Unit 5: "Climbing Higher" - Caring Makes a Difference

Content Area: **Social Studies**
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Unit Overview

This unit, based on the work of New Jersey's Holocaust Commission focuses on the the overriding theme of "Caring Makes a Difference". In this specific unit, the students will gain an understanding of the fact that it is important that people learn to work together and to respect each other so that they can avoid causing each other pain and suffering.

As Molly Maffei, one of the Holocaust Commission committee members wrote, " Teaching young children about events in history is most rewarding when you read aloud and, in the follow-up discussions, encourage and listen to their insightful comments and provocative questions. Children's sense of fairness allows them to recognize and to internalize concepts of racial, ethnic, and religious prejudice and discrimination. It is vital that our young people learn that they are the peacemakers and our hope for the future. Children are never too young to understand that they have the power to change life for the better."

Teachers are strongly encouraged to use their professional judgment while teaching this unit. Based on the maturity level of their group of students as well as the composition of the group, teacher's should select appropriate activities from the suggested list.

Standards

SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Essential Questions

- How does prejudice effect society?
- How do people develop prejudices?
- Why should people stand up for what they believe in?

Application of Knowledge: Students will know that...

- Anti-Semitism is hostility to or prejudice against Jews.
- Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
- Prejudice is a preconceived opinion that is not based on reason or actual experience.
- Racism is prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
- Sexism is prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.

Application of Skills: Students will be able to...

- analyze ways in which people can stand up for what they believe is right and good.
- analyze why some people (groups and nations) act like bullies and others act with kindness and caring.
- define prejudice, discrimination, anti-Semitism, racism, and sexism.
- demonstrate an understanding that choices have consequences and that making good choices is very important.
- demonstrate an understanding that prejudice and the hurtful actions to which it leads can affect any person or any group at any time.
- demonstrate an understanding that when prejudice and persecution hurt people, that we each have a choice about how we react - to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others.
- demonstrate that s/he recognizes that each of us has traits and attributes in which we take pride and that make us special.
- demonstrate that s/he recognizes that each person is responsible for his/her own actions.
- demonstrate that s/he recognizes the values that influence each of us.
- discuss the importance of being honest and truthful.
- discuss things that a person can say and do to be more thoughtful, caring, and trusting of others.
- explain how prejudice hurts everyone and the ways we all suffer because of it
- explain reasons why individuals and groups act in ways that may hurt and ways that may help others.
- explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt.
- give examples of prejudice against individuals and groups.
- give examples of times that prejudice has led to the persectuion and killing of groups of people, such as in the Holocaust.

Assessments

Assessments from this unit will both be formal and informal. For formal observations, teachers may pre-assess students' understanding of vocabulary as well as determining their knowledge base about the topic. There may be quizzes, or writing samples collected in response to readings. On an informal level, students will be assessed throughout class discussions and read alouds.

The ultimate goal of the unit is to see a change in students behavior toward building a culture of caring and kindness to their fellow students. This may not be able to be assessed formally or informally, but rather observed by the teachers and staff and continually revisited as a topic throughout the day and their educational career.

Suggested Activities

Suggested Lesson Ideas	Discussion Questions	Suggested Activities	Other Supporting Resources
Flowers on the Wall	During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building. • What is life like in Poland for Jews before the coming of the Nazi conquest? • Explain the term "boycott." How does the boycott affect Rachel's family? 158 • Why are Rachel and her mother so worried when Papa and young Nat find work as Jewish porters? What is the attitude of the Polish government toward the tragarz? • Rachel's family learn to "make do" with very little in the way of money and food yet they struggle to find happiness within their family. Explain some of the things the family does to	• Write a short poem or paragraph about Rachel and her flowers. Draw and/or paint flowers on a piece of drawing paper. After the painting has dried, use a dark pen or marker to write the poem/paragraph on the page. • Find out what kinds of flowers Rachel might have seen growing in her neighborhood or in the marketplace in Warsaw. What kind of weather or climate is needed for these flowers to grow? Try to obtain seeds for some of the flowers or similar flowers and plant them in some window boxes in the classroom. Have the students care for the plants. When they have grown and are ready to bloom, re-read the story of Rachel and her family to the class. Discuss the way	• The Christmas Menorahs: How a Town Fought Hate by Janice Cohn. Morton Grove, IL: Albert Whitman & Company, 1995.

survive and to keep up their spirits.

• How do the paints and brushes change life for the family in their apartment?

• Why is school so important to Nat and Rachel? What do they study at school?

• How does life change for the Jews of Warsaw after the Nazi conquest?

• At first, Rachel continues to dream of the future and her mother encourages her to dream. What are her dreams?

• What happens to Rachel and her family?

the flowers affect the environment and appearance of the classroom. Have the students offer their views about the way the painted flowers may have affected the environment and appearance of the family's apartment. Discuss the importance of flowers, trees, and other plants in our lives. (If there is no place to plant the flowers, make drawings of them and post them around the classroom.)

• Find out about the subjects that are taught in Jewish schools in the United States today. Compare and contrast these subjects to those taught in other religious schools. Discuss the importance of these lessons to the people who follow the religion and its importance to the children in the religious schools.

Write a short story explaining how you would have tried to keep up your spirits and hope if you had been Rachel or her brother Nat. What games or 159 stories or other resources would you have needed to find some happiness despite the bleak world around you? • Read The Christmas Menorahs: How a Town Fought Hate. Explain how the reactions and responses of the people of the town were so important for everyone. What are the dangers of hate and prejudice for everyone? Have the class

		make a mural of flowers. At the base of each flower, write one thing that can be done by each person to fight against hate, prejudice, and discrimination.	
So Far from the Sea	During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building. • Allow children to examine the scene of the Manzanar War Relocation Center. Note the barracks, guard towers and guards, barbed wire fencing and desolation of environment. How do you think it would feel to live in this camp for three years? • When the family visited Manzanar, which people made the tire tracks in the soft dirt? • Allow children to examine the scene of the barrack school. What is the difference between your school and the one in the picture? Do you think a classroom in a town would look like this in 1942? • What did Laura's father mean when he said, " Grandfather began dying the day the soldiers came for them, to put them in buses and bring them to Manzanar?" • When the soldiers came for father's family, why did Grandfather tell him to put on his Cub Scout uniform?	• Write a letter to Laura or Thomas. Tell them how you feel about their father's story. • Write a poem for grandfather that you could leave at the Memorial to the Dead. • Draw a picture to illustrate the part of the story that is special for you.	• Baseball Saved Us by Ken Mochizuki. NY: Lee & Low Books Inc.,1993. • The Bracelet by Yoshiko Uchida. NY: Philomel Books,1993. • I Am an American, A True Story of Japanese Internment by Jerry Stanley. NY: Crown Publishers, Inc.,1994.

	• Why did Laura leave the Cub Scout scarf? Do you think she should have? Why or why not?		
The Little Riders	• Discuss the role that the "little riders" have played in the town and in the lives of Johanna's family. Explain what is meant by "symbolism." What do the little riders symbolize to the people of the town? • Johanna and her parents have been separated by the events of war. How do you think her parents feel about this separation? How does Johanna feel about it? Why do you think Johanna focuses on the little riders when she has trouble remembering her father's face? • Why does Johanna promise herself that she will not look at the face of the enemy? What does this symbolize to her? • What does Johanna see in the face of Captain Braun, the German captain stationed in her grandparents' home, when she finally looks at him? Why do you think Captain Braun decides to assist Johanna in hiding the little riders? Why did he say that it was best that they not be seen together? • Explain the differences in the attitudes and behaviors of the other Nazi German soldiers and Captain Braun. What personal choice/decision does Captain Braun make in helping Johanna hide the	• Write a letter to Captain Braun from a grownup Johanna twenty years after the war inviting him to return to the town to see the "little riders." What should Johanna say to the Captain to express her gratitude for his help? How do you think the town will respond to the return of the Captain to the community? • Make a series of drawings of the "little riders," these soldiers with swords on horseback. Since they were probably several hundred years old in 1940, what would these soldiers have looked like? • Listen to a recording of some music played on the flute by James Galway, Native Americans, or other artist. Describe the sound of the flute. What does it make you think about? Compare it to the sounds of trumpets and drums that are often associated with marching and war or opening events of celebrations. Why do you think that Johanna and the Captain both enjoyed the sounds of the flute so much during the time of war and danger? What other musical instruments do you think affect audiences the same as the sound of the flute? • Draw a picture or write a poem about the music of a	• Welcome to Molly's World, 1944. Growing up in World War II America. • The Night Crossing by Karen Ackerman. NY: Scholastic Inc., 1994. • Star of Fear, Star of Hope by Jo Hoestlandt. NY: Walker and Company, 1995. • Rose Blanche by Roberto Innocenti. Mankato, MN: Creative Education, Inc., 1985. • The Butterfly by Patricia Polacco. New York: Philomel Books, 2000.

	little riders and protecting the secret for Johanna, her grandparents, and the town? • Johanna is somewhat confused in her feelings after Captain Braun assists her. How does she communicate her change in attitude toward him to Captain Braun? What does the flute symbolize? • When Captain Braun prepares to leave with the retreating Nazi German army, he leaves his flute for Johanna. Why do you think he does this? What do you think it symbolizes?	flute and what it brings to your mind or how it makes you feel.	
The Gold Cadilaac	• What car did father drive home? • How did his children respond? • How did his wife Dee react to the new car? • Why was she upset about the new car? • Describe the neighbors and their neighborhood. • Where did father decide to go with the new car? Why did he want to go there? • To recognize that each person is responsible for his/her own actions • To analyze ways that people can stand up for what they believe is good and right • To explain the importance of good laws in making our world safe for each of us	• Has your family ever purchased a new car? How did you feel about the new car? How did your family react? How did your friends react to your new car? Why do you think people are so impressed with new cars? Draw a picture of the "dream car" that you would most like to own when you grow up. Under the picture, write a paragraph explaining why you think that car (or truck) is special. • Explain the terms: discrimination and segregation. Read about the laws that existed in many parts of the United States before 1964 that permitted segregation and discrimination. Describe the affects of these laws on the people of this country. • Find out about the Civil	Mississippi Bridge by Mildred D. Taylor. New York: Bantam Skylark Book, 1992. • Roll of Thunder, Hear My Cry by Mildred D. Taylor. New York: Puffin Books, 1991.

and how we can work to change bad laws that hurt

• What did his family, friends, and the neighbors advise? Why did mother decide to ride with him after she had refused to go in the car before this time?

• What did other members of the family decide to do when father insisted upon driving to Mississippi?

• What signs upset them along the road and in different places? Why were these signs displayed?

• What happened when they reached Memphis?

• Why did the policeman assume that the car was stolen? Why did the policeman take father to the police station even after seeing father's license and other papers for the auto?

• What happened to father in the police station? Where were mother and the children while father was in the police station?

• What did father say when he returned to the car?

• Why did mother and father decide not to go to a hotel or drive on to Mississippi?

• How did Wilma feel about sleeping in the car?

• Why did father decide to change cars in Memphis?

• How did father explain his treatment in Memphis

Rights Act and the Voting Act. Explain how laws like this have changed our country and made it better for all of the people.

• Make a chart with the following names on it. Make two columns. In the first column write the person or group's name. In the second column, write a sentence about what they did to try to change things and help pass better laws. Frederick Douglass. Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, WEB DuBois, Alice Paul, Fanny Lou Hammer, Rosa Parks, Martin Luther King, Jr., Malcolm X, Southern Christian Leadership Conference, NAACP, ACLU, Morris Dees, Southern Poverty Law Center. Try to find some more names that you think should be added to this list.

• Make a list of people who you think are heroes because they tried to stand up for what is right and have worked (and are working) to make this country and the world better for all people in the way that they are treated.

• What are "human rights"? What are "civil rights"? Explain why these rights are so important to all of us. Make a list of things that you can do to stand up for what is right and good.

	and the South, • How was this treatment prejudiced? • What did father do with the new car when they got home? What did mother tell him to do about the car? What kind of car did he drive after that visit to the South? • What did father do with the gold Cadillac? Why did he decide to change his auto? • What did father say he had decided about what was important? • Explain your opinion of mother and father and your reaction to the decisions they made.		
Twenty and Ten	• What were the implications for Sister Gabriel and the children if the Nazis found the Jewish children they were hiding? What does Sister Gabriel's willingness to hide these children demonstrate? • How did Sister Gabriel deal with the ration card situation as it refers to the entire group? • What were the overall difficulties in hiding these children? What dilemmas did this present for the group? • How did Denise find the cave? Describe the cave. • Compare and contrast the attitude and behavior of the young soldier and the old soldier.	• Create a timeline that depicts the historical events that led to Jews being forced into hiding. • Elaborate on the timeline with various examples of hiding that the student may or may not be familiar with. • Imagine that you were one of the twenty children at the school. Write a series of journal entries in your "secret journal" describing your emotions when the Nazis arrived and demanded the ten Jewish children be given to them. • Draw a picture illustrating how you imagine the cave looked to the children hiding	• Number the Stars by Lois Lowry. NY: Bantam Doubleday Dell Publishing Group, Inc. 1989. • Video recommended for grades 4-5: "Miracle at Moreaux." 58 minutes. PBS Wonderworks. This is an adaptation of the story Twenty and Ten. There are a number of significant differences • A Traitor Among Us by Elizabeth Van Steenwyk. Eerdmans, 1998.

	• What special treat did Louis find after the Nazis had gone? Why did the children call that day the Horrible-Miracle Day?	there. Draw an illustration of the school.	
The Christmas Menorahs: How a Town Fought Hate	What occurs one night during Hanukkah while Isaac Schnitzer is studying? • How does Mrs. Davis respond? • How does Isaac respond to Mrs. Schnitzer's insistence that Police Chief Inman be called? • At first, what does Isaac want to do when his parents explain about the prejudice of some people against Jews? • What is the reaction of Police Chief Inman to the rock-throwing incident? • What other incidents of prejudice, discrimination, and hate does the Police Chief say have occurred? • How do Isaac's mom and dad respond to the threats of the rock throwing? What do they tell Isaac that they must do about bullies? • Why does Mrs. Schnitzer compare their family to their pioneer ancestors? • Isaac is afraid to place his menorah back in his bedroom window. What do his parents and other adults do about Isaac's fears? • Why do Police Chief Inman and Margaret MacDonald call for a special meeting? How do	In the subtitle of the book, the town of Billings is described as the town that fought hate. Explain what this means. What does the reaction of the people 175 in the story to the rock-throwing incident tell you about their character? Are these the kind of people that you would want for friends and neighbors? Explain your response. • Several other individuals and groups are identified in the story as being victims of hate and bullying also. Make a list of these people and groups. Explain how each was the victim of prejudice and discrimination. Make a list of ideas that the class can create to fight hate and discrimination. • Draw menorahs for your classroom and take some of the menorahs into other classrooms. Explain the story of the menorah. • Make a list of all of the acts of courage that were discussed and explained in this book. Explain why it is important to "stand up" to bullies. • Identify the character/person in this book whom you most respect and admire. Write a letter or poem	• View the video: "Not In Our Town: Heroes." CA: The Working Group, 1995. • View the video: "Prejudice: Answering Children's Questions" with Peter Jennings. ABC News, 1991.

the people of Billings respond?

• What do the two tell the people attending the meeting?

• Explain the action that the people at the meeting and the churches in the community decide to take. Why do they decide to do this?

• Describe the story of the menorah as Isaac explained it to his class.

• What does Isaac's teacher Mrs. Pearson tell his class about celebrating Hanukkah and fighting against prejudice?

• What was the story about prejudice that Teresa Hanley recalled and told to the class? What other story of prejudice and discrimination is told by a classmate?

• What does Mrs. Pearson have to say about bullying? What are Mrs. Pearson and others in town going to do about the bullying?

• Teresa asks her family to place a menorah in the family window. How does her family respond to her suggestion?

• Why is Isaac fearful that the high school would be angry with his family? What is his mother's response to his concerns?

• Why does Isaac's mom take him for a ride in the

explaining your respect for this person and the reasons that you admire and respect them.

	car? What does he learn? • Isaac confesses a secret he has kept to his mom. What was it? Why do you think he didn't tell the truth to his friends? What is his reaction now? • What do Isaac and his mother decide about love and hate when they see the sign in the Hanley window? What symbols were on the sign? What message was the Hanley family sending to Isaac and his family and to others? • How does the sign in the Hanley's window and his mother's words influence Isaac's decision and actions?		
Peacebound Trains	• During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building. • Why does Sumi's grandmother join her at the top of Blossom Hill? • What is meant by "brothers fighting brothers"? • Grandmother says it was dangerous for men to be seen in the beginning of the war. What did she mean? • At the end, Grandfather stays behind to do his part as a soldier. Do you think he should have done that? Why or why not?	• Change the ending of the story so that Harmuny and Harabujy meet after the war. Draw a picture to go with your ending. • Write a poem about the peacebound train. Tell it from Harabujy's point of view. Relate his feelings about how the train was able to take his family to safety as well as away from him forever.	
Amistad Rising	• During the read-aloud session, stop at the salient points and ask these	• Have children select four episodes from the events of Cinque's life.	• Bound For America, the Forced Migration of Africans to the New World by James Haskins and

	questions rather than at the end of the story so that knowledge is building. • The Spanish slave ship in the story was named Amistad, which means "friendship." How do you feel about that? Why? • Why do you think the slaves were forbidden to speak on the ship? Do you feel it was right for Cinque and the other Africans to kill the captain? Why or Why not? • After Cinque's struggle with the crew, the author states, "But they had claimed victory too soon." What might that mean? • Although stealing of slaves from Africa was illegal, people could still own slaves. How could this be?	Prepare a four-page accordion-pleat booklet illustrated with pictures at the top and explain with words on the bottom of each of these episodes. • • Do you feel it was right for Cinque and the other Africans to kill the captain? Why or Why not? • After Cinque's struggle with the crew, the author states, "But they had claimed victory too soon." What might that mean? Activities • Write a letter to John Quincy Adams suggesting arguments to help free Cinque	Kathleen Benson. NY: Lothrop, Lee & Shepard Books, 2000. From Slave Ship to Freedom Road by Julius Lester and Rod Brown. NY: Puffin Books, 1998. • They Came in Chains, the Story of the Slave Ships by Milton Meltzer. NY: Benchmark Books, 2000
On the Long Trail Home	• During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building. • Early on Meli questions her father, "Why does anyone order men to do bad things?" How would you answer her? 182 • Meli insists that, "Persons can choose whether to obey bad orders." Do you agree with her? Why or why not? • Along the trail, "One or two of the soldiers had tried quietly to bring water and food, especially to the	• Choose a part of the story to illustrate. Write a paragraph explaining the scene. • Compose a poem for Meli that would try to explain all her questions about life. •Write a brief final chapter that tells what happens to Meli's family.	• Remember My Name by Sarah H. Banks. NY: Scholastic, 1993. • Soft Rain, A Story of the Cherokee Trail of Tears by Cornelia Cornelissen. NY: Bantam Doubleday Dell,1998. • The Trail of Tears by R. Conrad Stein. Chicago: Children's Press, 1993. • Wilma P. Mankiller, Chief of the Cherokee by Charnan Simon. Chicago: Children's Press, 1991.

	children. But most had made themselves hard." What does it mean "to make themselves hard?" • Why do you think Meli's grandmother encouraged her to run with her brother? • What do you think of the children eating raw food while on the run? • Why did Tahli and Meli give their most prized possessions to Caddo's family? Would you have done that? Explain. • Caddo's father says, "We keep truth in our hearts, and say what is necessary to white men." Is that lying? Why or why not? • Meli ponders about those who care about other people's feelings. She thought about the Quakers and the Christians she had met and also about the old Jewish peddler. Meli wonders if it is God who makes them good to the Indians and who makes them think about unseen things. But the white leaders and most of the soldiers do not. How would you respond to Meli? • When Meli and Tahli are reunited, how did they show their feelings for each other? Why do you think they did that?		
Shin's Tricycle	• Where did Shin and his family live? Describe his family. • What did Shin want for	• Do you remember when you received your first tricycle or bicycle? Draw an illustration of it and then write a short paragraph describing how	• The Big Book For Peace by Lloyd Alexander, Natalie Babbitt, John Bierhorst, Jean Fritz, et al. New York: Dutton Children's Books, 1990.

	his birthday? • Who brought him a tricycle? • What was happening in the world during this time? What is meantby the term "world war"? • Describe the events of the morning of August 6, 1945. • What happened to Shin and his family? • What happened to Shin's sisters? • What happened to the people of Hiroshima? • Describe life after the war. • What did the father decide to do with the tricycle? • What did the tricycle symbolize for children everywhere?	you felt when you rode it. • Look up other symbols of peace. Make a drawing of each symbol and write an explanation of it under each symbol. • Write a poem about Shin and his red tricycle or write a letter to Shin's family telling how it made you feel to read the story. • Another project that has been started as a result of the illness suffered by those who were affected by the atomic bombs is the peace crane project. Find about this project on the Internet or in your school library. Try to organize the children in your class - or your whole school - to participate in the peace crane project.	
Memories of My Life in a Polish Village	• Describe life in Toby's small village. • How did the Jews celebrate the holidays? • How does Toby describe the ten Jewish families who lived in the village? • Did local people help her? • What happened to Toby when they were liberated? • Assign the students the different professions of the village people, Jewish and non-Jewish. Read about the different professions. Share	• To create the atmosphere of life in a Shtetl (a small village), get a paper model of a Shtetl that can be cut and assembled. These can be purchased from Dover Publishing, NY. Play Klezmer taped music that typifies the music played by traveling musicians in Eastern Europe. • Play a clip from Fiddler on the Roof that shows Shtetl life in Eastern Europe. • Have the students cook recipes for the Jewish	• My Grandmother's Journey by John Cech. Story that takes place in pre WWII time period. A Picture Book of Anne Frank by David Adler. This book is an illustrated biography of the story of Anne Frank. • The Sign in Mendel's Window by Mildred Phillips. When Mendel the butcher rents out half his store there is a problem but only his wife can tell who the villain might be. This is a funny folk tale that is set in a small town in Eastern Europe. Aladdin Paperback, 1996. • Let the Celebration Begin by Margaret Wild. Miriam lives in a concentration camp and as

	this information with each other during a class discussion. • What was life like before the war? • What happened to Toby's village during the Russian invasion? • How was life different during the Nazi invasion? • How did Toby manage to survive? • Why did some people help Toby at the risk of their own lives? • Describe life in the ghetto, concentration camp and Displaced Person's Camp. • Through her paintings, what did Toby try to tell? • What happened to Toby's family?	holidays. • Compare holiday practices of the Jewish people and your own national holidays and holidays of other religions. • Have students draw their own artwork interpreting what they are reading. • Make a timeline showing the different stages of Toby's life and where she lived during each stage.	liberation approaches, the women plan a party for the young children and make toys from scraps of clothing.
Jacob's Rescue	• What is Marissa's fifth question at the Seder? • What is the answer to Marissa's question? • Describe how Jacob's life had changed from prewar Poland of 1939 to 1941 in the Warsaw ghetto under Nazi rule. Where were the men in his family? • Describe life in the ghetto under Nazi rule. • What do Bubbe (grandmother) and Aunt Hannah decide must be done with Jacob? • What name does "Uncle Alex" give to Jacob? Why	• Analyze the difference between the words "famous" and "hero." Give examples of people who fit each of the categories. Explain how the word "hero" is often misused to describe people who are simply famous and popular. • Make a list of the games that Jacob plays with Yurek, Marishka, Sholom, and David throughout the book Jacob's Rescue. What are some of the common features of these games? Make a list of games that you and your family or friends like to play that could have been	• Daniel's Story by Carol Matas. • Twenty and Ten by Claire Huchet Bishop. • Hide and Seek by Ida Voss. • Joseph and Me: In the Days of the Holocaust by Judy Hoffman.

must he have a new name?

• What are the names and ages of the Roslan children? How do Jacob and the two Roslan children react to each other at first?

• Describe the Roslan apartment.

• How does Jacob describe the ghetto to the Roslans? What does he say is happening to the people being taken away on trains?

• Why is Mela (Mrs. Roslan) so worried about taking Jacob into their home?

• Why does Alex decide that he must make a hiding place for Jacob in their home? Where is the hiding place? What is it like for Jacob in this place?

• Why does Jacob appear to be thinner and more apt to become sick even though the Roslans fed him whatever they ate? What does Alex do to try to solve the problem? • Why is Jacob's Uncle Galer able to go about the streets without being arrested by the Gestapo?

• How does Jacob feel about Marishka and Yurek going to school? How does he attempt to become involved in their schooling? How do they feel about Jacob's involvement?

• How does a neighbor's

played by Jacob and "his family." Describe how you would feel if you could only play "quiet, indoor games."

• On the "Righteous Among the Nations" award, Marissa read the words, "Whoever saves a single life is as one who has saved the entire world (p. 114)." Explain what this means. How does it apply to Alex, Mela, Marishka, and Yurek?

• The decision by parents or grandparents to rescue and hide Jews had quite an impact on the lives of their children also. Make a Venn diagram illustrating how the lives of the children in a family of rescuers changed when the adults decided to help. What would you have said and felt had you been a child in such a family?

• Find another true story about a person or family who rescued Jews and read the story. Explain some of the characteristics that the rescuers had in common with the Roslan family. How do the rescuers view themselves and what they did?

visit bring fear to Jacob and the Roslans?

• How does Jacob use his skill with numbers to help Alex?

• Mela's brother Vladek is prejudiced against the Jews, yet he helps the family when the Polish police come to the apartment looking for Jews. How does he help? Why does he help?

• Where are Jacob's brothers Sholom and David? What is life like for them in their hiding places?

• Why did the Roslan's decide to move? How was Jacob hidden during the move?

• Why does Mela agree to permit Sholom to come to live with them also?

• Describe Sholom's appearance. How does Mela respond when she sees Sholom? How do Jacob and Sholom react to each other? What does Marishka do?

• What illness strikes the children in the Roslan apartment? Why does it cause so much fear?

• While Yurek is in the hospital, how does he attempt to help little Orish (Sholom)?

• How does Jacob react when Sholom dies? What does Alex do?

• Explain how Yurek

becomes involved with the Resistance. How do Jacob and Yurek work together to hid this information from Alex and Mela? Why do they hide what Yurek is doing?

• What happens when the Gestapo agent and the soldiers come to the apartment?

• Describe the journey to Vladek's village.

• What happens when Jacob develops scarlet fever? Why does Dr. Masurik agree to treat Jacob?

• How does Alex solve the problem of the money needed for the bribe and for Jacob's treatment? How does Alex smuggle Jacob into the hospital?

• How does Mela react when Alex takes the family to their "new home?" Describe the home. What does Marishka say about her mother to her brother Yurek?

• How had hiding Jacob and Sholom changed life for the Roslan children?

• What did Alex help to smuggle into the ghetto? Why did the Jews need the smuggled weapons?

• When Alex tells Yurek that he will take him with him on the next smuggling operation, Yurek responds," There won't be a next time, Papa. They're killing all the Jews (p.76)."

What is Alex's response?

• Why does David join Jacob with the Roslan family? Why does Jacob come to resent his little brother David?

• What happens when Marishka and Teddy (David) disobey and go outside again to play? Why do David and Jacob fight and argue?

• What happens to Yurek? How does Mela react? What is Jacob's reaction? What does Alex mean when he tells Jacob, "Genyek, it's the only thing that matters" in response to Jacob's comment that it doesn't matter whether or not they make it (p. 91)?

• Why do Mela and Alex decide that they must all leave Warsaw? Where do they go to hide?

• When Vladek warns Alex that there is a rumor in the village that he and his family are Jewish, how does Alex handle the crisis? Does it work? How does the village respond?

• How does Jacob respond to the Russian soldier?

• Why do the Roslans decide that they must go to Berlin after the war ended?

• How do Mela and Alex feel about Jacob and David by this time? Give examples that show this.

• How do Jacob and David react when they learn that

	their father is alive and wants them to come to him in Palestine? What do Alex and Mela tell them? • Why did Mr. Gutgeld hide the letters and cards that the boys and the Roslans tried to send to each other? How did Jacob and David find the Roslans again? • What is the "Righteous Among the Nations" award? Why did Jacob and David want the Roslans to receive the award? Do you agree that the Roslans were true heroes?		
The Shadow Children	• How does Etienne feel about spending the summer with Grandfather on the farm near Mont Brulant? How does Grandfather feel about his grandson's visit? • Grandfather is a farmer but he is also a bookbinder. Describe his work as a bookbinder. How does he feel about books? • Who does Grandfather think was eating his pears? How does he feel about gypsies? Is Grandfather prejudiced toward the gypsies? How can you deduce his attitude? • When Madame Jaboter hears Etienne's story about the incident in the woods she warns him, "The souls of a thousand lost children live in those woods (p.25). What do you think she means by this? • Etienne tells Madame Jaboter that he does not	• Imagine that you are writing a letter to Etienne. What would you say to him about his grandfather? • Write a newspaper story about the events that occurred in Mont Brulant. • Make a Venn diagram illustrating the connections between Etienne, his grandfather, and Isaac. Make a "shadow drawing" or silhouette of Etienne, Grandfather, Madame Jaboter, Isaac, and Sarah. (You may use classmates, the teacher, and other adults as models to create the silhouettes.) Under each, write a brief explanation of their reaction to the events that took place in Mont Brulant. Alternatively, write a brief description of the character of each person	• Daniel's Story by Carol Matas • Jacob's Rescue by Malka Drucker and Michael Halperin • Twenty and Ten by Claire Huchet Bishop • Joseph and Me; In the Days of the Holocaust by Judy Hoffman.

believe in ghosts. What does she tell him to call them, if not ghosts?

• What is special about the shelf of books that Grandfather never returned? Why do you think Grandfather says, "You don't forget about books like these (p.29)?"

• What does the young man in the woods ask Etienne? How do the children respond when Etienne tells them that he is Monsieur Hoirie's grandson?

• Describe the young man. Why does he say that they are from "everywhere?" What is his answer when Etienne inquires why he has never seen any of them before this time?

• Grandfather is angry when he realizes that Madame Jaboter has been talking to Etienne about the children. He tells her, "Enough! What's done is done." She responds, "You can't will them away! They won't be forgotten. They want their revenge. (p.43)" What do you think they are talking about?

• Grandfather's tells Etienne that "They're (the children) nothing but the bad dreams of a guilty conscience. (p.44)." What do you think he means by this? Have you ever been bothered with thoughts and memories of something you were sorry about?

• What is the collection that

• Do you think The Shadow Children was a good name for this book? Explain your answer. How was this story different from other stories of "ghosts" that you may have heard?

• Madame Jaboter tells Etienne to think of the "ghosts" as "memories." What did she mean by this? Why does Isaac want Etienne to remember? Although this was a story, explain why it is important for today's children and future generations to learn and remember what really happened in the Holocaust.

• Grandfather says the children only wanted peace. Read about some organizations and peace efforts occurring today. Make a list of things that you can do to work for peace.

Etienne begins to make? How does he feel about his collection?

• What is strange about the train that Etienne hears?

• Reveuse throws Etienne down the embankment by the old stone bridge. What does he find? What is strange about the ink mark on his arm?

• How does Grandfather respond to the mark? Why does he say, "Because this is what they did to the ones they made into slaves (p.55)?"

• On the ride to the village, Etienne tells Grandfather and Madame Jaboter that he sees the children again. What is Grandfather's reaction?

• What do you think Madame Jaboter means when she responds to Grandfather, "And may God forgive us (p.60)."?

• Why does Isaac refuse to save himself?

• Grandfather says that it would have been better to die with the children than to live with the guilt. What does this tell you about his character?

• Grandfather insists "That time is over and done with." Madame responds "Maybe for us it's over, but not for the children… It will never be over…(p.61)." What are they talking about?

• What does Grandfather tell his grandson about war? Why does he say that the "last war" (World War II) was a time of special madness?

• How did the villagers treat the children? Why did so many children come to Mont Brulant? How did his family respond to the children?

• What did Grandfather say the children wanted?

• What rumors had the villagers heard about concentration camps?

• What choices did the villagers have? What would have been the consequences of each choice?

• How does Grandfather respond when Etienne asks, "Would you have let them take me? (p.65)"?

• What kind of madness does Grandfather say existed? Why does he say that there was no place to hide?

• What happens to Etienne's arm while Grandfather is telling him about the children, the villagers, and the Nazis?

• Who was Isaac? What was his role? How did Grandfather and Grandmother feel about Isaac? About Sarah?

• How did the Nazis force the round up of the children? Why did

Grandfather say that resistance was useless?

• What was it like at the bridge as the children were forced into the cattle cars?

• How does Grandfather feel about himself after the Nazis took the children away? What does he mean when he says that the children are always with him?

• Isaac shouted to Grandfather from the cattle car "…one day the law will bear fruit. Preserve it, please, for those who come after us (p.72)." What was he trying to tell Grandfather?

• What did Grandfather do with the books? What do they tell him about Isaac?

• What did the villagers do about the train tracks? Why did they do it?

• What did Grandfather say the villagers may have been trying to hide? Did he think it had worked? Why not?

• What was the terrible crime that the villagers committed? What other choice does Grandfather think they had? Do you agree or disagree with him?

• Etienne returns to the forest the night after his grandfather told him what had happened to the children. What does he find?

• Isaac gives Etienne a

	message to give to Grandfather. What was it? What will happen if Isaac and the children do not go on the train? • What are the two things Isaac tells Etienne to do? Why do you think he told Etienne to do these things? • How did things change for Etienne after the night of the train? • What does Etienne conclude about Madame Jaboter's words "the souls of a thousand lost children haunted the place (p.85)."? • What does Etienne conclude about the importance of Grandfather's work with the books? Explain how the books influenced Etienne.		
Child of the Warsaw Ghetto	During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story. • With what kinds of toys did Froim play, and how do they compare to the toys with which you play? • Why would people lose their jobs during a depression? • Why would a leader "blame" a certain group for the problems of the country? • What were the effects of	• Sequence the events of the story. As a class, create a timeline of Froim's early life, including the important historical events. Each student can then create his/her own timeline. • Discuss basic human needs (with emphasis on shelter and warmth) and how Froim provided these for himself. Create a class quilt that signifies Froim's early years and the story's events. An ABC quilt will likely allow each student to create his/her own square contribution. Brainstorm ideas as a class before beginning the project. • Each student writes an	• Hilde and Eli: Children of the Holocaust by David Adler. New York: Holiday House, 1994. • Ten and Twenty by Claire Huchet Bishop. New York: A Puffin Book, a Division of Penguin Books, 1991. • Flowers on the Wall by Miriam Nerlove. New York: Margaret K. McElderry Books, 1996. • Jacob's Rescue by Malka Drucker and Michael Halperin. NY: Bantam Doubleday Dell Publishing, 1994. • Joseph and Me: In the Days of the Holocaust by Judy Hoffman. KTAV Publishing Company, 1979

	Froim's father dying? • What is a pen name, and why would a person choose to use one? • What would the Nazis do with the stolen valuables from Jewish homes? • Why were secret schools and libraries established within the ghetto? • Why was there little food, coal, or medicines within the ghetto, and what were the effects of the lack of these? • Why did Janusz Korczak refuse to leave the orphans? • Why weren't the resistance fighters able to stop the Nazis?	ending to the story. Begin at the moment of liberation. Share the story endings. Compare and contrast them.	
Rose Blanche	During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building. • What affects did the new Nazi government and its armies have on the small town where Rose Blanche lived? • Why does Rose Blanche like to walk by the river? • Rose likes to watch the trucks. What happens one day when a truck must stop to make repairs? • Why do you think that the little boy is running from the soldiers? • Why do you think the	• The illustrations in the book Rose Blanche are very powerful and tell the story as much - or more - than the words. Assign a pair of students to each illustration to try to put into words what they see in the illustration. • The name Rose Blanche (White Rose) was the name of a group of young German citizens who opposed and resisted the Nazi regime. They were 201 primarily of college-age with some of high school age. They attempted through their underground newspaper to bring the evils of the Nazi regime to the attention of the German people. Eventually they were all	• The Butterfly by Patricia Polacco.

mayor stops the little boy and returns him to the soldiers?

• Look at the illustration of the little boy, the mayor, the soldier, and the SS officer carefully. Describe what you see in their faces and body language.

• Where is Rose Blanche while all of this is happening? What does she decide to do? Does anyone else notice or react to what is happening?

• How does Rose manage to follow the truck? Where does the path eventually lead?

• What does Rose Blanch find in the clearing?

• Look at the two-page illustration of the barbed wire enclosure carefully. What can you tell about this concentration camp from the artist's illustration?

• How does Rose Blanche respond to the children in the camp? What does she do throughout the winter months?

• Why is Rose Blanche's mother worried about her? Why is Rose so thin and pale?

• Why do you think that Rose Blanche does not tell anyone what she is doing?

• How are things changing in the camp?

• Why is Rose Blanche's arrested and executed. Why do you think the author and illustrator took the name of this group for the little heroine of his book? Investigate and discover different methods of resistance used by those who opposed Hitler and the Nazis.

• The authors actually do not say what happens to Rose Blanche. How would you write the end of the story?

• Write a poem or short essay about Rose Blanch. What do her actions tell you about her character and her courage? Why do you think she did not tell anyone what she was doing?

• At one point in the story the author notes, " Everyone was watching everyone else." Why was this happening? What did the Nazis do to those who opposed them or broke the laws?

• Select one event or point of the story and draw your own illustration.

• Design a medal for courage and honor that you would give to someone like Rose Blanche. Explain the meaning of the colors and symbols you use in your medal. Write the speech that you would make when you awarded the medal to such a person

mother waiting for her?
What has changed in the
forest clearing?

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: prejudice, discrimination, anti-Semitism, racism, sexism, Holocaust, slavery, persecution.

Content specific modifications to extend learning for gifted students may include:

- As topics are discussed, students will be encouraged to develop maps and historical portfolios of key players involved in each of the readings.

Integrated/Cross-Disciplinary Instruction

Read aloud strategies cultivated in Reader's workshop will be utilized to enhance class discussion in this unit.

Resources

The full "Caring Makes a Difference" Curriculum can be viewed here: http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

The New Jersey Holocaust Commission website: http://www.nj.gov/education/holocaust/

- Abells, Chana Byers. The Children We Remember. Using spare poetic text, the evocative black and white photographs show the plight of the children who suffered in the Holocaust, those who survived and those who died. A sensitive introduction to the Holocaust for young children. New York: Greenwillow, 1986. 4th - 5th grades
- Ackerman, Karen. The Night Crossing. Clara and her family escaped from Nazi invaded Austria to find safety in Switzerland. They took some heirlooms with them and convinced the guards at the border to allow them to cross over. New York: Scholastic Inc, 1994. 3rd- 4th grades

- Adler, David. A Picture Book of Anne Frank. This book chronicles Anne's life beginning with her birth in Germany. However, after Hitler's election, the family leaves for Holland. When the Nazis invade Holland, life grows progressively worse. Anne and her family went into hiding in an Annex in the back of Mr. Frank's business. In 1944, Anne and the others who were hidden in the Annex were arrested and sent to a concentration camp. They all perished for except Anne's father. New York: Holiday House, 1993. 3rd - 4th grades
- Adler, David. Child of the Warsaw Ghetto. Shortly after the Great Depression of the 1930's, Froim's father died leaving his mother and six siblings homeless. Since Mrs. Baum had no means of support, Froim and one brother were sent to an orphanage run by Janusz Korczak, a famous doctor/teacher/author. When the Nazis took the orphanage, the children were sent into the ghetto. One day, Korczak and his orphans were forced onto trains for Treblinka, a concentration camp. Froim survived the atrocities of the camps to tell his story. New York: Holiday House, 1995. Picture Book 4th-5th grades
- Balgassi, Haemi. Peacebound Trains. When Sumi's father dies, her mother joins the US Army so that she can undergo training and obtain college benefits. Sumi stays with her grandmother who finds Sumi at the top of Blossom Hill watching a train. Grandmother tells her the story of her family's escape from Seoul, Korea during the Korean War of 1950's. Picture Book. New York: Clarion Books, 1996. 4th-5th grades
- Bishop, Claire Buchet. Twenty and Ten. In 1944 during the German occupation of France, twenty French children in the Roman Catholic school run by Sister Gabriel are joined by ten Jewish children seeking refuge from the Nazis. New York: Puffin Books, 1978. 3rd-5th grades
- Bunting, Eve. So Far From the Sea. Laura and her family visit grandfather's grave at the Manzanar War Relocation Center where he died during the Internment of Japanese Americans after the bombing of Pearl Harbor. As a memento, she leaves behind her grandfather's Cub Scout scarf that he had worn to prove that he was an American when the US soldiers came to get him. New York: Clarion Books, 1998. 3rd - 5th Grades Bunting Eve. The Terrible Things: An Allegory of the Holocaust. The small clearing in the woods was shared peacefully by the forest creatures until the day the "Terrible Things" came. Little Rabbit is puzzled by the silence of the other forest creatures, and the behavior of the "Terrible Things" as each of the forest species is taken away until none remain but Little Rabbit. Philadelphia, PA: The Jewish Publication Society, 1980. 3rd Grade - Adults
- Cameron, Ann. The Most Beautiful Place in the World. With the help of his grandmother, a young Guatemalan boy triumphs over poverty and abandonment to find love and self-respect. New York: Alfred Knopf, Inc., 1988. 3rd-4th grades
- Chambers, Veronica. Amistad Rising. In 1839, a group of more than 500 African captives were chained together and placed aboard a Spanish slave ship headed for Cuba. After 2 months xlviii at sea, 53 of the prisoners were transferred to the Amistad to be taken to a plantation in eastern Cuba. Joseph Cinque was one of those men who freed himself and others from their shackles. They attacked the captain and the crew and demanded to be taken home. Instead, they were delivered to New London, Connecticut and imprisoned. Abolitionists worked with Cinque and the case went to the Supreme Court. They were freed and returned home. New York: Harcourt Brace & Co., 1998. 4th - 5th Grades
- Cohen, Barbara. Molly's Pilgrim. Molly, a nine-year-old Russian Jewish girl, is the object of her classmates' taunts because of her foreign accent, strange ways and different clothing. Around Thanksgiving, the teacher asks everyone to make a pilgrim doll. Molly, with the help of her mother, makes a Russian doll. Molly's pilgrim helped the class to understand the search for religious freedom that continues to bring pilgrims to America. Beech Tree Books, 1989. 3rd - 4th Grades. (also a video: Molly's Pilgrim. Well made. 24 min. color. Available through Social Studies School Service/ADL 1-800-421-4246) plus a guide: Using Molly's Pilgrim in the Classroom by Susan Kilpatrick. Teacher Created Materials 1995 ISBN 155734535X
- Cohn, Janice, D.S.W. The Christmas Menorahs: How a Town Fought Hate. It was time for Hanukkah in 1993 in Billings, Montana when a rock suddenly crashed through the bedroom window of young Isaac Schnitzer. Young Isaac is frightened by the incident and confused when his father tells him that

"It is because we're Jews." Isaac's friend Teresa and the rest of the Hanley family are preparing to celebrate Christmas. Teresa does not understand the violence directed against her friend and she and her family decide to join the Schnitzer family to fight back. Together, the two families go to the community with their story and the community decides that they will fight back against the hate and bigotry. The story of Billings, Montana, the town that fought hate, is told in this book and has also been the subject of a two video documentaries. Morton Grove, IL: Albert Whitman and Company, 1995. 3rd - 5th grades

- Denenberg, Barry. One Eye Laughing, the Other Weeping: The Diary of Julie Weiss. In 1938 Vienna, Austria, young Julie Weiss is puzzled and increasingly distraught by the changes that are reshaping her lovely world into something ugly and vicious as the Nazis seize power and begin their campaign of hate and violence against the Jews. Dear America Series New York: Scholastic Inc, 2000. 4th - 8th grades
- Drucker, Malka and Halperin, Michael. Jacob's Rescue: A Holocaust Story. Jacob once lived in a beautiful home in Warsaw with his family and played with his friends just like other boys and girls. But now the Nazis have come and everything has changed. Jacob is sent away from his family - as are his brothers - and is taken into the home of the Roslan family. The risk is great for everyone but hiding is the only way to survive. New York: Bantam Doubleday Dell, 1993. 4th-5th grades
- Estes, Eleanor. The Hundred Dresses. Wanda Petronski was a poor, quiet immigrant from Poland in Maddie's class. Maddie joined her best friend and popular classmate Peggy in mocking Wanda's story that she has one hundred dresses in her closet. Wanda drew a display of 100 dresses that she colored and designed which were hung on the classroom wall. Wanda moved away, and Maddie feels guilty that she didn't stick up for Wanda when the children were taunting her. New York: Scholastic Inc. 1973. 3rd-4th grades
- Feder, Paul Kurtzband. The Feather Bed Journey. As she holds and cherishes a small feather pillow, Rachel's' grandmother tells her the origins of her pillow. It once was a large blanket that was created during her childhood in Poland. The remainders of the blanket became a pillow that was sent to her in the United States. Morton Grove, IL: Albert Whitman and Company, 1995. 3rd - 4th grades
- Fitzpatrick, Mary Louise. The Long March. In 1847, an impoverished group of Choctaw Indians collected $170.00 from their meager resources for the relief of the Irish suffering from the potato xlix famine. Choona, a resentful young Choctaw, comes to terms with the tribe's decision to send a contribution. Hillsboro, OR: Beyond Words Publishing, 1998. 3rd-4th grades
- Fluck, Toby Knobel. Memories of My Life in a Polish Village 1930-1949. The author, an artist and survivor, tells the story of growing up in a small village in Eastern Poland that is first conquered by the Russians and then the Nazis. She and her mother manage to survive the Holocaust. The two of them are joined by Toby's new husband and immigrate to the United States. The author tells her tale in her art as well as words. New York: Alfred A. Knopf, Inc., 1990. 4th-5th grades
- Hoestlandt, Jo. Star of Fear, Star of Hope. The author, through simple prose, reflects on the loss of a childhood companion more than 50 years ago, and explains her feelings of pain as Lydia, her best friend, left as the Nazis began arresting Jews in France. Morton Grove, IL: Walker and Company, 1995. 3rd - 4th grades
- Hunter, Sara Hoagland. The Unbreakable Code. This is the story of the Navajo code talkers. During World War II, the Navajo were used by the United States military as radiomen to communicate secret information over the radio. Speaking in their own language, they were able to provide the military with a code that the Japanese were never able to break. Flagstaff, AZ: Rising Moon, 1996. 2nd-4th grades
- I Dream of Peace. Images of War by the Children of former Yugoslavia. In the book, the children show the tatters of their lives and the destruction brought by the war to their homeland. UNICEF collected the poems and drawings from refugee camps and schools. United Nations Publication ISBN 0062511289. 4th-8th grades
- Innocenti, Roberto and Gallaz, Christophe. Rose Blanche. Illustrated with beautiful, touching illustrations that make this a very moving story. Rose Blanche is a young girl living in a small town in Nazi Germany. One day she sees a child escape from a truck. He is caught by the mayor and returned

to the soldiers on the truck. Rose follows the truck to a forest clearing with a barbed wire enclosure. Behind the wire she sees sad, hungry children. She returns daily to slip her school lunch through the wire to the children. One day, spring comes and so does the end of the war. Rose slips into the foggy forest one last time. The ending is implied but left to the imagination. Mankato, MN: Creative Education, Inc., 1985. 4th-5th grades

- Klein, Gerda Weissmann. Promise of a New Spring. An allegory. A comparison is made between the tragedies of the Holocaust and its atrocities and the destruction of a forest with its devastating effects. The author clearly indicates that man has been responsible in both of these senseless acts. This story begins with a brief overview of the Nazi treatment of Jews. Chappaqua, NY: Rossel Books, 1981. 3rd-4th grades
- Knight, Margy Burns. Who Belongs Here? As a young child, Nary and his grandmother ran away from Cambodia to live in Thailand waiting to come to the USA. When he arrived here, his classmates called him names and it made him very unhappy. His teacher tries to teach the children about being a refugee and the consequences of prejudice. Gardiner, Maine: Tilbury House, 1993. 2nd - 4th grades
- Kodoma, Tatsuharu. Shin's Tricycle. Shin was three years old and lived in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and is displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945. New York: Walker and Co., 1992. 4th - 5th grades
- Lamorisse, Albert. The Red Balloon. Pascal is a small, lonely boy living in Paris. He finds friendship with a red balloon until a gang of boys destroys the balloon. A disheartened Pascal is cheered by a large gathering of balloons that drift over the city. Garden City, New York: l Doubleday and Company, Inc., 1956. 3rd-4th grades. Also available as a video produced by Video Images, Box C-100, Sandy Hook, CT, 1987.
- Levine, Ellen. ,,,If You Traveled on The Underground Railroad. This book tells the reader what it was like to be a slave and escape to freedom on the underground railroad. Well illustrated with lots of historical facts. New York: Scholastic Inc., 1988. 3rd- 4th grades
- Littlechild, George. This Land is My Land. A member of the Plains Creek Nation, Littlechild offers paintings and commentary for a variety of topics. Littlechild often incorporates photographs of his ancestors in his work. San Francisco, CA: Children's Book Press, 1993. 3rd-4th grades
- Matas, Carol Daniel's Story. Daniel once led a normal life in Frankfurt, Germany but that changed in 1933 when Hitler and the Nazis came to power. Jews were no longer considered citizens or had any rights at all. His family was forced to leave Germany and was sent first to the Lodz ghetto in Poland and then to Auschwitz. He loses his mother and his little sister and many friends. Somehow Daniel and Father survive. Together, with new friends and new hopes, they determine to build new lives. New York: Scholastic Inc., 1993. 4th-5th grades
- MacDonald, Margaret Read. Peace Tales: World Folktales to Talk About. The author weaves authentic folk tales and proverbs from all over the world illustrating the folly of war and indicates ways to achieve peace. Conflict resolution through stories. Linnet Books, 1992. 3rd-4th grades
- McConnell, Nancy P. Young and Old Alike. We need to learn to respect members of the older generation. Many older people are retired but they are also accomplished. We can learn a great deal from their wisdom and experience. Colorado: Current, Inc., 1984. 3rd - 4th grades
- McCully, Emily Arnold. The Bobbin Girl. Rebecca is only ten-years-old but she is already working as a bobbin girl in a textile mill in Lowell, MA. Her wages help support her mother. An injury to a young worker leads to a strike but the strike fails during the harsh times. The leader, Judith, encourages Rebecca by telling her that the struggle is not over. New York: Dial Books for Young Readers, 1996. 2nd-4th grades
- McDonough, Yona Zelkis. Anne Frank. The pictures and text trace the life of Anne Frank from Germany to Amsterdam. Anne was "outgoing and lively", much like any other youngster who shared hobbies and interests with her friends. After the Nazis invaded Holland, she and her family went into hiding in an Annex with other fellow Jews. She kept a diary that became her best friend. After 2 years in hiding, Anne and the others in the Annex were arrested and shipped off to concentration camp.

Anne's father Otto was the only survivor. New York: Henry Holt and Company, 1997. 3rd -4th grades

- Millman, Isaac. Moses Goes to a Concert. A young boy who is deaf learns to experience the "sound" of his new drum through his hands and feet. Moses and his classmates learn that hearing-impaired people can become whatever they set their minds to, even drum playersFrances Foster Books-888-330-8477. 3rd-6th grades
- Mochizuki, Ken. Baseball Saved Us. In 1942, while the US was at war with Japan, the US Army moved all people of Japanese ancestry on the West Coast into internment camps in the middle of the American desert where they remained until 1945. None of these families who were American citizens were proven to be enemies. In 1988, the US government admitted that this policy of camps was wrong. Lee and Low Books, Inc., 1993. 3rd-4th grades
- Mochizuki, Ken. Passage to Freedom: The Sugihara Story. The true story of a quiet hero. Chiune (Sempo) Sugihara, a Japanese diplomat who was posted in Kaunas (Kovno), Lithuania in 1940. As thousands of Jews were fleeing the Nazis from Poland, they found themselves stranded in Lithuania and came to the gate of Sugihara's house begging for visas. The route of escape was the Russian Trans-Siberian Railroad to Vladivostok, a boat to Japan and then China. li By hand, he issued thousands of visas against the wishes of his own government and saved thousands of lives. The story is told through the eyes of his five-year-old son. New York: Lee and Low Books, Inc. 1997. 3rd grade reading level, interest level 4th-6th grades
- Nerlove, Miriam. Flowers on the Wall. A story of Rachel, a young Jewish girl. whose life becomes harder in Warsaw when the Nazis occupy that city. The family has difficulty surviving. Rachel paints flowers on the wall of her apartment to cheer herself up. She and the family are transported to Treblinka in the summer of 1942 where they die. Poignant watercolors New York: McElderry. 3rd-5th grades
- Oppenheimer, Shulamit Levey. The Lily Cupboard. When the Germans occupy Holland, Miriam is sent away to live in the country. Beautifully illustrate. New York: Bantam Doubleday Bell, 1992. 3rd-4th grades
- Open Society Fund. Dear Unknown Friend, Children's Letters from Sarajevo. Drawings and letters written by children in Sarajevo to pen pals in the United States during the siege of that city. New York: Open Society Fund, 1994. 4th-8th grades
- Polacco, Patricia. Pink and Say. Pinkus (Pink) and Sheldon (Say) met during the Civil War. Sheldon was 15 years old when he was wounded and was laying unconscious in a Georgia field. He was discovered by Pinkus, another teenage Union soldier. Pink was born into slavery and ran away to join the Union Army. Pink takes Say to a nearby cabin that belongs to his mother to hide him from the Confederates forces. They know that they are in great danger from Southern marauders. New York: Scholastic Inc., 1994. 4th- 6th grades
- Polacco, Patricia. The Keeping Quilt. The author tells the story of the Keeping Quilt, a symbol of the enduring love and faith in her family. It is passed on from generation to generation for about 100 years. The quilt was made from old clothing, Anna's babushka, Vladimir's shirt. It is used as a wedding canopy and a blanket to welcome a new baby. NewYork: Simon Schuster, 1988. 3rd - 4th grades
- Polacco, Patricia. The Butterfly. Life changed when the Nazis marched into Monique's French village and took power. Those changes reached down into her personal life when she met "the little ghost" she woke in the night to see sitting in her bedroom. Sevrine, a little Jewish girl, is being hidden from the Nazis by Monique's mother who is working with the French Resistance. Soon, Monique must also make the choice whether to be a bystander or become a rescuer. New York: Philomel Books, 2000. 3-6th grades
- Propp. Vera W. When the Soldiers Were Gone. An eight-year-old boy in Holland is forced to leave his family at the end of the war when he discovers that he was adopted and has a family that gave him away to save his life. Based on a true story. New York: Scholastic Inc., 1999. 3rd- 4th grades
- Rubin, Susan Goldman. Fireflies in the Dark. Through the author's text and the surviving words and paintings of children, the story of Friedl Dicker-Brandeis and the children of Terezin is told. Terezin was a concentration camp in Czechoslovakia where 15,000 children were incarcerated and only about

100 survived. Touching drawings from the children. New York: A Holiday House Book, 2000. 4th- to adults

- Schnur, Steven. The Shadow Children. Etienne goes to spend the summer with his grandfather near the French town of Mont Brulant. World War II has ended but he wonders why there are no young children living in the area now. He sees the refugee children on the road but no one else seems to see them. He discovers children living in the woods but his grandfather says that he is imagining things. An ink stain appears on Etienne's arm and grandfather trembles with fear and anguish. Etienne struggles to discover what happened in Mont Brulant during the lii war and why no one wants to talk about it. Where are all the children? And who are the "shadow children"? New York: Scholastic Inc., 1996. 3rd-4th grades
- Schnur, Steven. The Tie Man's Miracle. A Chanukah Tale. Mr. Hoffman, who is a peddler of colorful ties, comes to Seth's home on the last day of Chanukah, a Jewish holiday that falls in the winter. When Mr. Hoffman is reluctant to join the celebration, he is encouraged to share the very difficult story of his survival. Morrow Junior Books, 1995. 2nd-3rd grades
- Scholes, Katherine. Peace Begins With You. The author, with accompanying illustrations, examines the 'concepts' of peace in a manner that children can understand. She examines the needs and wants of people-both alike and different- and how conflicts may arise as a result of the struggle to fulfill these needs and wants. The reader is also taken through the paths of resolving the conflicts through an examination of national and international issues. Sierra Book Club, 1994. 2nd-4th grades
- Shemin, Margaretha. The Little Riders. A fictional story. Eleven-year-old Johanna is from America. She is visiting her grandparents in Holland while her parents are on an extended vacation. Meanwhile, the Germans invade Holland. Johanna watches the clock tower from her bedroom window with the little riders striking every hour. The Nazis want to take the little riders and melt them down for ammunition so she plans to find a safe hiding place for them. Who can she trust? New York: Putnam Books, 1988. 3rd-6th grades
- Stewart, Elisabeth J. On the Long Trail Home. Meli and her older brother Tahli and their family begin the long march to the lands west of the Mississippi. Meli tries to sort out her feelings with what she learned at the Quaker school and what the soldiers are doing to her people, the Cherokee Indians. They escaped from the camp and make their way home and struggle to survive. They meet up with unfriendly and friendly white people on the way. New York: Scholastic Magazine, 1994. 4th-5th grades
- Strasser, Todd. The Diving Bell. Culca wants to be a diver like her brother but young women in her Mayan culture are not permitted to dive. The Spanish arrive in her native village and seize all the young men to force them to dive deep for the gold of shipwrecks. Culca must find a way to overcome the prejudice of her own people and the Spanish to save the life of her brother and her village. New York: Scholastic Inc, 1992. 3rd-6th grades
- Tatsuhura, Kodama. Shin's Tricycle. Shin was a three-year-old and lived in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945. New York: Walker & Company, Inc., 1992. 3rd-4th grades Taylor, Mildred D. The Gold Cadillac. A family buys a new gold Cadillac and plans to drive from Ohio to Mississippi where they encounter racial prejudice. The car symbolizes wealth and creates unexpected problems for the African American family. New York: Puffin Books, 1987. 3rd-5th grades
- Taylor, Mildred D. Roll of Thunder, Hear My Cry. In Mississippi in 1933, the "night riders" were spreading terror and destruction in the night. Young Cassie Logan comes face-to-face with racism at the hands of a white neighbor who publicly humiliates her. However, from her family, Cassie also learns about the importance of the family's land and of personal honor and courage. New York: Penguin Books, 1976. 3rd-7th grades
- Uchida, Yoshiko. The Bracelet. After the outbreak of war with Japan, the United States government uprooted 120,000 Japanese Americans living on the West Coast and sent them to internment camps in the desert. They had broken no laws, were given no fair hearing or explanation, and were guilty of no

crimes. Explores this sad chapter in American history, a tale of liii the tragedy that prejudice and discrimination can cause. Putnam and Grosset, 1993. 3rd-4th grades

- Welcome to Molly's World-1944 Growing Up in World War Two America- A well illustrated storybook with many photographs about WW II and what happened to a nine year old girl named Molly. The American Girls Collection, Middletown, WI: Pleasant Companies Publications, 1999. Yep, Laurence. The Star Fisher. Fifteen-year-old Joan Lee and her family move from Ohio to West Virginia in 1927 to open a new family business. They know that it will take hard work to make their business succeed but it will also take patience and courage for this Chinese American family to find acceptance

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.