



NOVEMBER

CIJA

HOLOCAUST EDUCATION MONTH

Holocaust Remembrance: The Story of Max and Lily Brauer

Video resource created by:

Julia (gr.8) and Sarah (gr.11) Smith.

Element High School

Ottawa, Ontario.



Credit and thanks to Julia and Sarah Smith for sharing their video, ***Holocaust Remembrance: The Story of Max and Lily Brauer*** with others.



Video resource created by:

Julia (gr.11) and Sarah (gr.8) Smith.
Element High School
Ottawa, Ontario

This video came about because it was an extension activity in one of Sarah's classes.

Sarah and Julia's mom, Alexandra Smith (an OCDSB teacher) encouraged them to learn more about their ancestors.

The video that Julia and Sarah created and shared honours their great grandparents and offers us an opportunity to learn more about the Holocaust and the lived experiences of Lily and Max Brauer.

The Holocaust was the systematic persecution and murder of 6 million Jews, organized by the Nazi State and its collaborators from 1933 to 1945.

In addition to committing genocide against the Jews, the Nazis committed genocide against the Roma and the Sinti. Other marginalized groups were also persecuted during this period: people with disabilities, homosexuals, Slavic people, political opponents, Jehovah Witnesses.



Learning/Studying/Understanding the Holocaust reminds us that **democratic institutions and values are not automatically sustained**. They need to be appreciated, nurtured, and protected. The Holocaust was not an accident in history. It occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately mass murder to occur. It also teaches us that silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can—however unintentionally—perpetuate these problems.

K - W - L

What I **Know** about the Holocaust.

What I **Want** to know about Holocaust.

What I **Learned** about the Holocaust -from this activity.

Definitions of Keywords

Aryan : 1. (in Nazi ideology) a Caucasian of non-Jewish descent, esp of the Nordic type [Aryan definition and meaning | Collins English Dictionary](#)

The Nazis* took a term used to describe an ancient tribe and applied it to themselves, falsely claiming that their own “Aryan race” was superior to all other racial groups. The term “non-Aryan” was used to designate Jews, partJews and others of supposedly inferior race.

Gentile: A Gentile is a person who is not Jewish.

[Gentile definition and meaning | Collins English Dictionary](#)

Ghetto: A ghetto is a part of a city in which many poor people or many people of a particular race, religion, or nationality live separately from everyone else.

<https://www.collinsdictionary.com/dictionary/english/ghetto>

What is a primary source?



What is a primary source?

A primary source is a source that:


- is first-hand accounts of a topic, from people who had a direct connection with it
- has not been modified
- original materials

Primary Sources

Primary sources are original first-hand accounts of or objects from an event, topic or historical time period.

Examples:

- letters
- diaries
- autobiographies
- songs
- tools
- speeches
- paintings
- clothing
- weapons
- research or census data
- live news feeds



twinkl

What is a secondary source?



What is a secondary source?

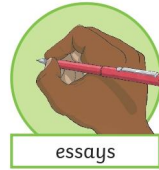
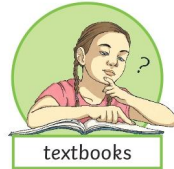
A secondary source is a source that is:

- one step removed from primary sources
- they often quote or otherwise use primary sources
- adds a layer of interpretation and analysis

Secondary Sources

A secondary source is a second-hand account that interprets primary sources. They often use primary sources as the basis for their content.

Examples:



The Heroic Story of Lily and Max and How they Survived the Holocaust.



This video is a secondary source BUT has some primary sources included in it.

You will hear recordings of Lily and Max Brauer recounting their experiences during the Holocaust.

Lily's Life:

Before WW2 and the Holocaust

During the Holocaust

After the Holocaust

Max's Life:

Before WW2 and the Holocaust

During the Holocaust

After the Holocaust

3 things that you learned from the video:



A large rectangular area with a dotted border, divided into three horizontal sections, intended for writing the three things learned from the video.

2 facts from Lily and Max's lives that you found interesting:



**1 question that you have after
watching the video:**



How do Lily and Max's recordings contribute to your/our understanding of the Holocaust?

A large, empty rectangular box with a dotted border, intended for a response to the question above. The box is centered horizontally and occupies a significant portion of the page's width.

Did you know that starting next year, all Ontario students in grade 6 will learn about the Holocaust?



Why do you think this decision was made?



Why is it important that we continue to learn about the Holocaust?

A large, empty rectangular box with a dotted border, centered on the page below the title. It is intended for a student to write their answer to the question.