



Never Forget

**A Thematic Teaching Unit on
Prejudice and the Holocaust
for Primary Students**

By: Lizette Kabak Weingard

© 1999

For information concerning IMPACT II opportunities, such as interschool visits, Adapter
and Disseminator grants, please contact: The Education Fund at
900 NE 125th Street, Suite 10
North Miami, FL 33161
www.educationfund.org



It was my goal and hope in preparing this unit to help students accept and appreciate uniqueness in themselves and others in order for them to become productive members of an ever-changing multicultural society. The unit was designed to guide students in beginning to recognize that they have the power to make a positive difference in the world. The lesson plans offer a wide range of activities on issues surrounding tolerance, prejudice, and the Holocaust. Each activity intends to teach students that they are responsible for the choices they make and the resulting consequences.

Teachers are in the unique position of being able to influence the development of children's values and attitudes. Children need to be taught at a young age that differences enrich the world, not divide it. It is crucial that teachers encourage cooperation and tolerance in the classroom with the hope that lessons learned in school are carried into all areas of life.

I hope that as an educator you find these lessons and activities enriching to your curriculum. As a teacher myself, I have had great success in implementing the unit in my own classroom throughout the school year. Know that you make a difference in the lives of your students every single day...because of you they are becoming brighter and kinder human beings.

With wishes for a peaceful tomorrow,

Lizette Kabak Weingard
Virginia A. Boone Highland Oaks Elementary

The Holocaust: An Overview

In the world we live in, there have been periods in time where dominating groups in power have suppressed, enslaved and murdered other groups of people. The Holocaust was the planned, official murder of six million Jews by the Nazi government during World War II. The events of the Holocaust took place between the years of 1933 and 1945 and affected Jews, Soviet prisoners of war, Polish citizens, homosexuals, and various other political and social dissidents.

In 1933, Adolf Hitler was appointed to the most powerful position in the German government, Chancellor. His political party, the National Socialist German Workers, was known as the Nazi Party for short. Once in office, Hitler began to change the German democracy into a dictatorship. He passed laws that took away individual freedoms such as free speech, press, and assembly. He also believed that Germans were racially superior to other races, such as the Jews, Gypsies, and people with disabilities.

Jews, who accounted for less than one percent of the German population, were the main target of Nazi hatred and consequently blamed for Germany's economic depression. Laws were passed forcing Jews out of public jobs and calling for boycotting of Jewish businesses. The Nuremberg Laws, passed in 1935, defined a Jew based on the blood of his/her grandparents. Jews were stripped of their rights to attend public schools, parks, and theaters.

Between 1937 and 1939, Nazis seized Jewish owned businesses. Kristallnacht (the night of broken glass), refers to the organized riot at which time the Nazis destroyed synagogues, Jewish stores, homes, arrested Jewish men, and began murdering Jewish individuals. As a result of these activities, Jews were forced out of Germany's economic life.

The Nazis focused their main persecution on the Jews, but they also limited the rights of other races they deemed less inferior. They involuntarily sterilized offspring of mixed racial marriages as well as people with disabilities and Gypsies. Homosexuals and Jehovah's Witnesses were arrested and sent to concentration camps. By the end of 1936, thousands of people deemed undesirable by the Nazi regime were held against their will in concentration camps and local jails.

World War II began on September 1, 1939, when Germany invaded Poland under the leadership of Adolf Hitler. Once the Polish army was defeated, the German army enslaved and massacred Polish citizens whom the Nazis viewed as less human. Soon after overpowering Poland, the German army moved on to conquer Denmark, Norway, Holland, Belgium, Luxembourg, and France. Italy, Romania, and Hungary joined with the Germans to become the Axis Powers.

Germans and their collaborators created ghettos, concentration camps, and forced labor centers where they sent Jews, Gypsies and other groups targeted by Nazi hatred. Jews in Polish cities such as Warsaw and Lodz were forced into walled ghettos where they were subjected to starvation, overcrowding, and diseases. In an effort to maintain some normalcy, Jews in the ghettos attempted to maintain their cultural and religious practices at the risk of deadly consequences.

In 1942, the Germans began to empty out the ghettos by sending the occupants to killing centers, known as extermination camps, equipped with facilities for mass gassing. The decision by the German government to annihilate the Jews became known as the Final Solution. There were six main killing sites : Belzec, Sobibor, Treblinka, Chelmo, Majdanek, and Auschwitz-Birkenau (also a slave labor and concentration camp). Most victims were murdered immediately, few survived.

The killing centers were operated by the Nazi Security Police (S.S.). The victims were separated upon arrival, forced to undress, and sent into gas chambers disguised as shower facilities. Once in the gas chambers, carbon monoxide or Zyklon B was used to murder them. By the end of World War II, an estimated six million Jewish men, women, and children lost their lives at the hands of the Nazis.

Throughout the terror of the Holocaust, there were men and woman who risked their lives to save Jews. In Denmark, ninety percent of the Jewish population was rescued and taken to safe havens. All over occupied Europe, brave men and woman did what their consciences told them was right. These righteous few are remembered for their brave acts.

In May of 1945, the Allied Powers (British Commonwealth, Free France, United States, and the Soviet Union) defeated Nazi Germany. Nazi rule had a destructive effect in every country of occupied Europe. The vast implications of their rule of terror are still being felt today. In studying this tragic period in history, there is hope that the atrocities of the past will not be forgotten or repeated.

Information obtained from the United States Holocaust Memorial Museum:

<http://www.ushmm.org/education/history.html>

Goals

1. Encourage students to recognize and appreciate uniqueness in themselves and others.
2. Guide students to realize that one person can make a difference.
3. Provide students with a basic introduction to the Holocaust.
4. Help students to recognize the importance of teaching and learning about the Holocaust.

Objectives

1. Students will know three things common to all human beings.
2. Students will identify three characteristics about themselves that make them unique and special.
3. Students will recognize differences in others in a positive manner.
4. Students will identify differences in people and explain how the differences enrich us.
5. Students will understand how words can hurt or feel good.
6. Students will understand that his or her actions affect themselves and others.
7. Students will define prejudice and list two effects.
8. Students will define war and list two effects.
9. Students will define Holocaust and know when and where it took place.
10. Students will identify the victims, good people, bad people, quiet people and heroes of the Holocaust.
11. Students will develop a list of characteristics of a hero.
12. Students will understand why teaching and learning about the Holocaust is important.
13. Students will list four ways they can help make the world a peaceful place for all living things.
14. Students will write and sign a personal peace plan.

Children's Literature used in the Lessons
Compiled by: Lizette Kabak Weingard 1999

Abells, Chana Byers The Children We Remember

Adler, David The Number on My Grandfather's Arm

Adler, David One Yellow Daffodil

Bunting, Eve Terrible Things

Coles, Robert The Story of Ruby Bridges

Feder, Paula Kurzband The Feather-Bed Journey

Hoestlandt, Jo Star of Fear, Star of Hope

Lakin, Patricia Don't Forget

Mochizuki, Ken Passage to Freedom

Polacco, Patricia Chicken Sunday

Rabe, Bernice The Balancing Girl

Spier, Peter People

Tsuchiya, Yukio Faithful Elephants

Waldman, Neil The Never-Ending Greenness

Picture Books on the Holocaust
Compiled by: Lizette Kabak Weingard 1999

- Abells, C.B. 1983. The Children We Rememebr, Greenwillow Books.
- Adler, D. 1994. Hilde and Eli, Holiday House.
- Adler, D. 1987. The Number on My Grandfather's Arm, UAHC Press.
- Adler, D. 1995. One Yellow Daffodil, Gulliver Books.
- Bunting, E. 1980. Terrible Things, Jewish Publication Society.
- Feder, P.K. 1995. The Feather-Bed Journey, Albert Whitman and Company.
- Ginsburg, M. 1983. The Tattooed Torah, UAHC Press.
- Hoestlandt, J. 1993. Star of Fear, Star of Hope, Walker and Company.
- Innocenti, R. 1985. Rose Blanche, Creative Education Inc.
- Lakin, P. 1994. Don't Forget, Tambourine Books.
- Mochizuki, K. 1997. Passage to Freedom, Lee and Low Books.
- Nerlove, M. 1996. Flowers on the Wall, Margaret K. McElderry Books.
- Waldman, N. 1997. The Never-Ending Greenness, Morrow Junior Books.
- Wild, M. and Vivas, J. 1991. Let the Celebrations Begin!, Orchard Books

“People”

Objective #1: Students will know three things common to all human beings

Materials:

Book People by Peter Spier

Chart paper

Markers

Procedure:

- With students sitting on the floor tell them that they are going to figure out what it means to be a human being
- Ask students what they think it means to be a human being
- Allow a few minutes for discussion
- Tell students you are going to read them a book all about human beings
- Remind students to listen carefully for two characteristics common to all people
- Read book People by Peter Spier

Discussion Questions:

- How do human beings enter the world, big or small?
 - Do people come one color or many colors?
 - Tell one way that people are alike? Different?
 - Tell me one way you have fun?
 - What kind of home do you live in?
 - Do you know someone who lives in a different type of home?
 - How many suns shine on our earth?
 - Do all people live under the same sun?
 - What would the world be like if everyone was exactly the same?
 - Is being different important? Why or why not?
- Ask students to share the two characteristics common to all people they discovered in the book
 - Write characteristics on chart paper as students generate responses
 - Review list with students

“Yes/No”

Objective #1:

Students will know three things common to all human beings

Materials:

Pictures of human beings and non human beings

Two large circles (one that says YES and one that says NO)

Individual copies of writing prompt: Human beings have two things in common

Procedure:

- Review with students characteristics of human beings
- Tell students we are going to play the YES/NO game
- Explain the rules of the game: Teacher will show students a picture, if it is a human being students point to YES, if it is not a picture of a human being students point to NO
- Place YES circle on one side of students and NO on the other side with enough distance apart for students to be able to point without confusion
- Begin showing students pictures of various people, objects and animals, after each picture students should point to YES or NO
- Tell students they are going to write about what they have learned
- Go over writing prompt, discuss possible ideas to write.
- Pass out copies of writing prompt
- Provide enough time for students to successfully complete activity

Name: _____ Date: _____

All human beings have two things in common.

--	--

“It’s a Small World”

Objective #1:

Students will know three things common to all human beings

Materials:

Magazines to be cut

Scissors

Construction paper

Glue

Music recording to “It’s a Small World”

Globe or world map

Procedure:

-Play song “It’s a Small World”

-After students have heard the song, replay it asking students to pay careful attention to the words

-Go over the words with students making sure they understand any unfamiliar terms

DISCUSSION:

-What do they mean by....

-World of laughter?

-World of tears?

-What are hopes? Share a hope.

-What are fears? Share a fear.

-Show students world map or globe to connect image of the world

-Show students where they live on the map or globe

-Draw emphasis to how big the world is

-Show students pictures in magazines of various people

-Pass out a magazine to each child

-Tell students to look for different types of people

-At their desks ask students to cut out fifteen pictures of people

-Have students glue pictures onto construction paper and label the papers Our World, or It’s a Small World

-Have students share their pictures with classmates and hang them around the room

“I am Special”

Objective #2:

Students will identify three characteristics about themselves that make them unique and special

Materials:

Individual copies of “I am Special” page

Crayons/markers

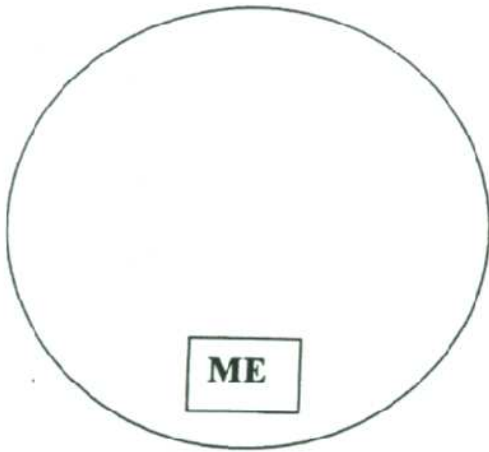
Pencils

Mirror inside a box (magic box)

Procedure:

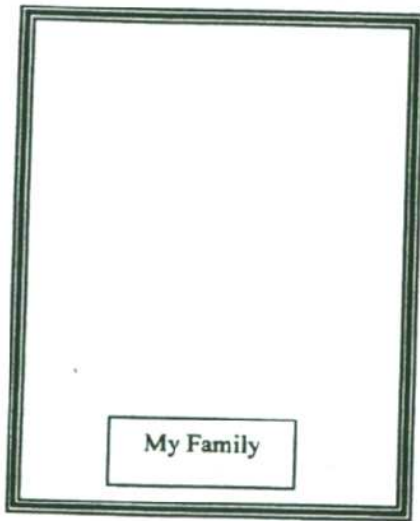
- Have children sit in a circle
- Ask class who they think the most special person in the world is
- Allow time for students to think and answer
- Show students the “magic box” and tell them that the answer is inside
- Let students know that they will each have a chance to look inside the box for the answer, but once they look they have to keep it a secret until everyone in the class gets their chance
- Call individual students up to look inside the “magic box”
- When every child has looked inside the box, ask students again who the most special person in the world is
- When they answer ask them how it feels to be so special
- Discuss things that make each child unique and special
- Pass out “I am Special” sheets to students
- Go over the different parts
- Provide time for students to complete activity
- Collect and bind together in a class book entitled “Mr/Ms _____’s Very Special _____ Graders”
- Display book in school or class library

I AM SPECIAL



My name is _____

Something great about me is



Some of my favorite things...

Book _____

Movie _____

TV Show _____

Food _____

Color _____



“Special ME”

Objective #2:

Students will identify three characteristics about themselves that make them unique and special

Materials:

One large construction paper per child

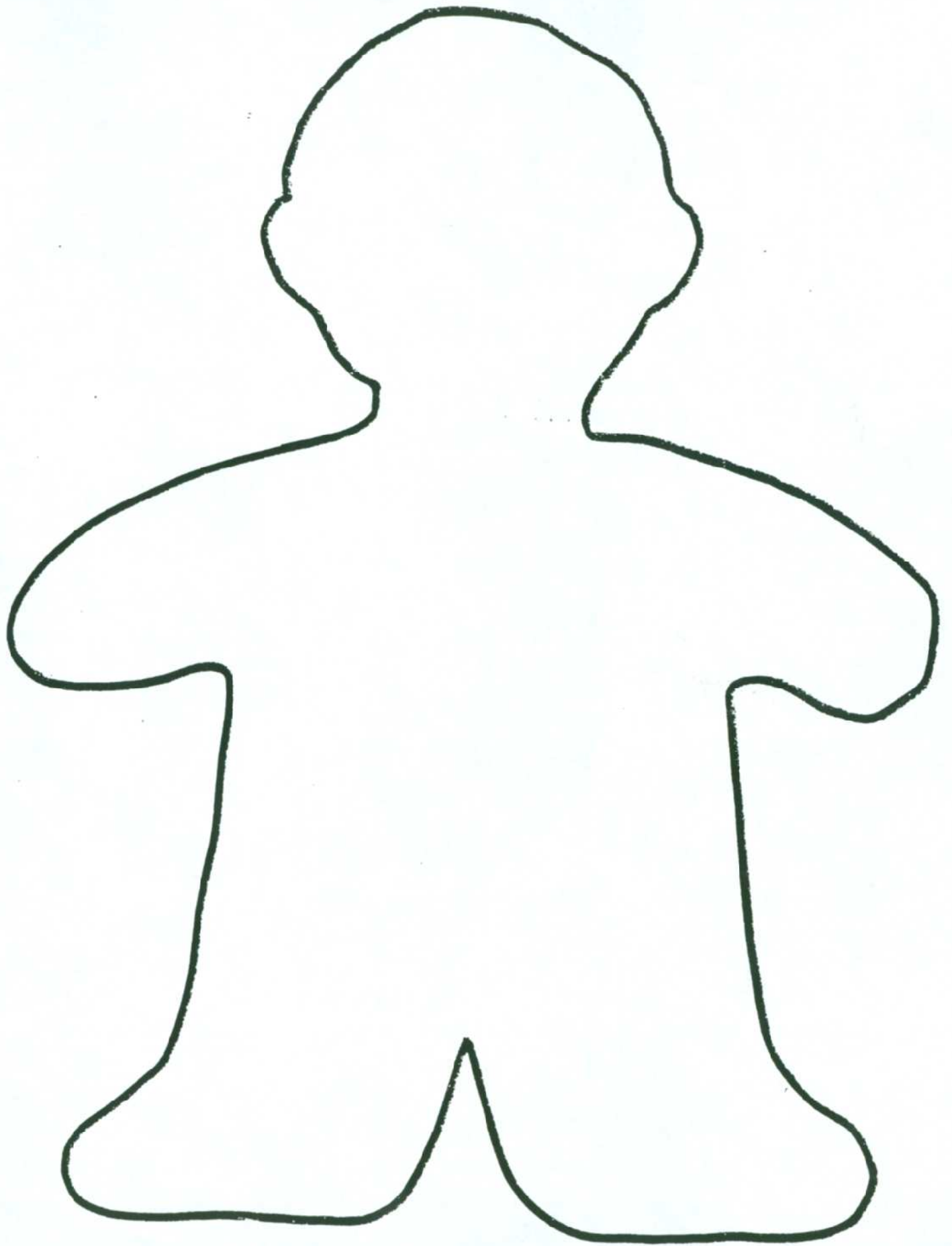
Markers

People pattern, one per child

Scissors

Procedure:

- Have students sit in a circle
- Remind students about the “magic box”
- Ask them who is special
- Tell students we are going to talk about the things that make us special
- Give students one minute to think about one thing that makes them special
- Call a student up to the front of the room
- On construction paper have student write “Special _____” inserting their name
- For each child ask them what they thought of that makes them special...write on paper
- Ask other students to think of one thing that is special about the individual student. Write the comments on the paper
- Teacher thinks of one special thing about the child and also writes it on the paper
- Continue until every child has had a moment to shine!
- When every child has their special poster ask students how they feel
- Pass out copies of individual people
- Have students draw themselves
- After drawing, cut and glue to individual posters
- Hang posters around the room or in front of students’ desks



“Graphing Around”

Objective #3:

Students will recognize differences in others in a positive manner.

Materials:

Large graph

Small post-it notes (three per child)

Individual student graphs sheets

Individual graph information sheets

Procedure:

- Tell students we are going to discover some information about our class
- Pass out three post-it notes to each child
- Tell students to write their name on each post-it
- Let students know that we are going to develop three different graphs
- Remind students why we use graphs and what kind of information graphs can tell us
- Graph #1 (eye color)
 - Four columns (brown, blue, green, hazel)
 - Call students up one by one to place their post it note in the box for their eye color
 - Continue until all children have placed their post-it notes on the graph
 - Go over information on the graph
 - How many students have each color?
 - What color do most students in the class have?
 - What color do the fewest number of students in the class have?
- Pass out individual student graph sheet
- Have students color squares according to information on the graph
- Repeat procedure for graphs #2 (hair color) and #3 (favorite ice cream flavor)
- After students have filled in their individual graphs pass out graph information sheet
- Have students refer to their individual graphs to answer the questions
- Emphasize the various qualities that make us unique

Name: _____ Date: _____

Class Graph

Eye Color

Brown Eyes	Blue Eyes	Green Eyes	Hazel Eyes

Hair Color

Brown Hair	Blonde Hair	Red Hair	Black Hair

Favorite Ice Cream

Strawberry	Vanilla	Chocolate	Other


Name:

Date:

Me and My Class

My eyes are _____. _____ people in my class have the same eye color as me. Most people in my class have _____ eyes.

My eyes look like this:



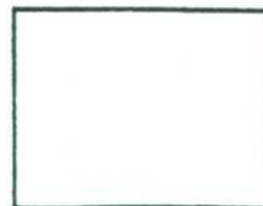
My hair color is _____. _____ people in my class have the same hair color as mine. Most people in my class have _____ hair.

My hair looks like this:



My favorite ice cream flavor is _____. _____ people in my class picked the same flavor ice cream as me. Most people in my class picked _____ as their favorite flavor.

My favorite ice cream looks like this:



“Me and My Partner”

Objective #3:

Students will recognize differences in others in a positive manner.

Materials:

Chairs
Individual copies of partner sheets
Venn diagram sheets (if applicable)
Pencils

Procedure:

- Tell students they are going to find out information about someone in the class
- Randomly assign partners
- Tell students to move their chairs so that they are facing their assigned partner
- Tell students they will have five minutes to find out two things that are the same about them and their partner
- Provide five minutes for students to find out information
- Tell students they will have five more minutes this time to find out two things that are different about them and their partner
- Provide five minutes for students to find out information
- Pass out individual copies of partner sheets for students to fill out (students can also transfer information onto Venn diagram sheet)
- Allow time for students to share findings with the class

Partners

Names: _____ and _____

Two things that are the same about us:

1. _____

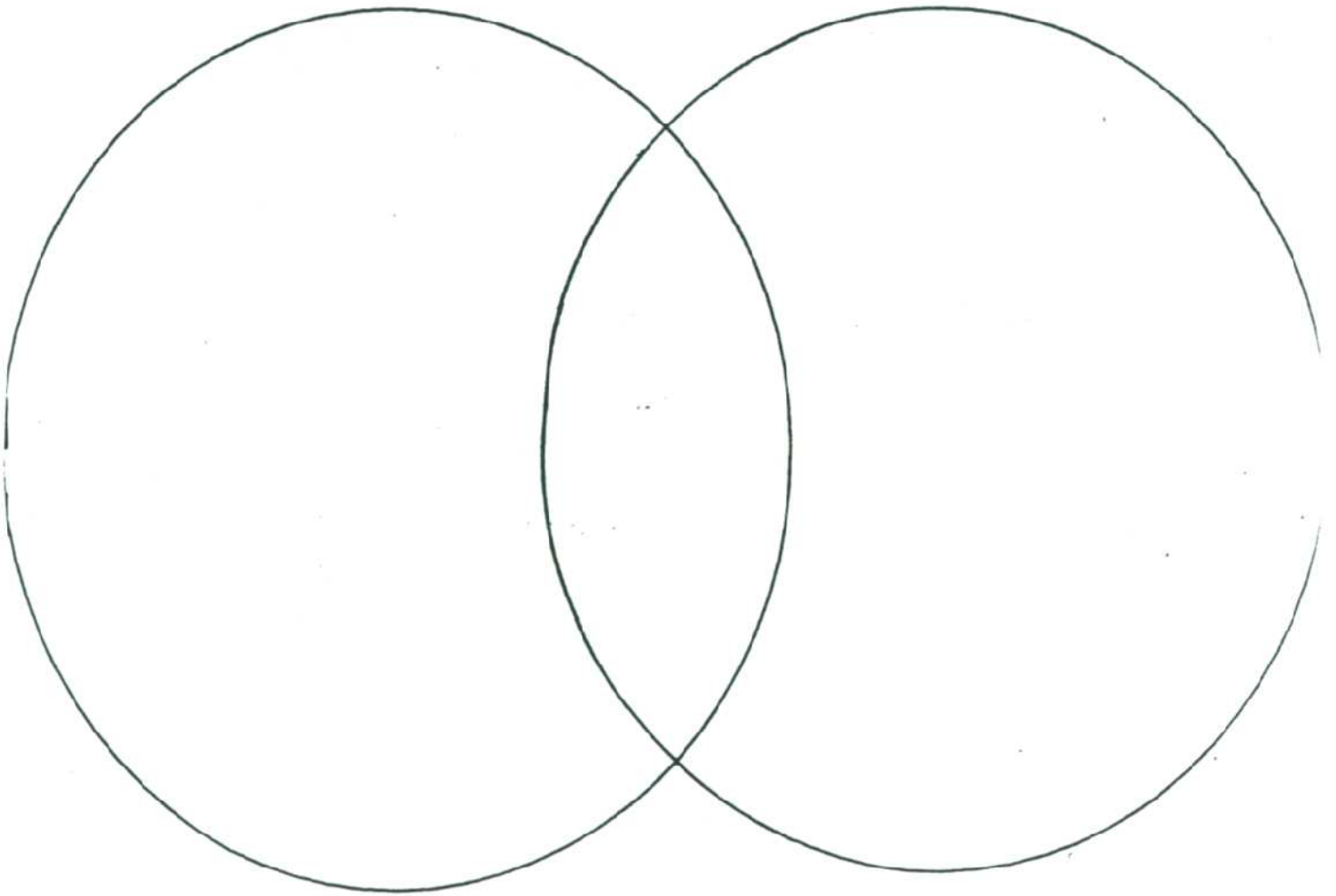
2. _____

Two things that are different about us:

1. _____

2. _____

Same and Different



“Lessons from a Friend”

Objective #4:

Students will identify differences in people and explain how the differences enrich us

Materials:

Book The Balancing Girl by Bernice Rabe

Individual copies of writing prompt “My friend taught me.....”

Pencils

Procedure:

-Read aloud The Balancing Girl by Bernice Rabe

DISCUSSION:

- What was Margaret good at?
 - Is balancing really simple? (Ask a student volunteer to try)
 - Why would someone knock over her creation?
 - Why is her idea for the carnival a good one?
 - What qualities made Margaret special?
 - How did Margaret’s idea help make the carnival a success?
 - Is the class lucky to have Margaret? Why or why not?
- Ask students if they think they have a special talent they could teach someone
 - Separate students into groups of three or four
 - Tell students they will each have five minutes to teach their group something
 - Provide enough time for each child to teach his/her group
 - Pass out writing prompt for students to complete
 - Allow time for individual students to share what they learned with the class

“Famous Family Recipes”

Objective #4:

Students will identify differences in people and explain how the differences enrich us

Materials:

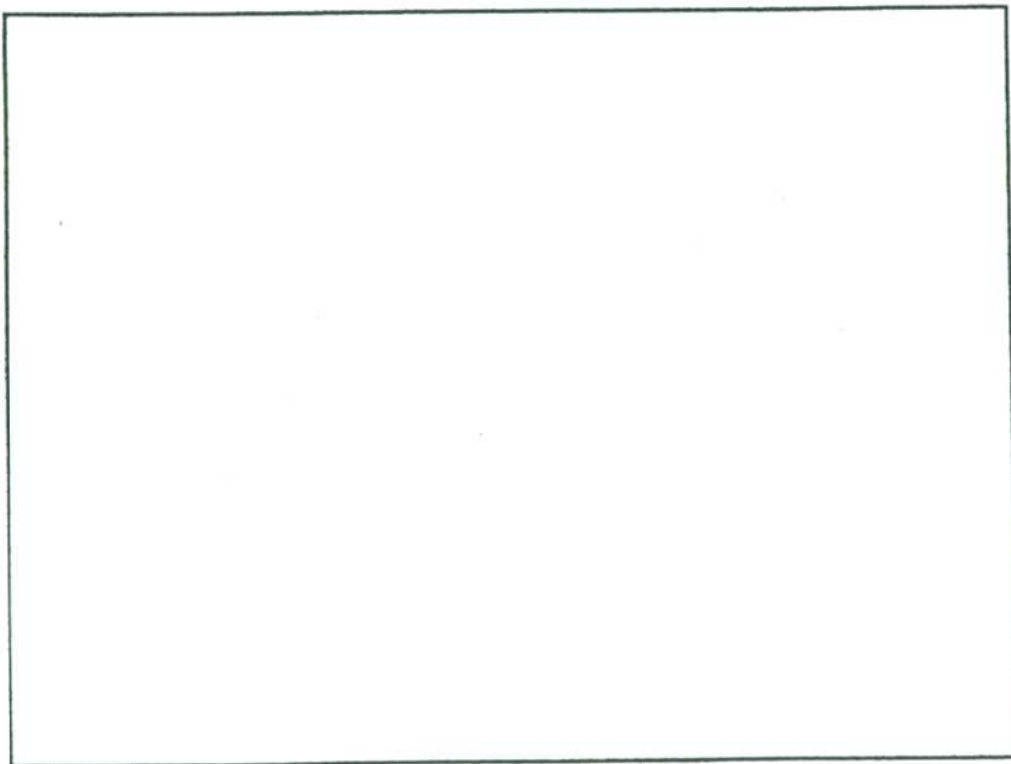
**A parent letter must be sent home in advance asking families to send in a famous family food

Procedure:

- Have each student present his or her “Famous Family Food” to the class
- Students should be prepared to explain the origins of the dish they brought in and why it is so special to their family
- After the students have shared provide time for all students to try the various dishes
- At home or in school have students write up the recipe for the food they brought in
- Collect recipes and copy them so that each student can take home a “Famous Family Recipes” book

Name: _____ Date: _____

My friend taught me _____



“Words”

Objective #5:

Students will understand how words can hurt or feel good

Materials:

Chart paper

Markers

Individual copies of “Words” sheet

Procedure:

- Tell students we are going to think about how words make us feel
- Ask students to think of some words that make them feel good
- Tell the students we are going to make a class list of “feel good” words
- Have students share the words and record them on the chart paper under “Feel Good Words”
- Ask students to think of words that make them feel bad
- Tell the students that we are going to make a class list of “feel bad” words
- Have students share the words and record them on the chart paper under “Feel Bad Words”
- Discuss which words are better to use and why
- Pass out individual sheets for students to fill in

Name: _____ Date: _____

WORDS
WORDS THAT MAKE US FEEL GOOD:

_____	_____
_____	_____
_____	_____
_____	_____

WORDS THAT MAKE US FEEL BAD:

_____	_____
_____	_____
_____	_____
_____	_____

“Words Make us Feel...”

Objective #5:

Students will understand how words can hurt or feel good

Materials:

Individual copies of “How it feels” sheet

Crayons

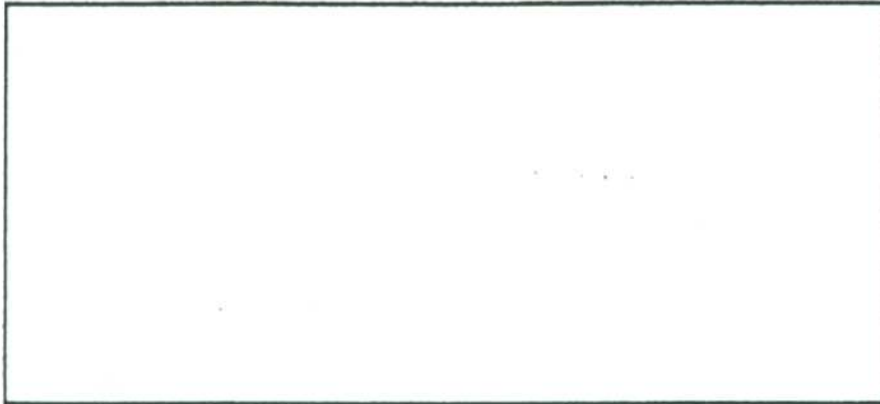
Pencils

Procedure:

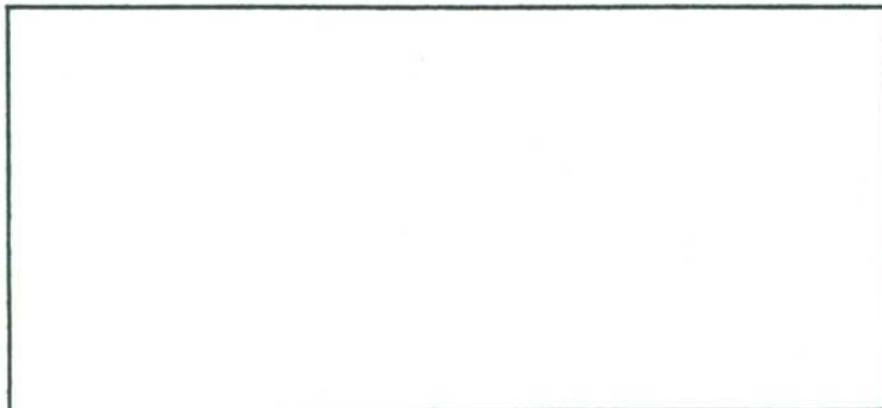
- Review words that feel good and words that feel bad
- Ask students to share an experience when they were hurt by someone’s words
- Ask students to share a time that someone’s words made them happy
- Discuss with students what words feels better to hear
- Pass out individual sheets
- Allow time to complete
- Share work with class

Name: _____ Date: _____

This is how I feel when people say nice things to me:



This is how I feel when people say hurtful things to me:



“Feel Good Words”

Objective #5:

Students will understand how words can hurt or feel good

Materials:

Magazines

Ads from newspapers and magazines

Scissors

Construction paper

Glue

Procedure:

- Review with students words that feel good
- Show students various advertisements from magazines and newspapers
- In groups have students find words in the ads that make the product or service appealing
- Discuss with the class the importance of using words that feel and sound good
- Pass out magazines to students and have them search for feel good words
- Students should cut out feel good words from magazines and glue them onto construction paper
- Share collages and hang around the room

“Chicken Sunday”

Objective #6:

Students will understand that his/her actions affect themselves and others

Materials:

Book Chicken Sunday by Patricia Polacco
Individual copies of “Something I did...” sheet

Procedure:

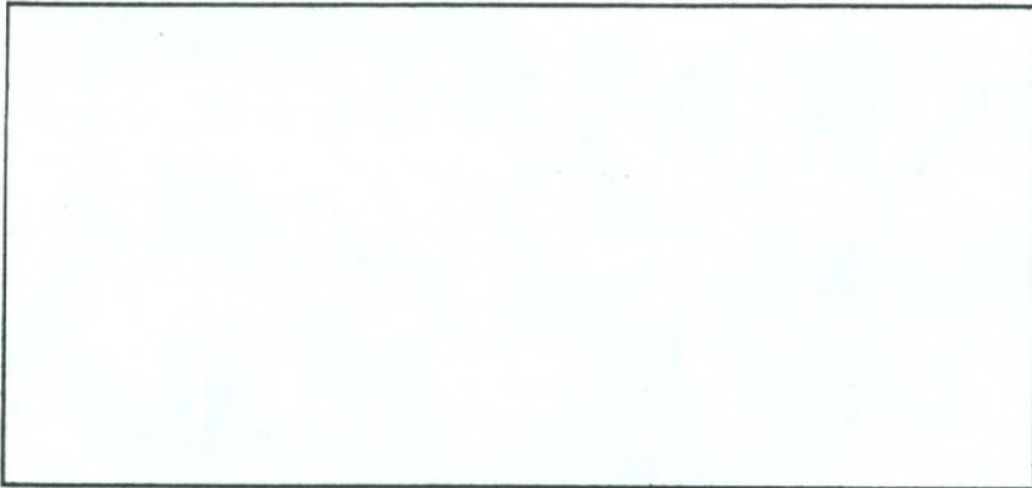
-Read book Chicken Sunday by Patricia Polacco

DISCUSSION:

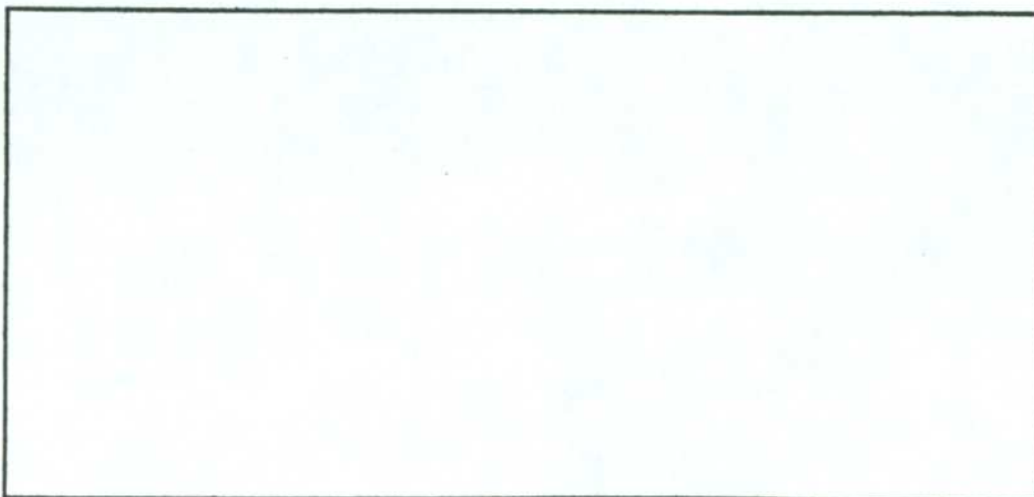
- What is a babushka?
 - Why were the special days called “Chicken Sunday”?
 - Why were the children scared to speak to Mr. Kodinski?
 - Why did the children get in trouble? Was it their fault?
 - What does Miss Eula mean when she says Mr. Kodinski has suffered so much?
 - What could the children do to change Mr. Kodinski’s mind about them?
 - Where was Mr. Kosinski’s homeland?
 - Why does he say the children have courage?
 - What are the numbers on Mr. Kodinski’s arm?
 - How did the children and Mr. Kodinski work together?
 - How did Miss Eula feel about the children’s surprise?
 - What do you think the children learned?
 - Have you ever done something that made someone feel bad? Good?
- Pass out individual copies of “Something I did...” sheet
- Have students draw something they have done that positively affected someone
- Have students draw something they have done that negatively affected someone
- Share with the class

Name: _____ Date: _____

Something I have done that helped someone:

A large, empty rectangular box with a black border, intended for the student to write their response to the question above.

Something I have done that hurt someone:

A large, empty rectangular box with a black border, intended for the student to write their response to the question above.

“Flowers of Joy”

Objective #6:

Students will understand that his/her actions affect themselves and others

Materials:

Book One Yellow Daffodil by David A. Adler
Small pieces of construction paper in various colors
Craft sticks
Small pieces of paper (to attach notes to flowers)
Ribbon
Glue

Procedure:

-Read book One Yellow Daffodil by David A. Adler

DISCUSSION:

- What does Morris do for a living?
 - What kind of man is Morris?
 - How does Morris treat the children?
 - Why is Morris surprised to see the children on Tuesday?
 - Why does Morris say he is Empty like the bowl?
 - Why does Morris cry when he looks at his Menorah?
 - How did flowers help save Morris?
 - What happened to the people in Morris' village?
 - How did the Becker's help change Morris' life?
- Ask students if they can think of anyone that could use a little happiness in their day
- Discuss with students possible ways to brighten someone's day
- Tell students that the class is going to make paper flowers with little notes to brighten someone's day
- Discuss what students could write on the little notes
- Decide as a class where flowers should be delivered
- Make flowers by attaching construction paper petals to a craft stick stem
- Add little notes with ribbon
- Deliver to place of choice!

“What if...”

Objective #6:

Students will understand that his/her actions affect themselves and others

Materials:

Teacher copy of “What if...” situations

Procedure:

** This is a role-playing activity to help students realize that their actions can affect others in a good or bad way

-Teacher chooses students; presents situations and students act it out

-Discuss the effects of the situations after each role-playing

*This can also be done as a series of writing activities

“What If...”

1. What if you have a new classmate who does not speak English. How will you help him or her feel welcome in class and on the playground?
2. What if all the kids are talking about a party they are going to. You were not invited. How do you feel? What will you do?
3. What if your friends call you chicken because you will not do something they are doing. What will you do?
4. What if you are standing in a line and someone pushes you. What will you do?
5. What if a classmate keeps picking on you and calling you names. What will you do?
6. What if you overheard two children in your class talking about how they are going to tease a boy in another classroom. The boy needs hearing aids to help him hear. What will you do?

“Ruby”

Objective #7:

Students will define prejudice and list two effects

Materials:

Book The Story of Ruby Bridges by Robert Coles

Individual copies of writing prompt “All children should...”

Procedure:

-Read book The Story of Ruby Bridges by Robert Coles

DISCUSSION:

-Why did Ruby’s family have to move?

-Why do you think children of all colors could not go to school together?

-How do you think it would feel to be the first kind of person at a school (only girl, boy, Jew, Asian, Hispanic, African American etc...)?

-Why didn’t the community want Ruby in her new school?

-How do you think the people made Ruby feel?

-How would it feel to be alone in a school?

-What do you think Ruby told the crowd?

-What can we learn from Ruby Bridges?

-Spend some time discussing with the children why all children should have the opportunity to go to school together

-Pass out and go over writing prompt

-Provide time for students to write down their ideas and opinions

-Allow time to share writings with the class

“Prejudice ”

Objective #7:

Students will define prejudice and list two effects

Materials:

Chart paper

Markers

Dictionaries (two or three types)

Procedure:

- Ask children what they think prejudice means
- Provide time for children to verbalize their ideas of prejudice
- Record student responses on chart paper
- Read definitions for prejudice out of a few different dictionaries
- Using the class generated list and formal definitions, decide on a class definition for prejudice
- Post definition on a visible spot in the classroom

“Prejudice is...”

Objective #7:

- Students will define prejudice and list two effects

Materials:

- Crayons
- Pencils
- Class definition of prejudice
- Individual copies of “Prejudice is...”

Procedure:

- Review definition of prejudice with students
- Discuss with students how prejudice feels
- Have students close their eyes and imagine what prejudice looks like, smells like, and sounds like
- Discuss with class what they imagined
- Pass out individual sheets for students to complete
- Compile for class book entitled “Prejudice Is...”

Name: _____ Date: _____

Prejudice is...

Prejudice looks like _____.

Prejudice smells like _____.

Prejudice sounds like _____.

“What Prejudice Does”

Objective #7:

Students will define prejudice and list two effects

Materials:

Pencils

Individual copies of writing prompt, “Two things happen...”

Procedure:

- Review definition of prejudice with students
- Ask students why they think people are prejudice
- In partners have students think of two things that happen when people are prejudice
- Regroup class and share what partners discussed
- Pass out writing prompt for students to complete
- Share with class

Name: _____ Date: _____

Two things happen when people are prejudice.

“War All Around Us...”

Objective #8:

Students will define war and list two effects

Materials:

Newspaper or magazine clippings on war

** (Make sure graphics and text are appropriate for age group)

Map or globe

Construction paper

Crayons/markers

Procedure:

- Review class definition of war
- Pull out map or globe
- Ask children if they know any place in the world where there is currently a war
- Show children clippings out of newspapers or magazines of wars currently going on around the world
- Label locations on map where wars are taking place
- Ask students why they think there might be wars occurring in the world
- As a class generate a list of things that happen as a result of war
- Have students choose one item off the list to illustrate
- Hang illustrations on a bulletin board entitled “Effects of War”

“War is...”

Objective #8:

Students will define war and list two effects

Materials:

Chart paper

Markers

Individual copies of “War is...”

Procedure:

- Ask student what they think war is
- Allow time for students to generate responses
- Record what children say on chart paper
- Pair students with a partner
- Ask partners to decide together what they think war is
- Pass out copies of “War is...” sheet for partners to complete together
- Have partners share what they came up with
- Decide on a class definition for war
- Post definition on a visible spot in the classroom

Names: _____

We think war is...

“Faithful Elephants”

Objective #8:

Students will define war and list two effects

Materials:

Book Faithful Elephants by Yukio Tsuchiya

Chart paper

Markers

Procedure:

-Read book Faithful Elephants by Yukio Tsuchiya

DISCUSSION:

-What kinds of things can you see at a zoo?

-What happens when a bomb drops?

-Why did zoo workers have to kill the animals?

-How did the zookeepers feel about having to kill the animals?

-What was happening to the elephants because of the war?

-Why were the zookeepers screaming to stop the war...all wars?

-Ask students what lessons can be learned from the “Faithful Elephants”

-Record responses on chart paper

“Grandfather’s Arm”

Objective #9:

Students will define Holocaust and know when and where it took place

Materials:

Book The Number on My Grandfather’s Arm by David A. Adler

World map or globe

Masking tape

Procedure:

-Read book The Number on My Grandfather’s Arm by David A. Adler

DISCUSSION:

-Ask students to find Europe on the world map or globe

-Do you have older relatives who share stories of long ago?

-What do you think the numbers on his arm mean?

-Label Poland and Germany on the map

-What have you heard about Hitler?

-What do you think Hitler was shouting about the Jews?

-Why do you think Hitler blamed Germany’s problems on the Jews?

-Label Hungary, Austria and Yugoslavia on the map

-Explain to the students that Nazi’s were Hitler’s soldiers

-How would it feel to have to live inside a place you were not allowed to leave?

-Why did the Nazi’s print numbers on the Jews’ arms?

-Why should the Nazi’s be ashamed?

-Ask students if they think it is “fair” to have privileges or punishments because of how you look and what you believe

-Discuss how the Nazi’s treated the Jews and other groups unfairly during World War II just because of their religious beliefs or physical differences

“Terrible Things”

Objective #10:

Students will identify the victims, good people, bad people, quiet people and heroes of the Holocaust

Materials:

Book Terrible Things by Eve Bunting
Chart Paper (label good, bad, quiet, heroes)
Markers

Procedure:

-Read book Terrible Things by Eve Bunting

DISCUSSION:

- Look at cover and title: What kinds of things do we know that are terrible?
 - How did the animals live?
 - Did little rabbit tell anyone about what he saw? Why?
 - Why would the terrible things want the birds?
 - Did any of the animals offer to help the birds? Why?
 - Did the birds ever do anything to hurt or bother the other animals or the terrible things?
 - Did the animals help the squirrels? Why?
 - What happens if the terrible things get angry?
 - How did life go on as usual for the animals?
 - Did the terrible things have a reason for taking the animals? Was it a god reason?
 - Why did the rabbits think they were safe?
 - Who was left to help the rabbits? Where did they all go?
 - How did little rabbit save himself?
 - How would everything have been different if the animals worked together?
 - What do you think other animals will think about little rabbit's story?
- Using the characters in the story, decide who were good, bad, quiet and heroes
- Fill in responses on the chart
- Ask students to think about The Number on my Grandfather's Arm
- Using the situations in that book continue to fill in the chart

Dear Terrible Thing,

“Dear Rabbit...”

Objective #10:

Students will identify the victims, good people, bad people, quiet people and heroes of the Holocaust

Materials:

Pencils

Individual copies of letter prompts

Chart Paper (label good, bad, quiet, heroes) *Use together with other lessons

Procedure:

- Review story Terrible Things by Eve Bunting
- Go over list of good, bad, quiet and heroes asking children if they have anything new to add
- Tell students they are going to write a letter to either Little Rabbit or the Terrible Thing asking them about what happened
- Randomly distribute letter prompts for students to complete
- Have students read letters aloud to the class

Dear Little Rabbit,

“Stars of Hope”

Objective #10:

Students will identify the victims, good people, bad people, quiet people and heroes of the Holocaust

Materials:

Book Star of Fear, Star of Hope by Jo Hoestlandt

Chart from previous lessons

Construction paper

Scissors

Crayons, markers, colored pencils

Procedure:

-Read book Star of Fear, Star of Hope by Jo Hoestlandt

DISCUSSION:

- Why is the story important to Helen?
 - Why did Lydia's mom think stars during the day brought trouble?
 - Who could the people at the door be?
 - What did the yellow stars mean?
 - Why did Lydia ask to leave?
 - How do you think Lydia felt about what Helen said?
 - Where did the 'bad luck' come from?
 - What does Helen hope for?
- Ask children if they have any more examples to add to the class chart
 - Discuss the concept of hope
 - Ask each child to share a personal hope for the future
 - Pass out construction paper, scissors and coloring materials
 - Have each child cut out their own original star
 - In the middle of their star, have students write a personal hope they have for the future
 - Allow time for students to decorate and share their stars
 - Hang stars under the heading “Stars of Hope”

“My Hero”

Objective #11:

Students will develop a list of characteristics of a hero

Materials:

Chart paper

Markers

Individual copies of “My Hero” sheet

Procedure:

- Ask students who their favorite hero is
- Record responses on chart paper
- Using student-generated responses, ask them why they think the person they picked is a hero
- Record responses on a separate chart labeled “A Hero is....”
- Pass out individual copies of “My Hero is...”
- Provide time for students to complete
- Share some of the writings with the class

Name: _____ Date: _____

MY HERO

_____ is my hero for three reasons.

“A Hero is...”

Objective #11:

Students will develop a list of characteristics of a hero

Materials:

Book Feather Bed Journey by Paula Kurzband Feder

Individual copies of “A Hero is...” sheet

Hero Chart from previous lesson

Procedure:

-Read book Feather Bed Journey by Paula Kurzband Feder

DISCUSSION:

-Do you think grandma will be upset about the pillow?

-Why did everyone hurry to collect the feathers?

-What do you think is so special about the pillow?

-Explain what a feather bed is

-Why didn't the Germans like the Jews?

-Why did the Jews have to wear yellow stars?

-How would it feel if you were not allowed to go to school? Leave your house? Go shopping?

-Why did the Nazis scare grandma?

-How do you think it feels to be hidden?

-Who killed father and sister?

-What do you think happened to the feather bed?

-What makes Mr. Witkowski a hero?

-What was so special about Mr. Witkowski's gift?

-How did grandma know the pillow was hers?

-After discussing the story review the hero chart

-Ask students if they have anything else to add

-Pass out and go over “A Hero is...” sheet

-Have students complete sheet individually

-Compile together for a class book entitled “A Hero Is...”

Name: _____ Date: _____

HERO

A hero is someone who _____

_____.

A hero always _____

_____.

A hero helps others by _____

_____.

A hero looks like _____

_____.

To be a hero you have to _____

_____.

“Everyday Heroes”

Objective #11:

Students will develop a list of characteristics of a hero

Materials:

Magazines/Newspapers

Construction paper

Glue

Scissors

Crayons

Procedure:

- Review characteristics of a hero
- Ask students if they have anything else to add to the list
- Ask students if they can think of any places where they could find heroes
- Read pre selected headlines and ask students if they think the story could be about a hero
- If students say yes, cut out the headline
- When enough headlines have been cut, pass out one headline to each child
- Have students glue their headline on a piece of construction paper and illustrate it
- Share completed papers with the class

“Mr. Sugihara”

Objective #11:

Students will develop a list of characteristics of a hero

Materials:

Book Passage to Freedom by Ken Mochizuki

Procedure:

-Read book Passage to Freedom by Ken Mochizuki

DISCUSSION:

- Why would soldiers be coming?
 - What kinds of things could change your life?
 - Who could the bad men be?
 - How can the boy's father help?
 - What would the Nazi's do if they caught the Jews?
 - What would you do if you were the father? Why?
 - Why did the father feel if he did not help he would be disobeying G-d?
 - How do you think Mr. Sugihara feels?
 - Why did Mr. Sugihara wish the people luck?
 - Why could Mr. Sugihara get in trouble?
 - Why should people remember what Mr. Sugihara and his family did?
- Ask students if they have any more characteristics to add to the heroes list

“Important Memories”

Objective #12:

Students will understand why teaching and learning about the Holocaust is important

Materials:

Book Don't Forget by Patricia Lakin

Calendar

Pictures of memorable events (weddings, parties, field trip)

Individual sheets of “Things to Remember”

Procedure:

- Ask students what kinds of things are important to remember and why
- Ask students what happens if we don't remember things (birthdays, holidays, friends etc...)
- Show students the calendar and ask them what we use it for
- Show students various photographs and ask them what we use them for
- Ask students what other kinds of things help us remember
- Read book Don't Forget by Patricia Lakin

DISCUSSION:

- What could be wrong with the Singers?
- What kind of secret could the Singers have?
- Where did the Singers get the numbers on their arms?
- Why should the numbers not be a secret?
- Why is it very important to remember how the Singers got the numbers on their arms?
- What things will Sarah not forget?
- Pass out individual sheets of “Things to Remember”
- Have students write or draw things they think are important to remember
- Share with class

Name: _____ Date: _____

Things to Remember

“Never Forget”

Objective #12:

Students will understand why teaching and learning about the Holocaust is important

Materials:

Individual copies of “Never Forget” sheet

Pencils

Book The Children We Remember by Chana Byers Abells

Procedure:

- Ask students how they remember things that are important to them
- Have students share some of their favorite memories with the class
- Ask students if sharing their memories helped them remember
- See if students remember one of the books we read in class
- Ask students if sharing helps other people remember important things
- Read book The Children We Remember by Chana Byers Abells

DISCUSSION:

- What do you notice about the town?
 - What kinds of games are the children playing?
 - Do they look like games you would play?
 - What kinds of things did the Nazis do?
 - How did the Jewish people help each other?
 - Should you hate people because they may be different from you?
 - How did some children survive?
 - How are we the same as the children we remember? Different?
- Ask students why it is important to remember the children of the Holocaust
 - Pass out and go over copies of “Never Forget” sheet
 - Have students decide how they are going to remember for the future
 - Share plans with the class

Name: _____ Date: _____

My Plan to "Never Forget"

"If I Were In Charge of the World"

Objective #13:

Students will list four ways they can make the world a more peaceful place for all living things

Materials:

Book The Never-Ending Greenness by Neil Waldman

Construction paper

Crayons

Pencils

Procedure:

-Ask students if they can think of any way that they can make the world a better place

-Provide time for students to share and discuss

-Read book The Never-Ending Greenness by Neil Waldman

DISCUSSION:

-What happened when the soldiers came to Vilna?

-How did the boy and his family escape to a safe place?

-What do plants and trees need to grow?

-What was the boy's dream?

-Why didn't the grown ups believe the boy?

-Why are planting trees important?

-How did the boy and his family help make the world a better place for all living things?

-Have students generate a list of ways they can personally make the world a better place

-Have each student pick one way to illustrate on construction paper

-Hang illustrations on a bulletin board entitled "Making the world a better place"

“I’d Like to Teach the World to Sing”

Objective #13:

Students will list four ways they can make the world a more peaceful place for all living things

Materials:

Individual copies of lyrics to “I’d Like to Teach the World to Sing”

Music to “I’d Like to Teach the World to Sing”

One large piece of bulletin board paper (for students all to draw on)

Crayons/Markers

Procedure:

-Play song “I’d Like to teach the World to Sing”

-Pass out individual copies of lyrics

-Go over the lyrics with the students

-Play song again with students singing along

-Ask students what the world would be like if everyone was singing instead of fighting

-Roll out the bulletin board paper and have each student draw themselves singing

-Hang on wall under heading “We’d Like to Teach the World to Sing”

I'd Like to Teach the World to Sing
By: David Backer

I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees
And snow white turtle doves
I'd like to teach the world to sing
In perfect harmony
I'd like to hold it in my arms
And keep it company

I'd like to see the world for once
All standing hand in hand
And hear hem echo through the hills
For peace throughout the land
That's the song I hear
Let the world sing today
A song of peace that echoes on
And never goes away
(repeat twice)

