

Holocaust Lesson Plan

Unit: Social Issues

Grade: 4

Objective: Students will be able to identify injustices of the Holocaust. Students will analyze text and infer author's purpose.

Standard(s): 6.3.4.A.4

Materials: Picture book: *Willie and Max: A Holocaust Story*, by Amy Littlesugar, Oskar Schindler quote, story analysis worksheet, SMART TV

Length of time: 1-2 days

- Display the quote, "I had to help them, there was no choice." by Oskar Schindler. Ask students what it might mean.
- Discuss with students if they know of any times, past or present, when groups of people disliked other groups of people (bias/prejudice/bullying). If needed, provide prompts such as segregation, Civil Rights Movement, Native Americans and European settlers, 9-11, etc.
- Show students the cover of *Willie and Max: A Holocaust Story*, and make predictions.
- Display the story analysis worksheet on the SMART TV and read the background information. Preview the questions students will be answering after the story is read aloud and add to or change previous predictions.
- Read aloud *Willie and Max: A Holocaust Story*. Following the read aloud, encourage students to summarize, discuss, and share reactions to the book.
- Students should then complete the story analysis worksheet (independently or in small groups).
- Share answers to questions
- Revisit the quote, "I had to help them, there was no choice." by Oskar Schindler and ask students if they interpret it any differently after the book.

Assessment: Student discussion and participation, story analysis worksheet

Extension: View and discuss the documentary, *The Number on Great-Grandpa's Arm* (2018)

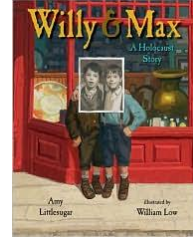
<https://www.hbo.com/video/documentaries/the-number-on-great-grandpas-arm/videos/the-number-on-great-grandpas-arm>

Name _____

Date _____



Willy & Max
A Holocaust Story
By: Amy Littlesugar



Background Information: Beginning in the late 1930's, the German army, under the control of their leader Adolf Hitler, began to invade different countries. Their goal was to take these countries over. Unfortunately, along the way, they committed many crimes against different groups of people.

1. Explain how the two boys (Willy and Max) are...

Alike: _____

Different: _____

*"Let's meet at the park." Max suggested. "Tomorrow -- by the big stone fountain!"
Willy's eyes were shining. The park! He could hardly wait.*

2. What is the author trying to show when she writes, *Willy's eyes were shining*?

3. When the two boys were playing at the fountain, why didn't Willy tell Max about the newspaper he found that read, *GERMAN TROOPS INVADE NORWAY!?*

4. Was Willy afraid for his friend Max? **Explain.** _____

5. What things did the German soldiers do when they came to Belgium?

6. Do you think it was wise for Willy's family to hide the painting of *The Lady*? **Explain**

7. What do you think the phrase, *Friends Forever*, meant to Willy and Max?

8. Why do you think Amy Littlesugar wrote this book? (author's purpose)

