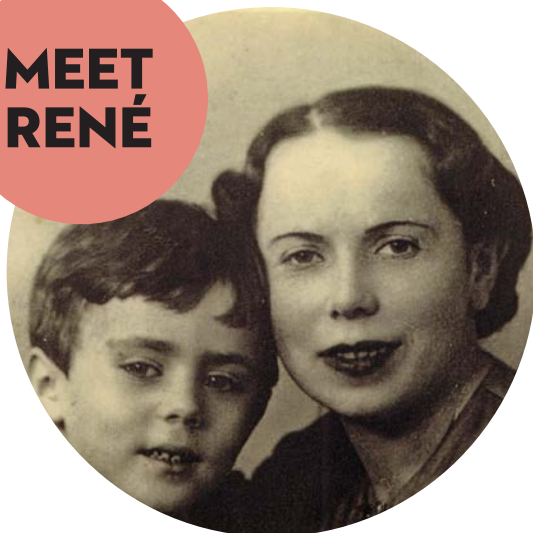
Claire's story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

The Netherlands is a small country located in northwestern Europe, just west of Germany. The country had a small Jewish population, though the number of Jews there increased when Jews fled Nazi Germany to neighbouring countries. In May 1940, the Germans invaded the Netherlands and installed a German **occupation** government, but many Dutch officials continued to work in the government. In 1942 mass arrests and deportations began: usually Jews were arrested and held in a transit and internment camp called **Westerbork** in the Netherlands, and then sent to Nazi camps where most were killed. Although some Dutch people collaborated with the Germans, **Resistance** groups also sprung up to combat the German occupation and to help rescue Jews. Approximately **100,000** Dutch Jews were killed in the Holocaust.

THE HIDDEN
PACKAGE

CLAIRE BAUM

MEET
RENÉ

René, age six, and his mother. Luxembourg, 1940.

BIOGRAPHY:

René was born in 1934 in Luxembourg. His parents, Mira and Wolf, emigrated from Poland in search of better opportunities. René had a happy childhood surrounded by lots of friends and family members. René's parents descended from Jewish families in Poland and they practiced some Jewish religious traditions. When the Germans invaded Luxembourg in May 1940, René's family moved to Belgium, which was also occupied by the Germans, and they lived there for two years. In hopes of escaping Europe, the family fled to the south of France with plans to travel to South America by boat, but they were arrested by French police. René's mother was deported and he was sent to live in a group home run by a Jewish organization in 1942. The organization, recognizing the danger that Jewish children faced, sent him to live with foster families and then in a Catholic convent school under a false name. After the war, René hoped to reunite with his parents, but they never returned after being deported. He continued to live in France and then moved to Poland, China and the United States before settling in Canada, where he worked as a professor.

"I did feel like a stranger in a world that was not my own and was compelled, paradoxically perhaps, to be true to my false identity at all times."

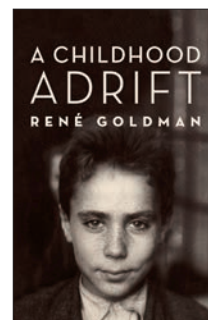
— RENÉ GOLDMAN

You are going to read René's memoir called *A Childhood Adrift*. His book is pretty long, so you only have to read **pages 1-106**.

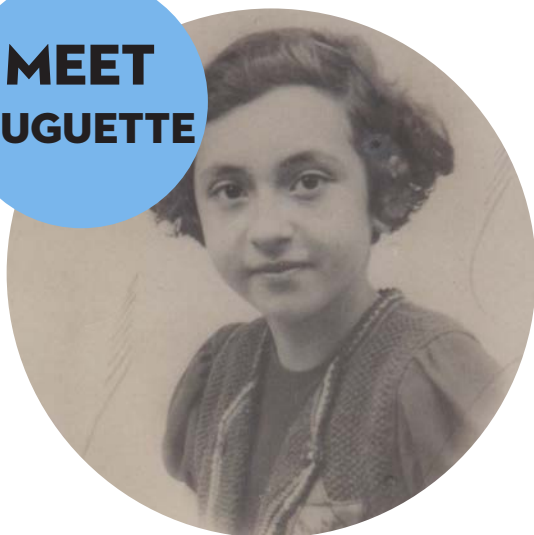
René's story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

René's story during the Holocaust takes place in three different countries. When World War II began, his family lived in **Luxembourg**, a small country located in Western Europe between France, Belgium and Germany. Luxembourg was occupied by the German army in May **1940**. Next, his family moved to **Belgium**, located beside Luxembourg, and also occupied by the Germans in **1940**. The German army controlled Belgium and the German occupation government gradually put in place many different anti-Jewish policies. The last place René's family lived was **France**, which was also occupied by the German army in **1940**. The Germans occupied the northern part of France, called the Occupied Zone, and put in place many anti-Jewish policies. The southern part of France, called the Free Zone, was run by a new French government called **Vichy** that went along with German policies and orders, and even created its own anti-Jewish policies that applied to the whole country. French police helped arrest Jews to deport to Nazi camps where most were killed, starting in **1942**. Due to the increasing risk of capture by the French police or the German occupiers, many Jews went into hiding by using false papers and pretending to be Christian. There were organizations that helped Jewish children, like René, find safe places to hide. France was liberated by the Allies in the summer and fall of **1944**. Approximately **77,000** Jews in France were killed during the Holocaust, including René's parents.



MEET MUGUETTE



Muguette in Paris, 1942.

BIOGRAPHY:

Originally from Warsaw, Poland, Muguette's parents immigrated to France in the 1920s in the hopes of escaping antisemitism. Muguette was born in 1931 and she spent her childhood in a happy home in Paris with her parents, Abraham and Bella, and her older brother, Jojo. After Muguette's father died in 1935, her mother had to support her and her brother, and she became the first foreign woman in France to obtain a worker's permit. When World War II broke out in September 1939, Muguette was evacuated to the villages of Sens and Villeneuve-sur-Yonne with her schoolmates; she was separated from her family, who found refuge in a small village called Champlost, in Burgundy. Muguette joined her family in Champlost, where they remained until the Germans invaded France in 1940. Upon their return to Paris, Muguette's family experienced the rising discrimination and persecution of Jews, culminating in the Vél d'Hiv roundup, which she and her mother miraculously escaped. Fearing for Muguette's safety, her mother sent her to the village of Bois Mouchet and then to Champlost, where the family lived safely until the end of the war. Muguette and her family immigrated to Montreal in November 1947.

"But Maman also had to contend with me. I wanted to be baptized. Now that I think about it, I realize that it was mostly not to be different from all my friends."

— MUGUETTE MYERS

You are going to read Muguette's memoir called *Where Courage Lives*.

Muguette's story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

Muguette's family lived in France, a country in Western Europe that was occupied by the German army in June 1940. The Germans occupied the northern part of France, called the Occupied Zone, and put in place many anti-Jewish policies. The southern part of France, called the Free Zone, was run by a new French government called Vichy that went along with German orders, and even created its own anti-Jewish policies that applied to the whole country. French police helped arrest Jews to deport to Nazi camps where most were killed, starting in 1942. For example, on July 16-17, 1942, the French police arrested nearly 13,000 Jewish men, women and children during the Vél d'Hiv roundup. The roundup took its name from the Vélodrome d'Hiver sports stadium, where thousands of arrested Jews, including Muguette's aunt, were held for days in terrible conditions. Due to the increasing risk of capture by the French police or the German occupiers, many Jews went into hiding by using false papers and pretending to be Christian. Rescue organizations and individual French citizens took risks to help Jews hide. France was liberated by the Allies in the summer and fall of 1944. Approximately 77,000 Jews in France were killed during the Holocaust, including Muguette's aunt.



MEET ARTHUR



Arthur in Poland, 1936.

BIOGRAPHY:

Arthur was born in 1930 in Warsaw, Poland. He lived with his parents, beloved older sister, Eugenia, and extended family. His middle-class family owned a dry cleaning business and they lived in a mainly Jewish neighbourhood. Soon after the German occupation of Poland, hundreds of thousands of Jews including Arthur's family were forced to live in the Warsaw ghetto under terribly crowded conditions. The ghetto was set up in the area of the city where Arthur's family lived, so they didn't have to move, but life changed drastically. In order to help feed his family, Arthur snuck in and out of the ghetto to trade items for food. On the first day of the Warsaw Ghetto Uprising in April 1943, Arthur was outside of the ghetto, so he did not know what happened to his family. For the rest of the war he lived under a false identity, posing as a Catholic, moving from place to place, and eventually finding shelter at an orphanage. He participated in the Polish uprising against the Germans in Warsaw and witnessed the Soviet army's liberation of the city. After the war Arthur learned that his immediate family had been killed, but that his aunt and uncle had survived. With other orphans he travelled to France and considered where to settle, before deciding on Canada in 1948.

"I felt like a traitor to my own people, especially to my family. Yet, life had to go on and I eventually came to a conclusion that saved my sanity: I had a right to live and if conversion enabled me to survive, so be it."

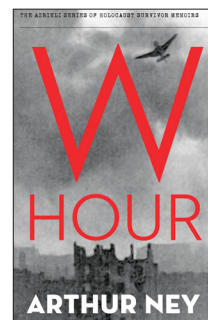
—ARTHUR NEY

You are going to read Arthur's memoir called *WHour*. His book is pretty long, so you only have to read **pages 1-24, 49-67, 89-109, 141-151, 169-178**.

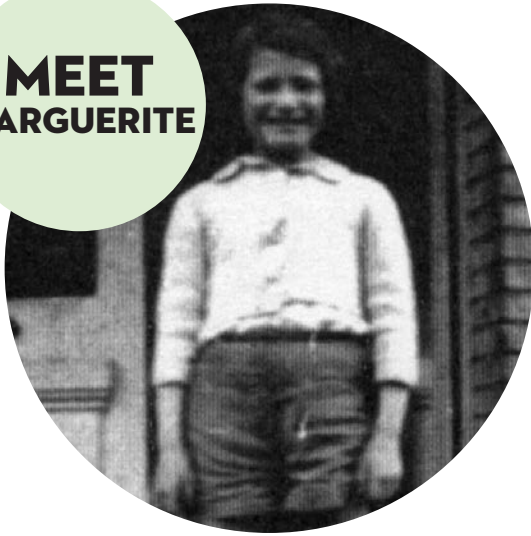
Arthur's story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

Poland is a country in central Europe, located between Germany and Russia. It had a large Jewish population, which alarmed some Poles who felt **antisemitism** towards them. Jews faced discrimination in Poland before World War II, but many were also part of Polish culture and society. World War II began with the German invasion of Poland in September **1939** and occupation of western Poland; later that month Germany's then ally the Soviet Union occupied the eastern part of Poland. Immediately the German occupiers began to persecute Jews, including by forcing them into **ghettos** – small walled-off parts of cities guarded by Germans. Warsaw was the capital of Poland and the Warsaw ghetto was the largest ghetto. In **1942**, Polish Jews began to be deported to Nazi camps and killing centres that were located in Poland. In April **1943**, when the Nazis entered the ghetto to deport the remaining inhabitants, about 750 organized ghetto fighters launched an uprising, while the other inhabitants took shelter in hiding places and underground bunkers. The resistance fighters were defeated after a month. It was very hard for Jews to survive the war in Poland; some tried to hide with friends or used false identity papers, hoping they could stay undetected until the war ended. Liberation came to Warsaw in early **1945**. Approximately **3,000,000** Polish Jews were killed in the Holocaust, including Arthur's family members.



MEET MARGUERITE



Marguerite in Andrésy, France, circa 1946.

BIOGRAPHY:

Marguerite was not even three years old when World War II began. She lived in Paris, France, with her parents, older sister named Henriette, and dog named Choukette. Marguerite's parents met in Lithuania, in Eastern Europe, and chose to settle in France where they opened a fur business. Life became harder for Jews in France when the Germans occupied part of the country in 1940. In 1941, Marguerite's father was arrested in a round up of Jews. He was held in two French camps for several months until being deported and killed in a Nazi camp in 1942. Next, Marguerite's mother was arrested, but with help from a friend she was released. After this close call, she decided that her daughters must go into hiding to avoid arrest. The girls were sent to different hiding places in convents and with rural families like the Chatenays. After the war, Marguerite and her sister reunited with their mother, but continued to live in children's homes while their mother rebuilt her life. Years later, Marguerite got married in France; she immigrated to Canada with her husband in 1967.

"I'm sad because in the big nativity scene at the church, I saw baby Jesus surrounded by his family. Mine was taken away from me and nobody saw fit to say anything about it. In my bed after midnight mass, I smother my tears and hold my doll in my arms."

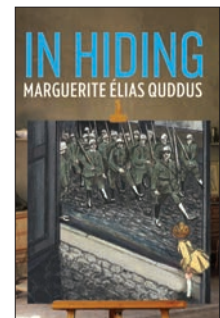
— MARGUERITE ÉLIAS QUDDUS

You are going to read Marguerite's memoir called *In Hiding*. The book is pretty long, so you only have to read **pages 35-102, 124-137, 165-184**. You will see that Marguerite included many of her own drawings to illustrate important events in her story.

Even though Marguerite writes her story from the perspective of a child, the story is complicated and contains lots of historical information. Below are some important places and dates to know.

HISTORICAL CONTEXT:

Marguerite's family lived in **France**, a country in Western Europe that was occupied by the German army in June **1940**. The Germans occupied the northern part of France, called the Occupied Zone, and put in place many anti-Jewish policies. The southern part of France, called the Free Zone, was run by a new French government called **Vichy** that went along with German orders, and even created its own anti-Jewish policies that applied to the whole country. For example, in **1941** French police arrested many Jewish men who didn't have French citizenship, like Marguerite's father. Arrested Jews were deported and most were killed in Nazi camps, starting in **1942**. Due to the increasing risk of capture by the French police or the German occupiers, many Jews went into hiding by using false papers and pretending to be Christian. There were organizations that helped Jewish children, like Marguerite and her sister, find safe places to hide. France was liberated by the Allies in the summer and fall of **1944**. Approximately **77,000** Jews in France were killed during the Holocaust, including Marguerite's father.



REFLECTION JOURNAL

LESSON 1: JOURNAL QUESTION

How did children and teenagers experience the Holocaust in different ways than adults?

LESSON 2: JOURNAL QUESTION

What was the most interesting thing that you learned about your author's life during the Holocaust?

LESSON 3: JOURNAL QUESTION

Why is it important for people to be able to express their identities? Have you ever been treated differently because of your identity?

LESSON 4: JOURNAL QUESTION

How do people feel when their identity is attacked?

LESSON 5: JOURNAL QUESTION

Discuss one important event in your life that shaped your identity.

LESSON 6: JOURNAL QUESTION

Why is it important to respect and protect differences, including different forms of individual and group identity?

INSTRUCTIONS FOR USING THE DIGITAL PLATFORM RE:COLLECTION



Re:Collection is a digital platform that gives you the opportunity to explore the history of the Holocaust through first-hand accounts of survivors. When you visit Re:Collection you will see many different “recollections” by Holocaust survivors. Recollections are pieces of survivors’ stories told through video clips, memoir excerpts, photographs and artifacts.

- Visit memoirs.azrielifoundation.org/recollection
- From Menu, go to *Sign Up* and make a group username and password
- Tap or click on *Survivors* and scroll to find your author’s name; tap or click on their name
- Now you are on your author’s page. There are two ways to explore:

Explore by recollections, which are represented by circles on the right side of the page.

Tap your finger or hover your cursor over a circle to see the title of that recollection, and to see if it is a **video**, a **memoir** excerpt, or a **photo gallery**. Tap or click on a circle to view that recollection.

The recollections are in chronological order from top to bottom.

Explore by themes, which are listed on the left side of the page. Each theme is linked to one or more recollections. Tap your finger or click on a theme to indicate the linked recollections.

Tap your finger or hover your cursor over a highlighted recollection to see the title, and to see if it is a **video**, a **memoir** excerpt, or a **photo gallery**. Tap or click on a circle to view that recollection.

- If you want to find more information about a recollection, such as location, date or glossary terms, tap or click on *More Info*
- To add a recollection to your group’s *My Collection*, tap or click *Collect*
- To close a recollection and return to your author’s main page, tap or click *Close*
- To see your collected recollections, from the Menu tap or click *My Collection*. You can view your recollections on a list, on a map, or on a chronological timeline of events.



AUTHOR BIOGRAPHY ACTIVITY

JUDY ABRAMS

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. Judy's mother, _____, and her father, László, lived in the country of _____.

2. As a child, the first time that Judy became aware of anti-Jewish discrimination was when her mother had to sew a _____ on her coat.

3. While in hiding, Judy's new name was _____. Why did Judy's father decide that Judy needed to go into hiding and who helped him find a hiding spot in the convent?

4. What Catholic religious practices did Judy follow while she was staying at the convent and what was her attitude towards this new religion?

5. Why was it dangerous for Judy to stay in the convent, and where did she go when she left?

6. Judy's first Christmas celebration in December 19____ was interrupted by _____. Where did the residents of the apartment building go to seek shelter?

7. Near the end of the war, members of the Hungarian fascist _____ brigades visited Judy's apartment building to check people's documents, looking for Jews. How did the brigades deal with some of the remaining Jews in Budapest?

8. How did Judy feel when she reunited with her parents in 19_____?

9. Why did Judy's parents make the decision to leave Hungary?

10. After coming to Canada in 1949 on a ship called the *Scythia*, what was Judy's first impression of Canada?

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you've selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author's *Family*

Recollection titled: _____

- One recollection should relate to the author's experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author's life in *Hiding*

Recollection titled: _____



AUTHOR BIOGRAPHY ACTIVITY

CLAIRE BAUM

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. Claire's parents, Sophia and Rudolph, were married in 1934 in the city of _____, in the Netherlands. Claire was born in 1936, and her sister, _____, was born in 1937.

2. As Claire's father observed the rising threat from neighbouring Germany under Hitler's rule, he applied for _____ to immigrate to _____. What happened to his application?

3. Name three anti-Jewish measures implemented in the Netherlands from January 1942 onwards:

4. As Claire and her sister prepared to go into hiding in October 19____, Claire was told never to talk to strangers, and to pretend to be _____ instead of Jewish.

5. How did Claire feel about celebrating Christmas in 1942?

6. While the girls were living with Tante Kor, they found a _____ on the doorstep and realized they needed a safer place to hide. Why did their friend Peter report them to the Nazis?

7. Claire remembers that the Hunger Winter was at its worst in January 1945. What was the Hunger Winter, and what kinds of food were available during this time?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

8. Claire and Ollie were liberated on May 5, 19____, by soldiers from which country?

9. After _____ years of separation, the girls were reunited with their parents in May 1945. What was their immediate reaction to seeing their parents?

10. One of Claire's rescuers was named Nel. Explain how Claire honoured Nel many years after the war.

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you've selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author's *Family*

Recollection titled: _____

- One recollection should relate to the author's experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author's life in *Hiding*

Recollection titled: _____



AUTHOR BIOGRAPHY ACTIVITY

RENÉ GOLDMAN

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. René's mother, Mira, was from an observant Jewish family that lived in the country of _____, and her grandfather was a distinguished _____ who believed in access to education for girls. René's father became a _____ by profession when he moved to France.

2. René was _____ years old when the war broke out in Luxembourg, in May 19____. How did René feel when he saw the Germans marching in his country?

3. René was sitting in a _____ in Belgium when he was verbally attacked by other children for wearing the yellow star. How did he feel after this act of discrimination, and how did his parents respond?

4. From Belgium, René and his parents fled to France in the summer of 1942. What was happening to René and his mother when he was saved by Aunt Fella?

5. Due to rising danger, René was sent to live in a children's home run by an organization called _____. What did this organization do during World War II?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

6. After moving to a safer hiding spot, a boarding school in a convent, René gradually came to seek comfort by practicing the religion of _____.

7. Later in the war, René was sent to another hiding spot on a farm with an elderly peasant couple who asked René to call them _____ and _____. What was different about life in this hiding spot compared to his previous hiding spot in a Catholic convent?

8. Although the French city of Lyon was liberated in September 19____, the war in Europe did not end until spring 19____. How did René first become aware of the existence of death camps and gas chambers?

9. After the war, as René and many other Jewish children were wondering what happened to their parents, they lived in children's homes run by Jewish organizations. Did either of René's parents return from deportation?

10. René has lived in many different countries. In 1963 he immigrated to the province of _____ in Canada. What is his attitude towards Canada compared to all of the other countries in which he has lived?

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you've selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author's *Family*

Recollection titled: _____

- One recollection should relate to the author's experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author's life in *Hiding*

Recollection titled: _____



AUTHOR BIOGRAPHY ACTIVITY

MUGUETTE MYERS

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. Mugnette loved visiting her maternal grandmother, Gromeh Fizsman, and her aunt, Meemeh Deeneh. Neither spoke French, so Mugnette spoke _____ with them. Who spoke this language and what are some of its characteristics?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

2. After the death of Mugnette's father, her mother had to find work. What did she do in order to support her family?

3. Mugnette has many happy memories from her life in Paris before the war. Name three things that Mugnette loved to do:

4. When World War II broke out in September 1939, Mugnette's mother, brother, aunt and grandmother were evacuated to the village of Champlost. How did Mugnette's mother become an honorary citizen of Champlost?

5. After the French surrender in 1940, Mugnette's family returned to Paris where they experienced growing discrimination towards Jews. Under the German occupation, Mugnette had to wear a _____ to identify her as Jewish. How did it make her feel to be identified in this way?

6. How did Muguette and her mother escape the Vél d'Hiv roundup? What is a roundup?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

7. While in hiding in Champlost, Muguette practiced the Catholic religion and took the name _____. Why did Muguette want to be baptized?

8. What did the residents of Champlost do to protect Muguette and her family and integrate them into the community?

9. The village of Champlost was liberated in July _____ by Resistance fighters called the FFI (F _____ F _____ of the I _____) and _____ soldiers.

10. In 2005, the residents of Champlost were honoured with the title of Righteous Among the Nations. What does this title signify?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you've selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author's *Family*

Recollection titled: _____

- One recollection should relate to the author's experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author's life in *Hiding*

Recollection titled: _____



AUTHOR BIOGRAPHY ACTIVITY

ARTHUR NEY

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. Arthur's family included his parents and his older sister, _____. They lived in the Polish city of Warsaw, where they ran a _____ business.

2. Where did Arthur's parents go when war broke out in September 1939? Why did they return to Warsaw?

3. What is a smuggler? Why did Arthur become a smuggler in the Warsaw ghetto?

4. On April 19, 1943, what was Arthur buying when he was outside of the ghetto? What was significant about this particular date?

5. After losing his family, Arthur lived under a false identity and tried to find safe places to live. How did he end up at the Catholic orphanage run by Jan Kapusta in November 1943?

6. What religious transformation did Arthur undergo while he was in hiding at the orphanage and how did it make him feel?

7. Arthur was liberated in January 19____ by a soldier from which army?

→ **HINT:** You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

8. After liberation, Arthur continued to go by his false name, _____. Why did Arthur want to remember his real name?

9. After liberation, Arthur learned that he was an orphan. For a while he lived in France but then he had to make a decision to live in the new state of _____, or to live in Canada. Why did he choose Canada?

10. Arthur immigrated to Canada in the year 1948. What does the word freedom mean to Arthur?

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you've selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author's *Family*

Recollection titled: _____

- One recollection should relate to the author's experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author's life in *Hiding*

Recollection titled: _____



AUTHOR BIOGRAPHY ACTIVITY

MARGUERITE ÉLIAS QUDDUS

Instructions: Use information gathered from recollections to fill in the blanks and answer the questions on the worksheet. Each fill-in-the-blank and question has an answer in the recollections. Each time you use a recollection to answer a question, add it to *My Collection* by tapping or clicking *Collect*. You should end up with ten recollections in *My Collection*.

You will use *My Collection* in Lesson 5 and Lesson 6. You can find additional information about each recollection, including location, date and glossary terms, by tapping or clicking *More Info*.

The recollections are in chronological order, and the questions are in chronological order.

1. Marguerite grew up in the city of _____ with her parents and older sister, _____.

Describe one happy memory from Marguerite's childhood.

2. In August 1941, Marguerite's father was arrested. Why was he surprised when the French police showed up at their home?

3. Starting in the month of _____ 1942, Marguerite had to wear a yellow star to identify her as Jewish.

How did it make her feel?

4. In the summer of 1942, Marguerite's mother was arrested by the police. What happened to her and why didn't the police also arrest Marguerite and Henriette?

5. Why did Marguerite and Henriette have to go into hiding and what was the secret that they had to keep?

6. At the second Christmas in her hiding spot with the Chatenay family, Marguerite remembered the Saturday evening meals that she used to share with her family. Name three traditional dishes that she remembered eating:

7. What was Marguerite’s reaction when Henriette asked if they should refer to the couple who was caring for them as “Mama” and “Papa”?

8. After a long separation, Marguerite and her sister were reunited with their mother when France was liberated in 1944. What was Marguerite’s first impression of seeing her mother again?

9. After the war, Marguerite’s mother showed her a paper saying that her father died in a death camp called _____ on the date _____. Marguerite thought it was a lie.

10. Because she was unable to write about her painful past, Marguerite’s son, Michael, suggested that she draw her most painful memory. What was the subject of her first drawing? Describe the scene that is represented in the drawing.

From Menu, tap or click on *My Collection* and List to see a list of the recollections that you’ve selected during the Author Biography Activity. As a group, choose three of these recollections to present to the class during Lesson 6. Find recollections in at least two forms (video, memoir excerpt, photograph or artifact), and be prepared to explain why you chose those particular recollections.

- One recollection should relate to the author’s *Family*

Recollection titled: _____

- One recollection should relate to the author’s experience of *Discrimination & Persecution*

Recollection titled: _____

- One recollection should relate to the author’s life in *Hiding*

Recollection titled: _____

IDENTITY DISCUSSION QUESTIONS

1

After reading the memoir and learning about your author on Re:Collection, how would you describe your author's identity? Make an identity concept map for your author.

2

What kinds of discrimination and persecution did your author face due to their Jewish identity? How did your author and their family react to the discrimination and persecution?



Judy and the Mother Superior of the convent.
Pincehely, Hungary, 1944.



Claire and her sister, Ollie, with their mother, Sophia, after the war. Rotterdam, Netherlands, 1945-46.

3

How did being in hiding affect your author's identity, and how did they feel about hiding their identity?



Marguerite and her sister, Henriette, with the Chatenay family, who sheltered them during the war. Vatilieu, France, summer 1943.

4

How did going into hiding affect the author's relationship with their family?



Arthur at the Eiffel Tower with his aunt Ronia and uncle Józiek after the war. Paris, France, 1947.



René in the children's home in Andrésey, France, circa 1945.

NEWSPAPER ARTICLE ASSIGNMENT

ASSIGNMENT: You are a Canadian journalist in Nazi-occupied Europe during the Holocaust. You have seen a lot of evidence of the discrimination and persecution of Jews, including antisemitic propaganda posters, and you have witnessed many Jews facing discriminatory measures. You have also heard credible information that Jews are being murdered. One day you meet a child who confides in you about their experiences of discrimination and persecution and their life as a hidden child. You are moved by what you hear and want to write a newspaper article to tell Canadians what is happening to Jewish children in Europe.

Using information from the memoir, from Re:Collection and from the primary sources you analyzed, write a 250-word newspaper article.

Your newspaper article should include:

- Discussion of the **discrimination and persecution** of Jews in your author's country
- Discussion of at least one significant **personal experience of your author** that describes how their identity was affected by the Holocaust
- An attention-grabbing **headline** and an appropriate **date**
- An **image** (a propaganda image or a photograph/artifact selected from the primary sources you analyzed) with a **caption**.

1

Brainstorm the content of the article. Write up an **outline** and then **draft** the article.

2

Proofread the article and **enter** it into the space provided on the PDF template.

3

Insert the **headline** and the **date** into the spaces provided.

4

Provide visual **evidence** by selecting an **image** and writing a **caption** that justifies your choice.

SPECIAL EDITION

The Daily News

DATE:

VOL. IIIVXXX... NO. 12,345.

TWO CENTS

CLICK
TO CHOOSE
IMAGE

IMAGE:

IMAGES TO USE IN THE NEWSPAPER ARTICLE ASSIGNMENT

To upload an image into the PDF template of your article, first make sure that the images are available on your computer. Click on the box that says "Click to choose an image," then browse through the options. Select your image from the options then click "open." Your image should appear in the image box.

Below are the images that are available to upload.

Propaganda image,
Belgium, 1940-1944



Propaganda image,
France, 1940-1941



Propaganda image,
Hungary, unknown date



Propaganda image,
Canada, 1932



Photograph,
Belgium, 1940-1944



Photograph,
France, 1942



Photograph,
Hungary, 1944-1945



Propaganda image,
Netherlands, 1940-1945



Identity card,
Netherlands, 1941



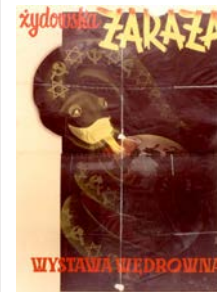
Photograph,
Poland, 1943



Photograph,
Canada, 1940



Propaganda image,
Poland, unknown date



TIMELINE ASSIGNMENT

Your assignment is to create a timeline that plots significant events from your author’s life during the Holocaust alongside significant events from the Holocaust in your author’s country, and to determine the moment when your author’s life changed forever.

All of the information you need can be found on the *Timeline* in Re:Collection. Enter Re:Collection and from the menu tap or click *My Collection*, then tap or click *Timeline* and *Show All*. The *Timeline* on Re:Collection will show the dates of events about the Holocaust in Europe, and it will show the dates of the recollections your group selected for your author, which are circled in red.

STEP 1:
Choose four events from your author’s life during the Holocaust and fill them out in the spaces provided at the top of the timeline. There are more than four events from your author’s life, so you have to choose the most important ones. Record the events in chronological order, write the month/year it occurred below the event, and draw an arrow matching the event to the date.

STEP 2:
Choose four events from the Holocaust in your author’s country and fill them out in the spaces provided at the bottom of the timeline. There are more than four events from your author’s country, so you have to choose the most important ones. Record the events in chronological order, write the month/year it occurred above the event, and draw an arrow matching the event to the date.

HINT: Think about when your author’s country was occupied by Nazi Germany. For Poland, it was 1939; for Belgium, France and the Netherlands, it was 1940; for Hungary, it was 1944. Scroll down on the *Timeline* to the year of occupation to find events related to the Holocaust in your author’s country.

STEP 3:
Examine your timeline and choose one event that had the most significant impact on your author’s life, using the criteria that your teacher explained:

- **Profundity:** How deeply did the event affect the author?
- **Quantity:** How many people’s lives were affected by this event?
- **Durability:** How long lasting were the changes brought by this event?

STEP 4:
Circle the event that you chose. Share your selection with the other members of your group and explain why you chose this event. Did all group members choose the same one, or were there different choices? After hearing from your group members, would you choose a different significant event?

FOUR EVENTS FROM YOUR AUTHOR’S LIFE

MO/YR

MO/YR

MO/YR

MO/YR

MO/YR

MO/YR

MO/YR

MO/YR

FOUR EVENTS FROM THE HISTORICAL CONTEXT

PHOTO CREDITS

READING GUIDES

Judy Abrams: Photo courtesy of the Azrieli Foundation and Judy Abrams

Claire Baum: Photo courtesy of the Azrieli Foundation and Claire Baum

René Goldman: Photo courtesy of the Azrieli Foundation and René Goldman

Muguette Myers: Photo courtesy of the Azrieli Foundation and Muguette Myers

Arthur Ney: Photo courtesy of the Azrieli Foundation and Arthur Ney

Marguerite Élias Quddus: Photo courtesy of the Azrieli Foundation and Marguerite Élias Quddus

WORKSHEET 3: (FROM TOP TO BOTTOM ON THE FIRST PAGE, THEN THE SECOND)

Photo courtesy of the Azrieli Foundation and Judy Abrams

Photo courtesy of the Azrieli Foundation and Claire Baum

Photo courtesy of the Azrieli Foundation and Marguerite Élias Quddus

Photo courtesy of the Azrieli Foundation and Arthur Ney

Photo courtesy of the Azrieli Foundation and René Goldman

WORKSHEET 4A: (FROM TOP TO BOTTOM, LEFT TO RIGHT)

Image courtesy of Yad Vashem Photo Archive, Jerusalem. 4613/189

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