

# Unit 1: 2nd Holocaust

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## GOALS/PURPOSE

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### Purpose:

The purpose of this crosswalk is for students to learn how to respect themselves and others.

### Goals:

1. Students will understand that each person is unique and special and explore cultural contributions of people from various backgrounds.
2. Students will identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
3. Students will explain how words can be empowering or destructive in order to understand how your words and actions affect others and explore what causes people to choose to act in caring or hurtful ways.
4. Students will define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world).
5. Students will explain the concepts of respect, trust, and caring and apply them to yourself and others.
6. Students will define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each.
7. Students will explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

ELA.W.WP.1.4.A	With prompts and support, identify audience and purpose before writing.
ELA.W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
ELA.W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
ELA.W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
ELA.W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
ELA.SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
ELA.SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## READ ALOUD TEXTS/EXCERPTS

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All Are Welcome by Alexandra Penfold and Suzanne Kaufman

[Click here](#) for a video read aloud!

(Click [HERE](#) for a literature guide and suggested activities to accompany this text)

*Discover a school where all young children have a place, have a space, and are loved and appreciated.*

*Readers will follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where students from all backgrounds learn from and celebrate each other's traditions. A school that shows the world as we will make it to be.*

Hold on to Your Music

By Mona Golabek and Lee Cohen

[Click here](#) for a video read aloud! (VIMEO)

In pre-World War II Vienna, Lisa Jura was a musical prodigy who dreamed of becoming a concert pianist. But when enemy forces threatened the city—particularly the Jewish people that lived there—Lisa's parents were forced to make a difficult decision. They chose to send Lisa to London for safety through the Kindertransport, a rescue effort that relocated Jewish children. As Lisa yearned to be reunited with her family while living in a home for refugee children on Willesden Lane, her music became a beacon of hope for those around her. A true story of courage, survival, and determination, this is a compelling tribute to a gifted young girl.

The Story of Bodri by Hédi Fried (Author), Stina Wirsén (Illustrator)

Click [HERE](#) for a video read aloud!

*Hédi spends her days playing with her dog Bodri in the park, but her quiet world starts to crumble the day she hears Adolf Hitler on the radio. Germany's leader hates her and her family, just because they are Jewish. And Hitler doesn't even know them—it doesn't make any sense. Soon Nazi Germany invades Hédi's country, and her life changes forever. This is an unforgettable story about a faithful dog, a family in danger, and the power of hope in unimaginable circumstances.*

Nicky & Vera: A Quiet Hero of the Holocaust and the Children He Rescued by Peter Sis

[Click here](#) for a video read aloud!

In December 1938, a young Englishman canceled a ski vacation and went instead to Prague to help the hundreds of thousands of refugees from the Nazis who were crowded into the city. Setting up a makeshift headquarters in his hotel room, Nicholas Winton took names and photographs from parents desperate to get their children out of danger. He raised money, found foster families in England, arranged travel and visas, and, when necessary, bribed officials and forged documents. In the frantic spring and summer of 1939, as the Nazi shadow fell over Europe, he organized the transportation of almost 700 children to safety. Then, when the war began and no more children could be rescued, he put away his records and told no one. It was only fifty years later that a chance discovery and a famous television appearance brought Winton's actions to light.

Video Read Aloud: ["Benno and the Night of Broken Glass"](#) on Epic

*Listen to the video read aloud of a cat who observes the changes in German and Jewish families in Berlin during the period leading up to Kristallnacht, the Night of Broken Glass.*

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## ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

[All About Rosh Hashanah](#)

[All About Yom Kippur](#)

Click [HERE](#) for the Anti-Defamation League's online bibliography of more recommended children's and young adult books about bias, bullying, diversity and social justice.

## **WEBSITES (FOR STUDENTS TO INTERACT WITH)**

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Epic Books - "[WWII/Holocaust](#)" [collection](#) (free educator account needed for student access)  
*Students can click on a collection of books to explore, or you can assign them!*

### [Ducksters WWII for Kids](#)

*Students can use this kid-friendly website to research more about what happened during WWII. After each article, students can select other related topics and historical people, including the Holocaust and Anne Frank.*

PBS Kids

### [Xavier Riddle and the Secret Museum](#)

*Games like "Museum Maker," "Hero Maker," and "Hidden Heroes" teach about famous heroes in our history that come from all walks of life.*

## **PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)**

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Lesson Plan: "What is Empathy?"

<https://www.learningforjustice.org/classroom-resources/lessons/what-is-empathy>

*This lesson explicitly teaches students to be more conscious of other people's feelings to create a more accepting and respectful school community.*

Lesson Plan: "White Anti-Racist Biographies"

<https://www.learningforjustice.org/classroom-resources/lessons/white-antiracist-biographies-early-grades>

*For young white students, explorations of fair and unfair, just and unjust, can go a long way in advancing anti-racist white identity. Purposeful use of literature and basic study of white anti-racists are among the key ways educators can advance such aims. Teaching Tolerance presents four short biographies for early grades classrooms, with activity ideas.*

Lesson Plan: "Identity Artifacts Museum"

<https://drive.google.com/file/d/1h-yjY006nOvnCrkedyd8wuDadx-4TIH/view>

*Students create a display of artifacts to represent aspects of their identities.*

Click [HERE](#) for ideas of "Do Something" activities from LearningforJustice.org.

*Do Something performance tasks ask students to demonstrate their anti-bias awareness and civic competency by applying their literacy and social justice knowledge in an authentic real-world context.*

Click [HERE](#) for ideas on how students can "Respond to Read Aloud Texts" (from LearningforJustice.org).

*Take new readers to the next level with strategies that help them analyze, interpret, critique and make connections to texts.*

[9 Ideas for Teaching Jewish American Heritage Month from the Anti-Defamation League.](#)

[United States Holocaust Memorial Museum's "Fundamentals of Teaching the Holocaust."](#)

*Teaching about the Holocaust can inspire students to think critically about the past and their own roles and responsibilities today. Use the resources in the link to help develop your approach and to find lesson plans to use in your classroom.*

