



**UJA FEDERATION**  
of Greater Toronto

**SARAH AND CHAIM NEUBERGER**  
**HOLOCAUST EDUCATION CENTRE**

**TEACHER'S RESOURCE GUIDE**  
***BRADY FAMILY RESOURCE KIT – ONLINE VERSION***



## RESOURCE GUIDE

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# RESOURCE GUIDE

## ABOUT US

The Sarah and Chaim Neuberger Holocaust Education Centre was officially opened on September 22, 1985. The Centre is an entity of the UJA Federation and receives an annual allocation from the Federation.

### MISSION –

Through its museum and programs, the Neuberger generates knowledge and understanding about the Holocaust and serves as a forum for dialogue about civil society for present and future generations.

### PROGRAMS –

The Neuberger reaches 20,000 students annually through school visits to the museum and education programs, and an additional 30,000 members of the general community through its signature program, Holocaust Education Week. Cited by scholars as one of the most comprehensive vehicles for Holocaust education and remembrance in the world, it has been recognized as a “Best Practice” in the field by the International Holocaust Remembrance Alliance (IHRA). Year-round programming - such as International Holocaust Remembrance Day, Raoul Wallenberg Day, and Yom HaShoah - demonstrates the Centre’s commitment to dynamic and meaningful programming across the GTA.



## ABOUT GEORGE BRADY

### BIOGRAPHY –

George Brady (1928-2019) lived in Nove Mesto, Czechoslovakia with his parents Markéta and Karel, and sister Hana. In March 1939 Nazi Germany annexed the area, and George's family encountered increasing restrictions and persecution until they were separated in 1942. Markéta and Karel were arrested in 1941, and 1942 George (age 14) and Hana (aged 11) were deported to Theresienstadt, a ghetto camp outside of Prague. The children were separated in 1944 when George was transported to Auschwitz in September and assigned to slave labour. The following month Hana was sent to Auschwitz where she was killed upon arrival. George was liberated during a death march in January 1945. Like so many others, George returned home to find that the Nazis had murdered his immediate and large extended family.

In 1951, George set out to start a new life in Canada, where he co-founded a plumbing business with a fellow Holocaust survivor. He was guided by the promise that he made to himself when he was persecuted by the Nazis: that if he survived, he would help those in need. George was in various charitable organisations and became an active member of Canadian society.

In 2000, Brady's story went international when a Japanese teacher's search to discover the fate of Hana Brady came to light. Although Hana had been murdered in Auschwitz at age 13, Fumiko Ishioka's search led across three continents to Hana's surviving brother, George. The resultant story became known as "Hana's Suitcase," and has since become the subject of an internationally best-selling book, play, documentary, docu-drama and interactive website.

George received many awards throughout his life for his contributions to civil society including the Order of Ontario, the Queen Elizabeth II Diamond Jubilee Medal, and the Cross of the Order of Merit of the Federal Republic of Germany. He also received Honorary Citizenship in his childhood town of Nove Mesto, Czech Republic.

### THE BRADY FAMILY ARCHIVE –

The Neuberger is grateful to the Brady Family for generously sharing their personal collection of artefacts and documents for this educational resource and allowing replica artefacts to be reproduced.

Special thanks to Lara Brady for graciously giving her time and expertise towards the creation of this teaching kit.



# THE BRADY FAMILY RESOURCE KIT

## PROJECT DESCRIPTION –

The Neuberger and the Brady family have partnered to develop an innovative interactive learning tool that incorporates George Brady's narrative with artefact exploration from this remarkable collection. For the first time ever, this Heritage Toronto Award-nominated classroom experience will be available through an online platform. The Brady Resource Kit encourages dialogue about and exploration of the Holocaust and its relevancy to contemporary issues.

This educational resource is based on the principles of inquiry-based instruction and encourages learners to discover facts to independently contextualize history. By examining and analyzing archival documents and replica artefacts, exploring excerpts of recorded survivor testimony, students learn about the Holocaust through one family's experiences. Students wrestle with questions and situations that may challenge preconceived ideas about the Holocaust and Jewish responses.

Working in small groups, students are charged with using the Historical Thinking Concepts to uncover the larger historical issues represented by each document. Guiding questions such as "Who created this document?" "What does this document represent?" "How did it survive and how did it come to Canada?" and "What is the significance of these items?" informs the inquiry process. A layered timeline-based activity draws upon the artefacts and documents for small-group conversations, leading to knowledge-building in areas such as life before the war, individual responses, post-war life and coming to Canada.

This project and its materials are copyrighted to the Neuberger Holocaust Education Centre. For more information contact: [neuberger@ujafed.org](mailto:neuberger@ujafed.org)



## CURRICULUM CONNECTIONS –

Extracted from:

- Canadian History Since World War I, Grade 10 Academic (CHC2D)
- Canadian History Since World War I, Grade 10 Applied (CHC2P)

Each phase of this project incorporates the Historical Thinking Concepts which meets Ontario Curricular guidelines and incorporates inquiry-based learning, the foundation for learners of today.

- **A1.1:** Formulate different types of questions to guide investigations into issues, events, and/or developments.
- **A1.2:** Select and organize relevant evidence and information on aspects of history from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives.
- **A1.3:** Assess the credibility of sources and information relevant to their investigations.
- **A1.4:** Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.
- **A1.5:** Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in history.
- **A1.6:** Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.
- **A1.7:** Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.
- **A1.9:** Use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terminology related to history and to the concepts of historical thinking).

Additionally, the project's topic can be used to meet Ontario Curricular guidelines in strands C (Canada 1929-1945) and E (Canada, 1982 to the Present).

- **C3.2:** Analyze 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 (e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project), and assess the significance of the responses/connections, including their significance for identities and heritage in Canada.
- **C3.3:** Analyze the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights (e.g., with reference to changes in Canadians' responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada's signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes).
- **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.



## CONTENT GUIDE –

The Resource Kit contains tools and resources for both teachers and students. This website allows you to examine original primary source documents and photographs as well as selected replica artefacts up close. The activities help to develop analytical and interpretive skills.

Among the resources included to use this program are:

- An introductory PowerPoint.
  - This resource will provide introductory remarks, situate the story of the Brady family within the context of the Second World War, and in the former Czechoslovakia. It will review definitions, what the Holocaust is, and explore some of the challenges in working with archival documents and photographs.
- Four individual website pages each representing an envelope from the physical kit, which contain specific documents, photographs and artefacts for the classroom activity. Each page/envelope represents a different stage of George Brady's experience.
  - Envelope 1: Pre-War Life.
  - Envelope 2: Invasion and Deportation.
  - Envelope 3: Imprisonment/Times in the Camps.
  - Envelope 4: Life after the Holocaust.
- English translation of documents.
- Testimony clips of George Brady that explains the context and background of the artefacts and documents.
- A list of vocabulary words students will encounter during the program, along with their definitions.
- A Document/Artefact Discovery Worksheets to be completed by students as they explore the website.
  - The .pdf version of the worksheet is fillable for Google Classrooms. Any and all text added by students will fit inside the answer sections.
- Step-by-step instructional guides describing the different possible ways to go through the program with students (Single Class Session vs. Multi-Class Sessions).



## FREQUENTLY ASKED QUESTIONS

### 1. Is George Brady still alive? Or Is it possible to meet George Brady?

Unfortunately, George Brady died on January 11, 2019. For more information about his life please refer to the biographies included in this kit.

### 2. How can I find out more about the Holocaust?

There are a number of reputable websites that you can explore that will provide you with informative and reliable information. These include: [www.ushmm.org](http://www.ushmm.org), [www.theholocaustexplained.org](http://www.theholocaustexplained.org) , and [www.yadvashem.org](http://www.yadvashem.org) are just a few of the sites to explore.

### 3. How can I hear more about the personal experiences of Holocaust survivors?

Accessing the digital testimonies of Holocaust survivors has never been easier. The Neuberger's Ekstein Library is an access point for the Visual History Archive of the USC Shoah Foundation which includes the Canadian Collection of testimonies from survivors living in Canada. If visiting in person, you can listen to testimonies in one of our computer stations. You can also access testimony collections online through a number of dedicated sites including [www.intheirownwords.net](http://www.intheirownwords.net)

## QUESTIONS?

Please email [neuberger@ujafed.org](mailto:neuberger@ujafed.org) for more information.





# LESSON PLAN - SINGLE CLASS SESSION

## OVERVIEW

### GRADE LEVEL –

Grade 10, Ontario Curriculum

*NOTE: While the kit was designed for a Grade 10 audience, it can be adopted by teachers in other grades as they see fit.*

### ESTIMATED TIME –

**Total Time Required:** 55-60 minutes

**Time Allotment Breakdown:**

- Opening Segment: 10 minutes
- Student Inquiry Segment: 20 minutes
- Table Presentation Segment: 10 minutes
- Concluding Segment: 10-15 minutes

If additional time is allocated, then more time can be spent on student questions and interactions with the recorded testimony segments.

### MATERIALS REQUIRED –

- Computer with projection of PowerPoint onto a screen.
- At least 3 printed copies of the Document/Artefact Discovery Worksheet for each group.
- 1 printed vocabulary list for each group.
- At least 1 computer or tablet for each group to use to explore the site.
- **If this is a Google classroom there is no need to use print materials. All materials can be used in the digital format.**

### ROOM SET UP –

Each group of students, ideally no more than 3 or 4 members per group, should sit together around a computer, ensuring that everyone can see the screen. No more than 2 groups should be focusing on the same envelope.



## STEP-BY-STEP GUIDE

### OPENING SEGMENT (10 minutes)

1. Open the “Exploring the Evidence” PowerPoint presentation and go through it with the class.
  - a. Note: The talking points for each slide are listed in the notes section of the PowerPoint.
2. Complete this segment with the task for the students: To be history detectives and uncover the story of George Brady, the story behind the replica artefacts, some of the challenges Holocaust survivors faced when rebuilding their lives in Canada.

### STUDENT INQUIRY SEGMENT (20 minutes)

1. Ask students to open the page for their assigned envelope on the screen and begin reviewing the objects. Be sure to make it clear that students are to only look at the objects and enlarge them. Do not go further into the site to find the answers (Don’t click the arrow at the side of the page).
2. Depending on time, students may analyze and interpret as many objects as they have in the envelope. However, stress with students that they should carefully examine each document or photograph for clues about its meaning and note how they could go about trying to find answers to questions they may have. Encourage them to complete worksheets for at least three (3) objects within their envelope (Use 1 worksheet per object).
3. Have students discuss the objects in their envelope with their group and answer the questions on the worksheet provided. Students should record their observations and add any previous knowledge they may have about the object or the time period it came from. Ask them to prepare a hypothesis as to what the object is.
4. As the facilitator you can check on their progress and provide some bridging information.
5. Use your own judgement on the timing. If the groups need more or less time, then adjust accordingly.

### TABLE PRESENTATION SEGMENT (10 minutes)

1. When the time is up, each group should present to the class what they had in their envelope, what they discovered, and what they still need to find out, sharing questions they might have about the items with their classmates.
2. Encourage other students to share advice on how the group might go about finding out additional information.



3. With four groups presenting, allow approximately 3-4 minutes per group.
4. After the students have finished presenting their discoveries to the group, you may want to play one or two of the corresponding video excerpts. This will allow for the group as a whole to hear George explain the significance of the item and to provide additional background information. Remember, these video segments are short, on average 2-3 minutes yet they provide an important opportunity for students to hear a first-hand account of someone who survived the Holocaust and who can offer important insights into the stories behind each object or document.

### CONCLUDING SEGMENT (10-15 minutes)

1. After each group has presented on the documents that they received, ask students to use the remaining time to explore the rest of the envelopes and the objects they didn't report on.
2. They can go back to the other envelopes, watch the videos and correct or add additional pieces of information as needed to their worksheets. Have students think about the new information they learned for the objects and what methods they could have used to uncover it.
3. At the conclusion, students will have thoroughly examined primary source materials and discovered multiple aspects and threads to how George Brady survived the Holocaust and how the Holocaust affected his family.
4. Encourage students to watch the video testimony from George Brady. He will provide additional background information on specific items and share some of his personal memories of what the items mean to him. Remember, these segments are short, concise reflections given by George Brady about the documents, photographs and artefacts the students have examined. Tell students to ask if they have any additional questions after watching the videos.



# LESSON PLAN – MULTI-CLASS SESSION

## OVERVIEW

### GRADE LEVEL –

Grade 10, Ontario Curriculum

*NOTE: While the kit was designed for a Grade 10 audience, it can be adopted by teachers in other grades as they see fit.*

### ESTIMATED TIME –

**Total Time Required:** 4 class sessions, each 55-60 minutes

**Time Allotment Breakdown for each class:**

	Day 1 (Envelope #1)	Day 2 (Envelope #2)	Day 3 (Envelope #3)	Day 4 (Envelope #4)
<b>Opening Segment</b>	10 minutes	-	-	-
<b>Student Inquiry Segment</b>	10 minutes	10 minutes	10 minutes	10 minutes
<b>Table Presentation Segment</b>	20 minutes	25 minutes	30 minutes	25 minutes
<b>Concluding Segment</b>	10-15 minutes	15-20 minutes	10-15 minutes	15-20 minutes

If additional time is allocated, then more time can be spent on student questions and interactions with the recorded testimony segments.

### MATERIALS REQUIRED –

- Computer with projection of PowerPoint onto a screen.
- At least 3 printed copies of the Document/Artefact Discovery Worksheet for each group.
- 1 printed vocabulary list for each group.
- At least 1 computer or tablet for each group to use to explore the site.
- **If this is a Google classroom there is no need to use print materials. All materials can be used in the digital format.**

### ROOM SET UP –

Each group of students, ideally no more than 3 or 4 members per group, should sit together around a computer, ensuring that everyone can see the screen.



## DAY 1 – STEP-BY-STEP GUIDE

### OPENING SEGMENT (10 minutes)

1. Open the “Exploring the Evidence” PowerPoint presentation and go through it with the class.
  - a. Note: The talking points for each slide are listed in the notes section of the PowerPoint.
2. Complete this segment with the task for the students: To be history detectives and uncover the story of George Brady, the story behind the replica artefacts, some of the challenges Holocaust survivors faced when rebuilding their lives in Canada.

### STUDENT INQUIRY SEGMENT (10 minutes)

1. Ask the students to open the page for Envelope 1 on the screen. Assign each of the 7 groups a single object to review. Be sure to make it clear that students are to only look at the objects. They may enlarge the images if they want. They may not go further into the site to find out what they are looking at (Don't click the arrow at the side of the page).
2. Have students discuss the object with their group and answer the questions on the worksheet provided. Students should record their observations and add any previous knowledge they may have about the object or the time period it came from. Ask them to prepare a hypothesis as to what the object is.
3. Encourage students to use up the entire 10 minutes provided for this segment. Stress with students that they should carefully examine the object for clues about its meaning and note how they could go about trying to find answers to other questions they may have.
4. As the facilitator you can check on their progress and provide some bridging information.
5. Use your own judgement on the timing. If the groups need more or less time, then adjust accordingly.

### TABLE PRESENTATION SEGMENT (20 minutes)

1. When the time is up, each group should present to the class what their object was, what they discovered, and what they still need to find out, sharing questions they might have about the object with their classmates.
2. Encourage other students to share advice on how the group might go about finding out additional information.
3. Allow approximately 3-4 minutes per group.



4. As students present their objects, create a list of discoveries the class has made about George Brady and his family from this envelope. Each presentation will reveal more aspects and threads to how George Brady survived the Holocaust and how the Holocaust affected his family. After each group has presented you will have worked together to create a summary of the envelope.
5. After the students have finished presenting their discoveries to the group, you may want to play one or two of the corresponding video excerpts. This will allow for the group as a whole to hear George explain the significance of the item and to provide additional background information. Remember, these video segments are short, on average 2-3 minutes yet they provide an important opportunity for students to hear a first-hand account of someone who survived the Holocaust and who can offer important insights into the stories behind each object or document.

## CONCLUDING SEGMENT (10-15 minutes)

1. After each table has reported on their object, ask students to use the remaining time to explore the rest of the envelope and the objects they didn't see.
2. They can watch additional video excerpt and correct or add additional pieces of information as needed. Have students think about the new information they learned about for the objects and what methods they could have used to uncover it.
3. Encourage students to watch the video testimony from George Brady that accompany the various objects. He will provide additional background information on specific items and share some of his personal memories of what the items mean to him. These segments are concise reflections given by George Brady about the documents, photographs and artefacts the students have examined. Remind students to ask if they have any additional questions after watching the videos.
4. At the conclusion, students will have thoroughly examined primary source materials and discovered multiple aspects and threads about this period in George Brady's life.

## DAY 2 – STEP-BY-STEP GUIDE

### STUDENT INQUIRY SEGMENT (10 minutes)

1. Ask the students to open the page for Envelope 2 on the screen. Assign each of the 7 groups a single object to review. Be sure to make it clear that students are to only look at the objects. They may enlarge the images if they want. They may not go further into the site to find out what they are looking at (Don't click the arrow at the side of the page).



2. Have students discuss the object with their group and answer the questions on the worksheet provided. Students should record their observations and add any previous knowledge they may have about the object or the time period it came from. Ask them to prepare a hypothesis as to what the object is.
3. Encourage students to use up the entire 10 minutes provided for this segment. Stress with students that they should carefully examine the object for clues about its meaning and note how they could go about trying to find answers to other questions they may have.
4. As the facilitator you can check on their progress and provide some bridging information.
5. Use your own judgement on the timing. If the groups need more or less time, then adjust accordingly.

### TABLE PRESENTATION SEGMENT (25 minutes)

1. When the time is up, each group should present to the class what their object was, what they discovered, and what they still need to find out, sharing questions they might have about the object with their classmates.
2. Encourage other students to share advice on how the group might go about finding out additional information.
3. Allow approximately 3-4 minutes per group.
4. As students present their objects, create a list of discoveries the class has made about George Brady and his family from this envelope. Each presentation will reveal more aspects and threads to how George Brady survived the Holocaust and how the Holocaust affected his family. After each group has presented you will have worked together to create a summary of the envelope.
5. After the students have finished presenting their discoveries to the group, you may want to play one or two of the corresponding video excerpts. This will allow for the group as a whole to hear George explain the significance of the item and to provide additional background information. Remember, these video segments are short, on average 2-3 minutes yet they provide an important opportunity for students to hear a first-hand account of someone who survived the Holocaust and who can offer important insights into the stories behind each object or document.

### CONCLUDING SEGMENT (15-20 minutes)

1. After each table has reported on their object, ask students to use the remaining time to explore the rest of the envelope and the objects they didn't see.



2. They can watch additional video excerpt and correct or add additional pieces of information as needed. Have students think about the new information they learned about for the objects and what methods they could have used to uncover it.
3. Encourage students to watch the video testimony from George Brady that accompany the various objects. He will provide additional background information on specific items and share some of his personal memories of what the items mean to him. These segments are concise reflections given by George Brady about the documents, photographs and artefacts the students have examined. Remind students to ask if they have any additional questions after watching the videos.
4. At the conclusion, students will have thoroughly examined primary source materials and discovered multiple aspects and threads about this period in George Brady's life.

## DAY 3 – STEP-BY-STEP GUIDE

### STUDENT INQUIRY SEGMENT (10 minutes)

1. Ask the students to open the page for Envelope 3 on the screen. Assign each of the 9 groups a single object to review. Be sure to make it clear that students are to only look at the objects. They may enlarge the images if they want. They may not go further into the site to find out what they are looking at (Don't click the arrow at the side of the page).
2. Have students discuss the object with their group and answer the questions on the worksheet provided. Students should record their observations and add any previous knowledge they may have about the object or the time period it came from. Ask them to prepare a hypothesis as to what the object is.
3. Encourage students to use up the entire 10 minutes provided for this segment. Stress with students that they should carefully examine the object for clues about its meaning and note how they could go about trying to find answers to other questions they may have.
4. As the facilitator you can check on their progress and provide some bridging information.
5. Use your own judgement on the timing. If the groups need more or less time, then adjust accordingly.

### TABLE PRESENTATION SEGMENT (30 minutes)

1. When the time is up, each group should present to the class what their object was, what they discovered, and what they still need to find out, sharing questions they might have about the object with their classmates.





2. Encourage other students to share advice on how the group might go about finding out additional information.
3. Allow approximately 3-4 minutes per group.
4. As students present their objects, create a list of discoveries the class has made about George Brady and his family from this envelope. Each presentation will reveal more aspects and threads to how George Brady survived the Holocaust and how the Holocaust affected his family. After each group has presented you will have worked together to create a summary of the envelope.
5. After the students have finished presenting their discoveries to the group, you may want to play one or two of the corresponding video excerpts. This will allow for the group as a whole to hear George explain the significance of the item and to provide additional background information. Remember, these video segments are short, on average 2-3 minutes yet they provide an important opportunity for students to hear a first-hand account of someone who survived the Holocaust and who can offer important insights into the stories behind each object or document.

### CONCLUDING SEGMENT (10-15 minutes)

1. After each table has reported on their object, ask students to use the remaining time to explore the rest of the envelope and the objects they didn't see.
2. They can watch additional video excerpt and correct or add additional pieces of information as needed. Have students think about the new information they learned about for the objects and what methods they could have used to uncover it.
3. Encourage students to watch the video testimony from George Brady that accompany the various objects. He will provide additional background information on specific items and share some of his personal memories of what the items mean to him. These segments are concise reflections given by George Brady about the documents, photographs and artefacts the students have examined. Remind students to ask if they have any additional questions after watching the videos.
4. At the conclusion, students will have thoroughly examined primary source materials and discovered multiple aspects and threads about this period in George Brady's life.



## DAY 4 – STEP-BY-STEP GUIDE

### STUDENT INQUIRY SEGMENT (10 minutes)

1. Ask the students to open the page for Envelope 4 on the screen. Assign each of the 8 groups a single object to review. Be sure to make it clear that students are to only look at the objects. They may enlarge the images if they want. They may not go further into the site to find out what they are looking at (Don't click the arrow at the side of the page).
2. Have students discuss the object with their group and answer the questions on the worksheet provided. Students should record their observations and add any previous knowledge they may have about the object or the time period it came from. Ask them to prepare a hypothesis as to what the object is.
3. Encourage students to use up the entire 10 minutes provided for this segment. Stress with students that they should carefully examine the object for clues about its meaning and note how they could go about trying to find answers to other questions they may have.
4. As the facilitator you can check on their progress and provide some bridging information.
5. Use your own judgement on the timing. If the groups need more or less time, then adjust accordingly.

### TABLE PRESENTATION SEGMENT (25 minutes)

1. When the time is up, each group should present to the class what their object was, what they discovered, and what they still need to find out, sharing questions they might have about the object with their classmates.
2. Encourage other students to share advice on how the group might go about finding out additional information.
3. Allow approximately 3-4 minutes per group.
4. As students present their objects, create a list of discoveries the class has made about George Brady and his family from this envelope. Each presentation will reveal more aspects and threads to how George Brady survived the Holocaust and how the Holocaust affected his family. After each group has presented you will have worked together to create a summary of the envelope.
5. After the students have finished presenting their discoveries to the group, you may want to play one or two of the corresponding video excerpts. This will allow for the group as a whole to hear George explain the significance of the item and to provide additional background information. Remember, these video segments are short, on average 2-3 minutes yet they provide an important opportunity for



students to hear a first-hand account of someone who survived the Holocaust and who can offer important insights into the stories behind each object or document.

### CONCLUDING SEGMENT (15-20 minutes)

1. After each table has reported on their object, ask students to use the remaining time to explore the rest of the envelope and the objects they didn't see.
2. They can watch additional video excerpt and correct or add additional pieces of information as needed. Have students think about the new information they learned about for the objects and what methods they could have used to uncover it.
3. Encourage students to watch the video testimony from George Brady that accompany the various objects. He will provide additional background information on specific items and share some of his personal memories of what the items mean to him. These segments are concise reflections given by George Brady about the documents, photographs and artefacts the students have examined. Remind students to ask if they have any additional questions after watching the videos.
4. At the conclusion, students will have thoroughly examined primary source materials and discovered multiple aspects and threads about this period in George Brady's life.



# Object Discovery Worksheet

Group Members: \_\_\_\_\_

Envelope #: 1 2 3 4      Object: \_\_\_\_\_

**WHAT DO YOU SEE?**  
(Statement of Facts)

**WHAT DOES THIS TELL YOU ABOUT THE OBJECT?**  
(Interpretations)

What type of object is this? (ie. Photograph, Letter, etc.) What makes you think this?

When was this object produced? How can you tell or not tell?

Where do you think this document came from? Who do you think made it?

What does this object tell us about George Brady and his family?

What other questions do you have about this object?	How might you go about finding this additional information?



## Glossary

**Allied Forces (Allies):** The nations fighting Nazi Germany, Fascist Italy, and eventually Imperial Japan during the Second World War. Major allied nations included Great Britain, the Soviet Union, Canada, and eventually the United States.

**Auschwitz:** A network of concentration and death camps located in Nazi-occupied Poland. Initially, it was a site to house political prisoners, however by mid-war it had gas chambers. Of the estimated 1.3 million individuals sent to Auschwitz, 1.1 million died.

**Concentration Camp:** Prison camps where Jews and other victims of the Nazis were confined without regard for the legal process of democracy. They had to work very long hours for the Nazis and did not receive much food or any medicine. Conditions were overcrowded and harsh. These camps were often surrounded by barbed wire and Nazi soldiers equipped with guard dogs and guns to prevent escapes.

**Czechoslovakia:** A nation that declared its independence from the Austro-Hungarian Empire in 1918. In 1938, following the Munich Conference, Nazi Germany occupied and annexed part of Czechoslovakia, called the Protectorate of Bohemia and Moravia.

**Death Camp:** A type of prison camp established with the intent of systematically killing the people who were sent there.

**Death March:** At the end of the war, as the Red Army approached the death and concentration camps in Nazi-occupied Europe, the Nazis forced the inmates of several camps to march to camps located within Germany. Conditions were brutal and many died on these forced marches.

**Displaced Person (DP):** A term used to describe survivors after the Holocaust. It meant they did not have a place or a home to go back to after the Holocaust ended.

**Final Solution:** Term used by the Nazis to describe their plan to murder the Jews of Europe.

**Gestapo:** The abbreviated form for the German term Geheime Staatspolizei. They were the official secret police of Nazi Germany and German-occupied Europe and feared for their brutality.

**Ghetto:** A place where Jews were forced to live by the Nazis and Nazi supporters. These places were often dirty and without much food or medicine. Jews were prevented from leaving these places by the Nazis.

**Liberation:** Refers to the moment when Allied forces reached a concentration camp, death camp, or forced march.

**Protectorate of Bohemia and Moravia:** The part of Czechoslovakia occupied by Nazi Germany in 1938.

**Ravensbrück:** A concentration camp for women located in northern Germany. The camp was primarily used to house individuals who were used as slave labour.

**Theresienstadt:** A hybrid concentration camp and ghetto located in the fortress town Terezin, in the Protectorate of Bohemia and Moravia. It operated as a waystation to the death camps while presenting a more positive image to outside observers.