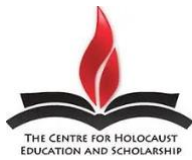


# Pre- and Post-Educational Material Introduction to the IWalk App Lesson Plan Structure



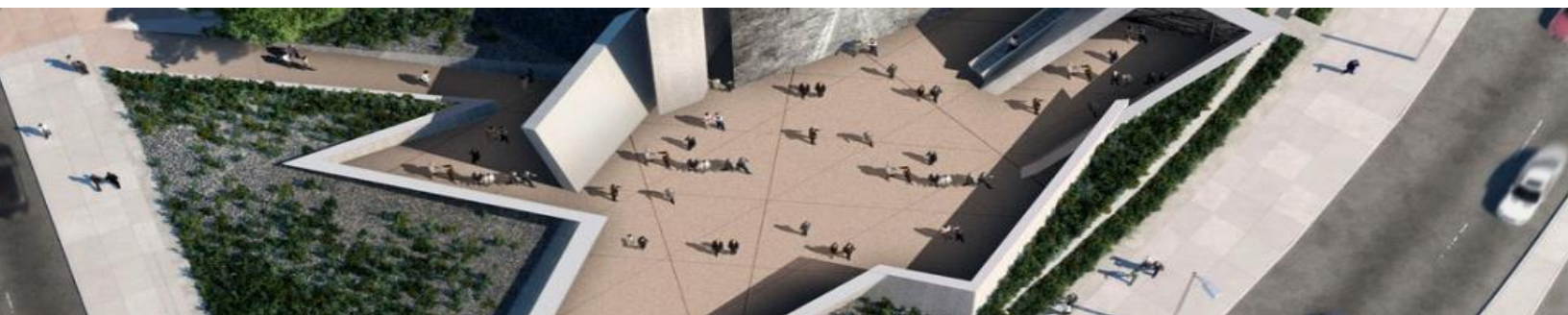
Main Entrance to the National Holocaust Monument

**“Without memory, there is no culture. Without memory, there would be no civilization, no society, no future.” - Elie Wiesel**

**“The Study of the Holocaust offers educators the challenge of sharing with students an unprecedented event in the history of humanity, and frequently, within a limited amount of time.” - Stuart Abrahams, Understanding and Teaching the Holocaust p 318, edited by Laura J. Hilton and Aviniam Patt. University of Wisconsin Press.**

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## Objectives

**The IWalk App will ensure the following objectives are met:**

- Active learning
- Guided exploration of a location
- Engagement with audio-visual testimony from primary sources

**“The 4C constructivist framework can help guide the scope and sequence of the IWalk.”** Lesly Culp, Director of Education and Outreach, USC Shoah Foundation

- **Consider:** Have learners access their prior knowledge and build background and historical context connected to the IWalk location.
- **Collect:** Have learners gather new information from multiple informational sources, such as testimonies, biographies, photos, other assets and maps, and images of physical locations.
- **Construct:** Have learners analyze and synthesize information and formulate their own judgements.
- **Communicate:** Have learners reflect on their learning and share what they have learned with others.



# About the National Holocaust Monument IWalk App

## A guide for teachers

The National Holocaust Monument (NHM) in Ottawa has the potential to reach and teach tens of thousands of Canadians and visitors to Canada about the Holocaust and Canada's response to it.

The Centre for Holocaust Education and Scholarship (CHES), in partnership with Liberation75 and the world-leading USC Shoah Foundation, developed Ottawa's IWalk App to bring all Canadians "virtually" into the NHM by providing a high-tech bilingual interactive experience to anyone with a mobile device, tablet, or computer.

Using the physical spaces and imagery of the NHM, augmented by Canadian Holocaust survivor testimonies and explanatory content, the IWalk App explores the Holocaust in an immersive experience.

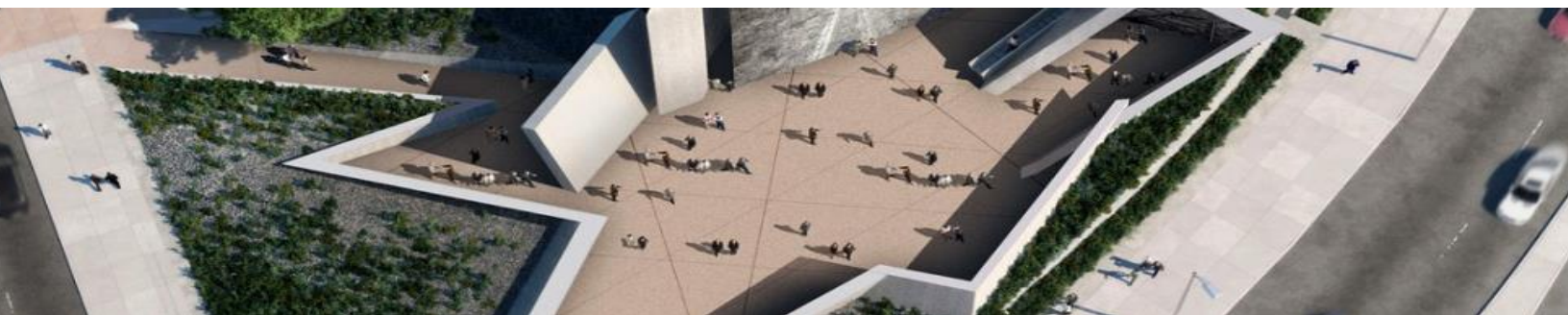
The NHM includes six contemporary Holocaust landscape images. Art has frequently played an important role in helping fight against intolerance, racism, discrimination, and other forms of social injustice. We know that the study of memorials, monuments, and museums can function as a shield against hate, indifference, and denial.

Stuart Abrams, an award-winning teacher, says: "Holocaust memorials, monuments, and museums can serve as not only unique teaching resources but also as contemporary and engaging entry points for students to begin a study of the Holocaust." Memorials, Monuments, and Obligation of Memory, Stuart Abrams, *Understanding and Teaching the Holocaust*, edited by Laura Hilton and Avinoam Patt.

Through powerful symbols of the Holocaust, the NHM forces visitors to consider what has been lost.

In today's reality, with the rise of antisemitism, teachers recognize that the study of the Holocaust also:

- Assists students in developing an understanding of the consequences of hate, prejudice, racism, and stereotyping in any society;



- Develops an awareness of the value of pluralism; and
- Encourages tolerance of diversity.

In addition to historical content about the Holocaust, the IWalk App interactive tour of the NHM includes lessons about the antisemitism that led to the Holocaust, and information on historical and contemporary antisemitism throughout Canada's history as well as Canada's participation in World War 2.

Pop-up video testimonies from Canadian Holocaust survivors provide opportunities for cross-cultural engagement with survivors. As such, IWalk App users will have the unique experience of in-person or virtually touring the NHM alongside Holocaust survivors, an experience that becomes more valuable as this generation of Holocaust survivors is gradually being lost.

The IWalk App is a useful tool in helping Canadians learn about Canada's history as it relates to the Holocaust and the dangers of antisemitism, racism, and all forms of hate.

### **The Importance of the IWalk App for Students**

The IWalk App experience is more than an "educational-curricular" experience. In addition to receiving information that is directly connected to the Ontario Ministry of Education's focus on Holocaust history and legacy (including the ways in which Canada played – and continues to play – a role in this history and legacy), the IWalk App also provides students and teachers with an important experiential learning opportunity.

The NHM is an excellent place for this overall learning journey to take shape. Designed with specific overall intentions, the NHM's creation and location are some of the key areas that are introduced and discussed during the IWalk App itself. The IWalk App features seven stops, with a few segments at each stop. Within these stops, students and teachers can contemplate and explore artwork which depicts deeply meaningful and effective "frozen moments." Each tells a compelling story that is not only unique to each stop / image, but also works alongside the others to present a combined and definitive narrative.

One of the most essential approaches to the IWalk App experience involves the opportunity for students and teachers to hear directly from Holocaust survivors whose testimonies are integrated



along the Walk. These consist of significant personal stories which speak to the real-life, lived experiences of those who were targeted during the Holocaust and forced to endure horrific situations. Survivor stories also carry with them a message of hope and of the ability to persevere, against all odds, and to use impossibly challenging situations to educate others. All survivors' testimonies are directly connected to the stops and images incorporated in the NHM.

The IWalk App experience engages students and teachers in an active learning component by asking questions at each stop along the journey. Each set of questions has been specially and carefully prepared to guide students and teachers through the necessary contextual information, the symbolism, and the associated connections. These questions are designed to encourage students and teachers to think deeply about the history and legacy of the Holocaust and to continue their learning through sharing and discussing their thoughts and ideas with others.

Overall, the IWalk App provides an unparalleled learning experience which, along with helping students and teachers to develop a clear understanding of the historical context of the Holocaust, also helps them to recognize and appreciate the many ways in which the Holocaust represents a legacy whose relevance continues.

This is an ongoing learning journey which will travel with students and teachers as they continue to think about and apply the lessons they will learn. In this way, it is very important that teachers ensure that they complete the pre- and post-walk lesson components with their students. In doing so, teachers help to prepare their students for what they will encounter during the Walk. Following the Walk, all participants will have an opportunity to "unpack" what they have learned in a safe and secure learning environment.

### **The Importance of Pre- and Post-Education Material**

Visiting a memorial site is not a regular school outing. Monuments inspire remembrance, but one cannot remember what they did not experience or are unaware of. The pre- and post-educational material was developed to ensure students are well prepared ahead of the visit, are attentive during the visit, and will be able to properly reflect on the learning experiences of the IWalk App.



## About the IWalk App Development

The Centre for Holocaust Education and Scholarship (CHES), in partnership with [Liberation75](#) and the [USC Shoah Foundation](#), spearheaded the initiative to develop an IWalk App for the NHM in Ottawa. All three organizations have vast experience in Holocaust Education. This experience in developing educational content ensured that the education provided by the IWalk App is accessible, informative, and empowers audiences to understand the message of the NHM and to identify and counter hate by learning from affected communities.

CHES is the premier hub for Holocaust education in Ottawa, with year-round programs that focus on remembrance, community engagement, and outreach to schools. With its mandate of education, CHES has extensive experience in developing and providing quality educational training and programs on the Holocaust and antisemitism.

Founded in 2018, Liberation75 is committed to ensuring that all students in Ontario learn about the Holocaust so they can fight antisemitism and other forms of hate and intolerance and build a better future for the province. In partnership with other organizations, Liberation75 collaborates, innovates, and provides the most compelling resources and programs to educators to help them teach this challenging content.

Teachers are welcome to contact CHES and Liberation75 for additional educational resources and support, or for answers to questions regarding the IWalk App experience.

CHES: [info@chesatottawa.ca](mailto:info@chesatottawa.ca)

Liberation75: [info@liberation75.org](mailto:info@liberation75.org)



# IWalk App: Lesson and Unit Plans for Teachers

## Purpose and Objectives

Ottawa is fortunate to be home to the NHM. Not only does this provide an excellent opportunity to learn about, reflect upon, and commemorate the many lives that were affected by the Holocaust, it is also an opportunity to connect Holocaust history and its legacy to current issues.

The information included in the IWalk App is intended to provide visitors with a brief overview of the Holocaust and Canada's responses to it. The IWalk App is not an in-depth examination but an introduction to the subject.

Although the Holocaust occurred over 80 years ago, it remains relevant and continues to serve as a stark reminder of the depths of human cruelty and the dangers of unchecked prejudice and discrimination. An understanding of the Holocaust – and the numerous reasons as to why there are so many and such varied memorials to its legacy – is essential to understanding the need to work together to promote positive change by fighting extremism and intolerance in all its forms in our schools, in our communities, and in our world.

## Learning Components

Because a visit to Ottawa's NHM is such a powerful experience, it is recommended that teachers properly prepare their students for this experience. It is also critical for teachers to have follow-up options to further engage their students for continued learning, reflection, and discussion. Therefore, some lesson plans are included below for both preparation and follow-up.

It is recommended that teachers give themselves and their students time in which to explore and process the various elements of the NHM. Students and teachers are also encouraged to record their immediate thoughts and observations for sharing and discussion after the visit.





## Pre-IWalk Activities

### Suggestions for classroom activities prior to visiting the National Holocaust Monument

#### ***What Is a Monument?***

1. Ask your students to consider the word **MONUMENTAL**. What does this word mean to them? What does it mean when we describe something as being “monumental”?
  - Then take some time to explore the root word, monument, and what the purpose of a monument is.
  - Why are memorial monuments built? Expand on student answers.
  - How are monuments supposed to affect people? Expand on answers and include the positive and negative, discomfort, etc.
2. Ask your students about monuments they may have seen. Then show examples on a projector of famous monuments such as the Lincoln Memorial in Washington, D.C., the Vietnam Veterans Memorial, also in Washington, D.C., the Hiroshima Peace Memorial in Japan, and the Statue of Liberty in New York. The older the students, the more references they will have, so teachers can adapt accordingly and use monuments that relate to events they have already taught.
3. Invite your students to describe their reactions to, and thoughts about, their visits to various monuments. Teachers can also provide examples of monuments that are famous around the world and lead discussions linked to the background details of these monuments.
4. Invite your students to reflect on which ones are most effective and why? This will tie back to the questions above on why monuments are built.

#### ***Public versus Private Monuments***

Take some time in which to explore the idea of a “personal monument.”



1. Ask your students how they interpret this idea (that is, an individual's decision to honour / commemorate somebody or something who / that is important to them on a personal level . . . not a public / government / organization-funded monument).
2. Invite your students to write down ideas of people and events which they believe deserve to be honoured / commemorated, and their reasons as to why this is so. Student thoughts can be shared openly as part of a class discussion, or the students can submit their thoughts privately to the teacher, with the option of being shared and discussed with the class anonymously. This will depend upon student preference and comfort.



### ***Holocaust History and Legacy***

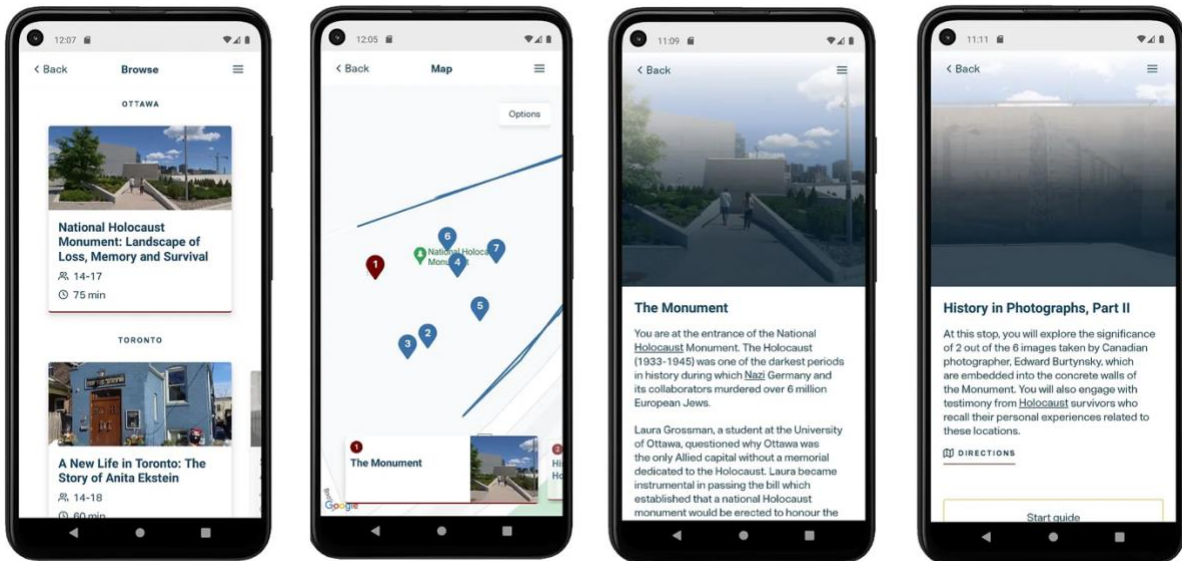
1. Ask your students to share what they know (or think that they know) and understand about the Holocaust. Again, this can be done openly, as an in-class share and discussion activity, or students can write and submit their thoughts regarding the Holocaust to the teacher.
2. Ask your students if any of them have encountered other monuments dedicated to remembering the Holocaust. If so, invite them to share their experiences and reactions.

Teachers can also search for other Holocaust Monuments located in Canada and other parts of the world and share images of these monuments for class reflection and discussion.

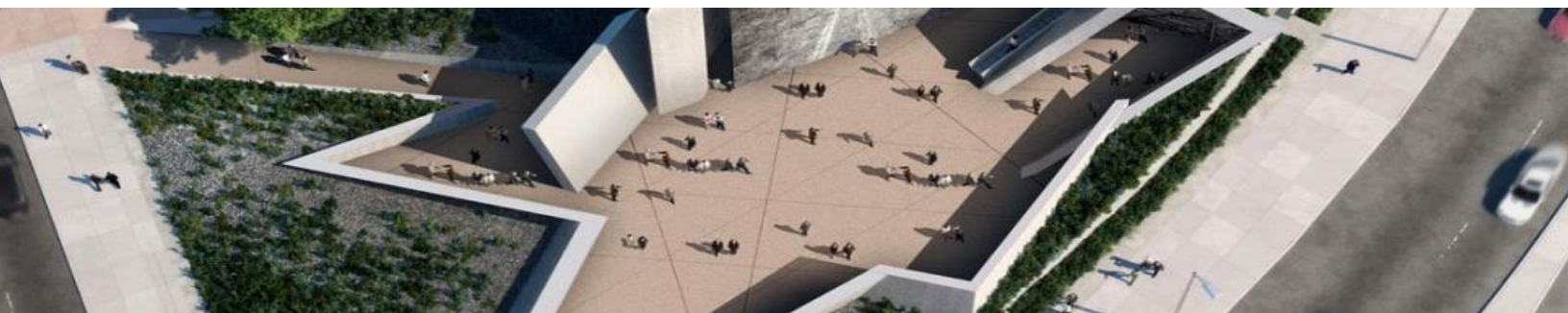
3. Ask your students why **THEY** think it is important and appropriate to build monuments in memory of those who were targeted during the Holocaust and those who tried to help the targeted. Ask why the monument was built in Ottawa and why that is important. (Be prepared: some students will not think this is appropriate any longer and others will wonder why there are no monuments to other genocides here).
4. Provide some time in which students can share (either in a discussion or through written submissions) some of the things they might be expecting and anticipating pre-IWalk. This can also be done in small groups.
5. Provide time in which students can share any areas of concern they might have. For example, Jewish students might be sensitive to triggers they could experience because of generational trauma associated with the Holocaust. Students who have fled war-torn countries – or have survived war-related trauma – might also be sensitive to triggers.



## Downloading the IWalk App



The IWalk QR code:



## During the IWalk Tour

Due to the nature of the information being given, teachers should be available to address any questions or comments from students and provide support if any students are distressed by what they are seeing.

Students and teachers are encouraged to make note of how their five senses are engaged during their exploration and on-site learning experience. What are you seeing, hearing, smelling, tasting, touching / feeling, and why?

For example, the sense of sight is straightforward . . . Students and teachers might comment on things they are seeing, as well as how and why certain things stand out to them / impact them. Sounds, smells, and tastes can refer to things that are going on around people as they take in the details of the NHM, but they can also be interpretational. For example, a visual might involve a scene wherein there are sounds, smells, and tastes that can be associated with the moment being depicted. Touch / feelings can refer to the physical sensations of the NHM itself, as well as the emotional reactions people experience as they walk through the structure.

The IWalk App guides students through seven stations along the NHM. At each station, students will engage with symbolism, history, and survivors' testimony and will be provided with questions to which they will be asked to respond.

These questions are designed to encourage:

- Active learning
- Guided exploration of a location
- Engagement with audio-visual testimony and other primary sources

Reflection on learning includes the 4C constructivist framework (guiding the general scope and sequence of the IWalk App). See page 3.



## IWalk App Stops and Segments

The NHM IWalk includes 7 stops, each stop includes a few segments. In addition to the symbolism and historical content, all survivors' testimonies are directly connected to the stopes and images incorporated in the National Holocaust Monument.

### **STOP 1: THE MONUMENT**

4 Segments

### **STOP 2: HISTORY OF THE HOLOCAUST**

8 segments

### **STOP 3: SEEKING REFUGE AND CANADA'S RESPONSE**

5 segments

### **STOP 4: HISTORY IN PHOTOGRAPHS (Persecution in Images)**

8 segments

### **STOP 5: HOPE AND RESILIENCE**

4 segments

### **STOP 6: FLAME OF REMEMBRANCE**

6 segments

### **STOP 7: THE PEACE TOWER**

3 segments



## Post IWalk App visit

### ***Immediate Thoughts and Reactions***

Following the Walk, students should have an opportunity to share (either through voicing them or through written responses) their immediate thoughts and reactions to the experience of walking through the NHM.

It is important to take some time right away to discuss the experience and to help students to process and respond to what they have seen and learned.

Some additional questions that teachers can ask their students to consider are:

1. Did anything you saw / learned about specifically stand out to you? If so, what was it and why did it stand out?
2. Did anything surprise you? If so, what was it and why did it surprise you?
3. Is there anything that you found to be particularly upsetting? If so, what and why?
4. Is there anything that you found to be particularly hopeful? If so, what and why?

### ***Physical Layout and Location***

Teachers are encouraged to invite their students to share their thoughts regarding the possible meaning behind the physical layout of the NHM, as well as the fact that the experience involves “travelling” from one area to the next.

What is the impact of the constant state of movement, and then pausing to consider each area?



Students should also be invited to comment upon the location of the NHM – in downtown Ottawa, close to the Parliament buildings and the Canadian War Museum. Why might this be important?





### ***Inspirational Impact***

Take some time in which to review the concepts of themes (that is, lessons and messages) and symbols (that is, representational value). Students can work in groups of four.

1. Ask the students to reflect upon themes and symbols that stood out to them during their visit. Once again, these reflections can be shared during a class discussion, or teachers can provide some time in which the students can write out their responses, to be shared during a class discussion (anonymously if the students prefer).

Some associated questions to ask students include:

1. Why is the NHM something that can appeal to people of all ages and stages?
2. Discuss the importance of testimony and what stood out to you.
3. Based on what you have learned about the Nazis and their destructive impact and the Holocaust, what does the statement “democracy is fragile” mean to you?
4. How do you understand democracy? How is the fight against antisemitism a key expression of democracy?
5. Why do we need to study history?
6. What responsibility do you have as a citizen in a democratic society?
7. In what ways can the learning experience at the NHM help people to understand and acknowledge issues that occur today? Are / how are these things connected?
8. How do the lessons we have learned from the Holocaust function as a foundation for anti-racist education in Canada? How can we use these learnings to combat modern antisemitism and overt racism we see on the rise in Canada today?
9. Is there anything that you are inspired to explore further because of this experience? If so, what and why?



10. Would you recommend a visit to the NHM to others? Who?

*Always provide the opportunity for students to ask questions.*



## National Holocaust Monument Images

**The Images Painted on the NHM** - Provided here for reference to students, post-visit.

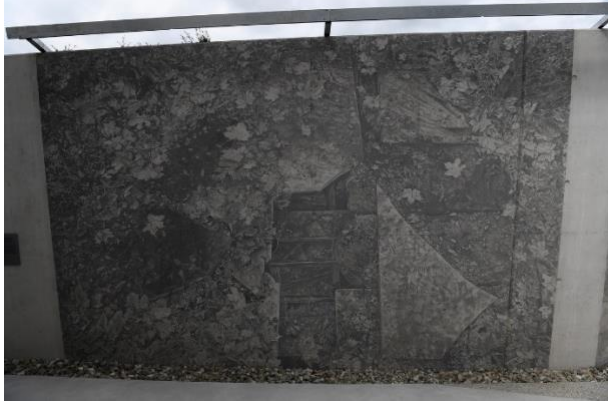
Six images by renowned Canadian photographer Eduard Burtynsky are etched on the walls of the NHM. They were installed to evoke a visual narrative. The six images are on a scale larger than life and represent today's landscape, not historical images.

*"I know that the monument cannot serve as a deterrent for antisemitism. However, I am hopeful that it will, for many future generations, shed some light on the Holocaust and those who suffered at the hands of the Nazis. I believe that a permanent structure in such proximity to the centre of government and the legal system, will help ensure that, regardless of religion or country of origin, the terrible dark phrase 'None is too many' will never be uttered in Parliament again."* Photographer Edward Burtynsky



**Image 1: Treblinka**

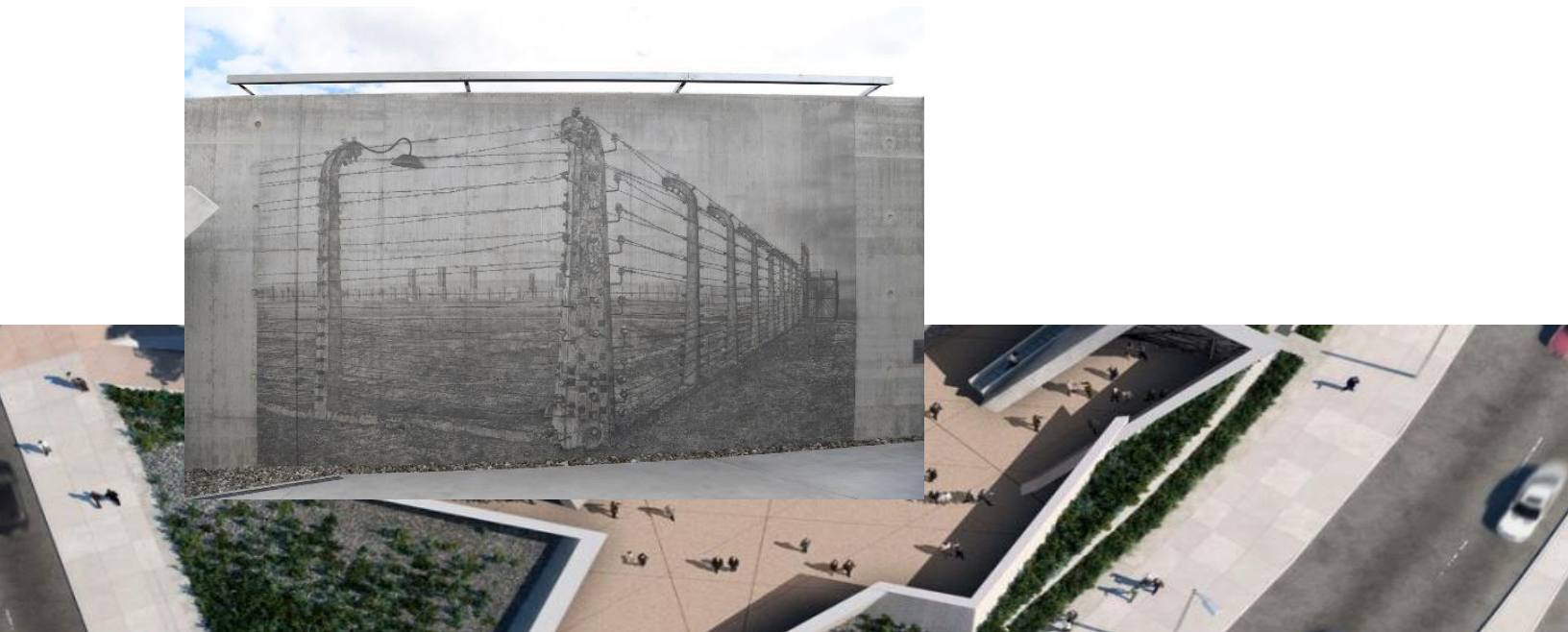




**Image # 2: The Jewish Cemetery near the Warsaw Ghetto**



**Image # 4: The Prayer Room in Theresienstadt**



**Image # 5: The Electric Fence at Auschwitz**

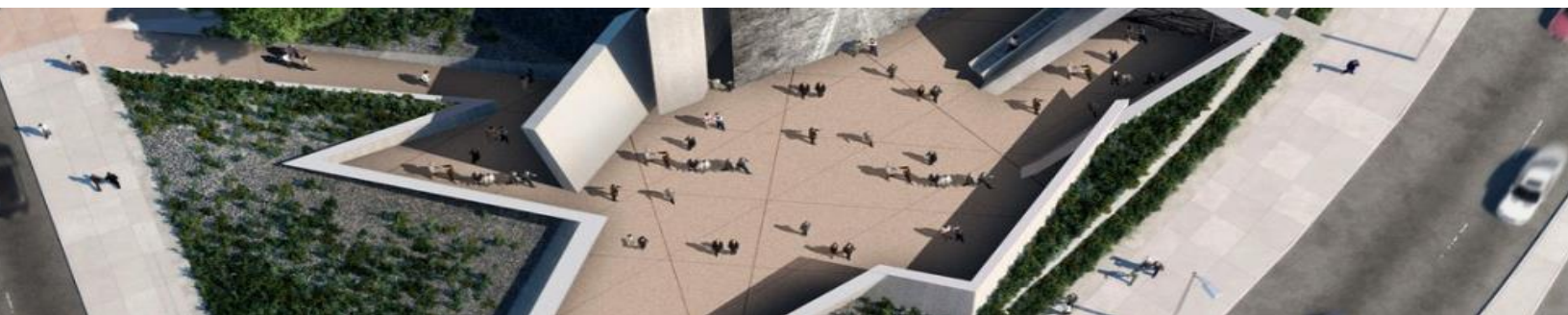


**Image # 6 Track 17 Berlin**



**Image # 6 The Death March**

**Detail, the road sign**





**The Eternal Light**

**Overview of the National  
Holocaust Monument**

