A SPECIAL THANK YOU

Dear Elementary Educator,

On behalf of the Holocaust Memorial Museum of San Antonio (HMMSA), we are pleased to offer you this guide to support your efforts in teaching the lessons of the Holocaust. As you may know, Texas Senate Bill 1828, enacted in 2019, states that Texas students in grades K-12 receive Holocaust instruction during Holocaust Remembrance Week held each year in late January. The role of an elementary educator in teaching the Holocaust typically focuses upon identifying age-appropriate skills and lessons that can be implemented within your classroom, often using literature, and aligning with character standards to build the foundations for teaching about the Holocaust (See p. 1 for additional guidelines on teaching the Holocaust). The Holocaust Memorial Museum of San Antonio is here to help you build these lessons by identifying relevant classroom resources, such as those in this guide, and providing additional support through age-appropriate lesson plans and educator workshops. We look forward to working with you and hope we can provide the support that you need to feel comfortable teaching this important topic. While our museum is geared toward those in grades 6+, we do invite you to visit the museum to learn more about our programs. Thank you for all your hard work in preparing elementary school students for citizenship and understanding in the future.

Sincerely,

Leslie Davis Met
Director, Holocaust Memorial Museum of San Antonio
ABOUT HMMSA

BASIC INFORMATION:

- Address: 12500 NW Military Hwy., San Antonio, TX 78231
- Phone: (210) 302-6807
- Website: www.hmmsa.org
- Business hours: Monday - Friday, 9AM - 3PM, and Sunday 1PM - 4PM (the first Sunday of every month starting in November)

MISSION STATEMENT:

The Holocaust Memorial Museum of San Antonio, a department of the Jewish Federation of San Antonio, is dedicated to educating the community about the dangers of hatred, prejudice, and apathy. Through the Museum's exhibits and educational programming, we honor the memory of the twelve million who were victimized during the Holocaust, and the inspirational legacy of those who survived.

MUSEUM HISTORY:

The Holocaust Memorial Museum of San Antonio opened its doors to the public at its current location in May 2000, however, Holocaust education has been an ongoing priority of the San Antonio Jewish community for more than forty years. Recognizing the important social and civic lessons to be learned, teachers seized the opportunity to expose their students to Holocaust history to expand their knowledge, increase their sensitivity toward others, and develop critical thinking skills. Today thousands of students visit the museum annually where they are provided with a docent led tour explaining the history of the Holocaust, participate in meaningful activities, and hear a Holocaust survivor’s testimony.
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GUIDELINES FOR TEACHING THE HOLOCAUST

Guidelines for Teaching the Holocaust at the Elementary School Level

The Holocaust is a complex topic that should be carefully considered and presented. It is widely agreed that the events of the Holocaust, which include genocidal activities including murder, starvation, death camps and beyond, are not appropriate subjects for young children under age 10. However, there are numerous ways to address character standards such as courage, fairness, trustworthiness, and freedom from prejudice within the K-5 curricula that provide a foundation for future Holocaust education. (For a detailed description of Texas Positive Character Traits Education see pages 9 and 10)

The US Holocaust Memorial Museum and the Texas Holocaust, Genocide and Antisemitism Advisory Commission have established best practices for Holocaust education linked below that you may wish to review. In addition, there are several other organizations and resources in this guide that do have age-appropriate curricula and recommendations for the elementary school classroom. One must be particularly careful not to sensationalize the events of the Holocaust nor trivialize them with games or craft projects. Most importantly, simulation activities are not an appropriate pedagogical choice for this topic area. To learn more about why this practice is discouraged, view Why Simulation Activities Should Not be Used (And Alternatives).

Depending upon your setting, emphasizing empathy, character standards (identified above) and the richness of Jewish life before the Holocaust are much better choices for elementary school students.

Below please find link to additional resources on relevant guidelines:

- Age Appropriateness — United States Holocaust Memorial Museum (ushmm.org)
- Best Practices - Texas Holocaust, Genocide, and Antisemitism Advisory Committee
- Article on Teaching Young Children about the Holocaust
TIMELINE FROM REMEMBER.ORG

1933
The Nazi party takes power in Germany. Adolf Hitler becomes chancellor, or prime minister of Germany. - Nazis ‘temporarily’ suspend civil liberties

– The Nazis set up the first concentration camp at Dachau. The first inmates are 200 Communists.
– Books with ideas considered dangerous to Nazi beliefs are burned.

1934
Hitler combines the positions of chancellor and president to become ‘Fuhrer’ or leader of Germany.’

– Jewish newspapers can no longer be sold in the streets.

1935
Jews are deprived of their citizenship and other basic rights.

– The Nazis intensify the persecution of political people that don’t agree with his philosophy.

1936
Nazis boycott Jewish-owned business.

– The Olympic Games are held in Germany; signs barring Jews are removed until the event is over.
– Jews no longer have the right to vote.

1938
German troops annexed Austria.

– On Kristallnacht, the ‘Night of Broken Glass,’ Nazis terrorized Jews throughout Germany and Austria – 30,000 Jews are arrested.
– Jews must carry id cards and Jewish passports are marked with a “J.”
– Jews no longer head businesses, attend plays, concerts, etc. All Jewish children are moved to Jewish schools.

– Jewish businesses are shut down; they must sell businesses and hand over securities and jewels.

– Jews must hand over drivers’ licenses and car registrations.

– Jews must be in certain places at certain times.

1939

Germany takes over Czechoslovakia and invades Poland.

– World War II begins as Britain and France declare war on Germany.

– Hitler orders that Jews must follow curfews; Jews must turn in radios to the police; Jews must wear yellow stars of David.

1940

Nazis begin deporting German Jews to Poland.

– Jews are forced into ghettos.

– Nazis begin the first mass murder of Jews in Poland.

-Jews are put into concentration camps.

1941

Germany attacks the Soviet Union.

– Jews throughout Western Europe are forced into ghettos.

-Jews may not leave their houses without permission form the police.

-Jews may no longer use public telephones.

1942

Nazi officials discuss the ‘Final Solution’ – their plan to kill all European Jews – to the government officials.
Jews are forbidden to subscribe to newspapers; keep dogs, cats, birds, etc.; keep electrical equipment including typewriters; own bicycles; buy meat, eggs, or mild; use public transportation; attend school.

1943

February: About 80 to 85 percent of the Jews who would die in the Holocaust have already been murdered.

1944

Hitler takes over Hungary and begins deporting 12,000 Hungarian Jews each day to Auschwitz where they are murdered.

1945

Hitler is defeated and World War II ends in Europe.

− The Holocaust is over, and the death camps are emptied.

− Many survivors are placed in displaced persons facilities.

1946

An International Military Tribunal (Judicial assembly) is created by Britain, France, the United States, and the Soviet Union.

− At Nuremburg, Nazi leaders are tried for war crimes by the above Judicial assembly.

1947

The United Nations establishes a Jewish homeland in British-controlled Palestine, which becomes the State of Israel in 1948.
HISTORY OF THE HOLOCAUST

To teach about the Holocaust, one must have an understanding and background knowledge of its history.

Please review the History of the Holocaust: An Overview created by the United States Holocaust Memorial Museum.
HB 1828 states that grades K through 12 students in Texas must receive Holocaust instruction during the selected week, that the THGAAC will develop or approve the resources that schools will use, and that each school district will determine which of those resources are appropriate for different student age groups. Implicitly, the legislation also permits each district to determine the appropriate length of instruction during the week. (School districts should also bear in mind that the Holocaust is included in social studies TEKS for certain classes.)

The THGAAC is not tasked with presenting a fixed curriculum that all schools must follow for Holocaust Remembrance Week. Acknowledging that Texas students are best served when educators have choices in the shaping of instruction, the THGAAC leaves it up to individual school districts to select from any of the items listed/linked on this page. The THGAAC has assembled a variety of guidelines for best practices, as well as an array of resource materials that readily align with different subject areas, intelligences, and teaching styles. In several places, the THGAAC has also included age recommendations, which in accordance with the legislation are not requirements.

For more information visit Homepage - Texas Holocaust, Genocide, and Antisemitism Advisory Committee.
Texas Holocaust Remembrance Week was created to educate Texas students about the history and lessons of the Holocaust. It was established with the passage of Senate Bill 1828 in 2019. During this week, public schools are directed to provide age-appropriate instruction, in grades K through 12, about the Holocaust and inspire in students a sense of responsibility to recognize and uphold human value, to prevent future atrocities.

Instruction shall include:

1) Information about the history of and lessons learned from the Holocaust.

2) Participation, in person or using technology, in learning projects about the Holocaust.

3) The use of materials developed or approved by the Texas Holocaust and Genocide Commission [now the Texas Holocaust, Genocide, and Antisemitism Advisory Commission].

The law allows districts and schools to decide what lessons, projects, and materials are age-appropriate for their students. The Holocaust Memorial Museum of San Antonio (HMMSA) has developed and sourced a wide array of resources, approved by the Texas Holocaust, Genocide, and Antisemitism Advisory Commission, to help South Texas schools/teachers fulfill the educational mandates set by the state.

More about Holocaust Remembrance week on our website: THRW Program (Landing Page) — The Holocaust Memorial Museum of San Antonio (hmmsa.org)
TEXAS EDUCATION STANDARDS

Positive Character Traits Education

The Texas Education Code (TEC) §29.906 states that the State Board of Education (SBOE) shall integrate positive character traits into the essential knowledge and skills adopted for kindergarten through grade 12, as appropriate. The law further states that the following character traits must be included in instruction:

- Courage
- Trustworthiness, including honesty, reliability, punctuality, and loyalty
- Integrity
- Respect and courtesy
- Responsibility, including accountability, diligence, perseverance, and self-control
- Fairness, including justice and freedom from prejudice
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- School pride
- Gratitude

The new Texas Essential Knowledge and Skills (TEKS) in positive character traits will be effective in the Texas Administrative Code (TAC) on August 1, 2021 and will be required to be implemented in classrooms beginning with the 2021-2022 school year. The agency will make the new TEKS available on the TEA website before the effective date for districts to use in their planning. In accordance with the rules adopted by the SBOE, school districts and open enrollment charter schools are required to provide instruction in the TEKS for positive character traits at least once during each of the following grade bands: kindergarten, grade 2, grades 3-5, grades 6-8, and grades 9-12. Schools may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the TEKS for one or more courses or subject areas at the appropriate grade levels.

To contact the Curriculum Division:

- Email: curriculum@tea.texas.gov
- Address: 1701 North Congress Avenue Austin, TX 78701
- Phone: (512) 463-9581
Chapter 120. Other Texas Essential Knowledge and Skills

Subchapter A. Character Traits

§120.1. Implementation of Texas Essential Knowledge and Skills for Positive Character Traits.

(a) The provisions of this subchapter shall be implemented by school districts beginning with the 2021-2022 school year.

(b) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.

(c) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 2, Adopted 2020.

(a) Introduction.

(1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

(2) The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits.

(A) Trustworthiness: loyalty, integrity, reliability, and punctuality.

(B) Responsibility: accountability, perseverance, diligence, and self-control.

(C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion.

(D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude.

(3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.

(4) The knowledge and skills for positive character traits are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.

(5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Trustworthiness. The student understands how personal choices and actions relate to character building. The student is expected to:

(A) describe how personal choices lead to personal actions;

(B) explain what it means to be trustworthy; and

(C) identify personal actions that build trustworthiness, including being honest and punctual.
LESSON #1: I’M LIKE YOU, YOU’RE LIKE ME

I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other

By Cindy Gainer

About the Book

“It's fun to find ways I'm like you and you're like me. It's fun to find ways we're different.” In this colorful, inviting book, kids from preschool to lower elementary learn about diversity in terms they can understand hair that's straight or curly, families with many people or few, bodies that are big or small. With its wide-ranging examples and fun, highly detailed art, I’m Like You, You’re Like Me helps kids appreciate the ways they are alike and affirm their individual differences.
You and I are alike in many ways. We may be the same age or live on the same street. We may go to the same school or even have the same name.

We are different from each other, too. Our hair may be brown or blond or red or black. Our eyes may be blue or brown or green. Our skin may be dark or light or in beween.

It's fun to find ways I'm like you and you're like me. It's fun to find ways we're different. One of us is bigger, and the other is smaller. One of us has curly hair, the other has straight hair.
Lesson Plan

LESSON FOCUS/GOALS:
• Students should develop relationships and cultural context, recognizing personal values and choices, personal strength, and abilities, valuing diversity and building relationships
• Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live

LEARNING OBJECTIVES:
§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 5, Adopted 2020.
Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

BOOK NEEDED:
I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other By Cindy Gainer
Where to purchase:
• I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other: Gainer, Cindy, Sakamoto, Miki: 9781575424361: Amazon.com: Books
• I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other by Cindy Gainer, Miki Sakamoto, Paperback | Barnes & Noble® (barnesandnoble.com)

STRUCTURE/ACTIVITIES/MATERIALS:
Suggested time: Three class sessions of 45 minutes
Session 1
(45 minutes)
1. Pre-reading activity (10 minutes)
   a. Ask General class question: “Think of something that makes you unique?” Discuss the following traits and provide students and example of each.
      i. Physical trait is what we see on the outside (ex. Eye Color)
      ii. Cultural trait is what we get from the world around us (ex. Language)
      iii. Personality trait is how we behave and act (ex. Kind)
2. Go over what diversity, inclusion, and tolerance mean: (10 minutes)
   a. Diversity means understanding that each person is unique, yet we all appreciate each other. Everyone deserves respect and acceptance.
   b. Inclusion is a way of thinking and acting that shows universal acceptance and promotes a sense of belonging. Tolerance means to accept and embrace other races, religions, and ideas without prejudice or judgment.
   c. Tolerance also means respecting others for their differences whether they are race differences, religious differences, or even socioeconomic differences.
3. Pair students and have them create charts of their similarities and differences. Provide a list of questions to each student to ask (based on your classroom environment) and have students record their responses. (25 minutes)

Session 2
(45 minutes)

1. Read "I'm Like You, You're Like e" to the class (30 minutes)
   a. Pause during reading to ask students questions to check for comprehension
2. Allow students time to review their character charts from yesterday and discuss the connections to the book. (15 minutes)

Session 3
(45 minutes)

1. Review the reading from the previous day with students. (10 minutes)
2. Students create a visual representation of their unique trait (20 minutes)
3. Materials: Crayons/markers/colored pencils and paper
4. Students who feel comfortable may share what makes them unique (10 minutes)
5. Allow students to hang up their visual presentation to create a class mural (5 minutes)
Class Mural Examples

Mural Example Links

smART Class: Lego Group Whole School Mural (elementaryartfun.blogspot.com)

smART Class: rainbow self-portrait mural (elementaryartfun.blogspot.com)

The Talking Walls: Collaborative Mural Project for Kids (thetalkingwallsmurals.blogspot.com)
LESSON #2: SAVE ME A SEAT

Save Me A Seat
By Sarah Weeks and Gita Varadarajan

About the Book

Joe and Ravi might be from very different places, but they're both stuck in the same place: school. Joe’s lived in the same town all his life and was doing just fine until his best friends moved away and left him on his own. Ravi’s family just moved to America from India, and he’s finding it pretty hard to figure out where he fits in. Joe and Ravi don't think they have anything in common -- but soon enough they have a common enemy (the biggest bully in their class) and a common mission: to take control of their lives over the course of a single crazy week.
Save Me A Seat
By Sarah Weeks and Gita Varadarajan
(PREVIEW)

CHAPTER ONE

RAVI

I am Ra-vi. I am American now. My name is Ravi. It’s pronounced "Rah-vi," with a soft "v," and a long "i." It means "the sea," in American, people tell me. Ravi-one, with the stress on the first syllable. That’s how we say it, right?

"Painful in a virtu," Anjali reminds me often.

She tendon-bone that, with some people, with those few people who want to say our names correctly.

My grandmother tells her not to hold her breath.

We moved to Hamilton, New Jersey. Some months ago—May 13 to be exact. I am fresh off the boat, so they say. My father got a promotion at his IT company in Bangalore, so they transferred him to America. In India, Anjali, Appa, and I had our own house with a crab pond in its backyard. We even had a driver to take us wherever we needed to go. My grandparents lived in their own flat nearby. Now we all live together in a town house, in a place called Hamilton.

Things are very different here in America. Apps takes the train to school. We don’t have a crab pond anymore, so Anjali has to prepare all the meals herself. Our new home is much smaller than the old one. There is no crab pond, no crab pond, which I share with my grandparents. I wouldn’t mind so much except that Phungis likes to take long showers and Prosperico loves his teeth in a glass by the side of the bed.

I’ve never heard English before. When I was very young, we speak mostly English at home. I want to go to English-medium school, but the parents, people here in New Jersey have trouble understanding me when I speak. I am trying to learn how to spell my tongue to sound more American.

My grandmother doesn’t like it. "No good of who you are and remember where you come from," she tells me. "If you’re not careful, you’ll be sunk into one of these." When grandfather didn’t live in the big plantation so that his only grandson would become some rude, overweight, head-setting ravi!"

CHAPTER TWO

JOE

I am Joe, but that’s not what most people call me. Not at Hamilton anyway. I am a big kid of school—except for lunch. Eating is the one thing I’m really good at. It’s been two for my age, but lately I’ve been growing so fast our clothes don’t fit even the same we bought a few months ago. I’m always hungry.

A lot of kids wouldn’t be caught dead eating school lunch, they call it mysterious meat and soup, but I don’t mind. Every week it changes up in the same order: chicken fingers, hamburgers, chili, macaroni and cheese, pasta. For the rest, it’s not a secret that Tuesday is burger day and Wednesday is fish day, because at Einstein, hamburgers get recycled. It’s not as bad as it sounds. The leftover buns from Tuesday get mashed into a big pile with brown sugar and salt, very strange, on Wednesday you’ve got cereal.

Everybody leaves I don’t talk much at school. My best friends, Evan and Elian, used to call me Robinsoncrusoe at a joke, but I guess I’m not going to be laughing at them now, since they both moved away over the summer. To be honest, they were a little weird, but I’m good to move on since.

Evan, Elian, and I ate lunch together every day last year, and they had to go to the recess room for extra help, same as me. Not that we had the same problems—for one thing, they never kept up. But now I’m in a class, I’ll have to go to my good to see Miss Frost, and I’m not sure who I’m going to sit with. Probably no one.

People think you’re unfriendly if you don’t talk to them. But they don’t understand that it’s a problem for me that’s something in the stomach.

My friends and nose don’t get along.

Last year, I had Mr. Burren and my teachers. Mr. Burren was a social worker. Mr. Burren was a social worker. He became a H twelve times without meaning to. I had never been heard of a twelve times until Mr. Burren brought him to school. It was tough, but I think he understands that. Burren’s kind, and at the gate laughed. Sometimes I wonder what’s wrong with girls, but then I remember that I already know what’s wrong with girls—everything.

Mr. Burren is a little American. He doesn’t have to work here. But since you have to tie yourself, he must have talked to Miss Frost about me, because he never asked me to walk out and look in front of others or talk up to the teacher to do math problems. We understand these things are hard for kids like me.
Lesson Plan

LESSON FOCUS/GOALS:
• Students should develop relationships and cultural context, recognizing personal values and choices, personal strength, and abilities, valuing diversity and building relationships
• Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.

LEARNING OBJECTIVES:
§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 5, Adopted 2020.
Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

BOOK NEEDED:
Save Me A Seat by Sarah Weeks and Gita Varadarajan
Total Pages: 216
Chapters: 1-10
Where to purchase:
• Save Me a Seat (Scholastic Gold): Weeks, Sarah, Varadarajan, Gita: 9780545846615: Amazon.com: Books
• Save Me a Seat by Gita Varadarajan, Sarah Weeks (scholastic.com)

STRUCTURE/ACTIVITIES/MATERIALS:
Suggested time: Four class sessions of 45 minutes

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<tr>
<th>Session 1</th>
<th>(45 minutes)</th>
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<tr>
<td>1. Pre-reading questions should be done before reading the book. Students can write their answers on a piece of paper to get their minds thinking about what they might read. Discuss responses with students. (15 minutes)</td>
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<td>2. Read Chapters 1-5 as a class or in individual reading time (30 minutes)</td>
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<tr>
<td>Session 2</td>
<td>(45 minutes)</td>
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<td>3. Review Chapters 1-5 with students from the previous day (15 minutes)</td>
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<td>4. Read Chapters 6-10 as a class or in individual reading time (30 minutes)</td>
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Session 3  
(45 minutes)

5. Review Chapters 6-10 with students from the previous day (15 minutes)
6. Compare family traditions and cultures: Venn Diagram (15 minutes)
   a. Print out Venn diagram template for each student
   b. Explain the function of a Venn Diagram
      i. Left side: their differences, Right side: character's differences, middle: similarities between them and the character
      ii. Teachers can create an example Venn Diagram based on a previous book to review how to complete the chart with students.
7. Discuss the meaning of family traditions and culture. Help students develop comparisons based on the book (15 minutes)
   a. Example comparisons
      i. Traditions
      ii. Age
      iii. Siblings
      iv. Do you live with your family members?
      v. Favorite subject in school

Session 4  
(45 minutes)

8. Students should pick which character from the book they would like to compare themselves to and complete the Venn Diagram created in the last session. Pair students to share diagrams and ask a few to share with the class (20 minutes)
9. Post-reading questions can be done once the students have finished chapters 1-10. Could be homework or a quiz depending on your schedule. (25 minutes)

Book Questions

Pre-Reading Questions: (15 minutes)
1. What do you think the book will be about?
2. Imagine if you were told that you were going to move to a different country? How would you feel on your first day of school?

Post-Reading Questions: (25 minutes)
1. Why did Ravi’s family move to the U.S?
2. How does Joe feel about the first day of school?
3. Who is Joe and Ravi’s 5th grade teacher?
4. What does Ravi do on the first day of school that causes his classmates to laugh at him?
5. What subject does Ravi hope to impress Mrs. Beam with?
6. Compare and Contrast lunch in America vs. lunch in India
7. How are Joe and Ravi similar?
LESSON #3: THE TATTOOED TORAH

The Tattooed Torah
By Marvell Ginsburg and
Illustrated by Martin Lemelman

About the Book

This true story of the rescue and restoration of a small Torah from Brno, Czechoslovakia, teaches the Holocaust not only as a period of destruction but also as an opportunity for redemption. The book was made into a short film.
The Tattooed Torah
By Marvell Ginsburg and Illustrated by Martin Lemelman
(Short Film Trailer)

YouTube Link
Lesson Plan

**LESSON FOCUS/GOALS:**
- Students should develop relationships and cultural context, recognizing personal values and choices, personal strength, and abilities, valuing diversity and building relationships.
- Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.

**LEARNING OBJECTIVES:**
$\S$120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 5, Adopted 2020.
Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

**BOOK/FILM NEEDED:**
The Tattooed Torah by Marvell Ginsburg and Illustrated by Martin Lemelman
Where to purchase:
- [BUY THE BOOK | The_Tattooed_Torah (thetattooedtorah.com)](https://thetattooedtorah.com)

**STRUCTURE/ACTIVITIES/MATERIALS:**
*Suggested time: Two-Three class sessions of 45 minutes*

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<thead>
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<th>Session 1</th>
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1. Pre-reading activity (10 minutes)
   a. Ask students to read the book title silently and brainstorms the meaning of the words. Encourage to use context clues from the images on the cover to help this process.  
   b. Have students share what they think this story will be about.  
   c. Show students the short film trailer and discuss their predictions.
2. Pre-writing activity (10 minutes)
   a. Ask students: *What is a precious possession?* Have students brainstorm 3-5 precious possessions of their own and then circle the MOST important from their list.
3. Read “The Tattooed Torah” to the class or have students read in pairs (25 minutes)
4. During reading activities: Have students keep a list of precious possessions in the book as they read and explain:
   a. Why the object would be a precious possession?
b. What feelings are attached to the object?
c. Why do people feel that way?

Sessions 2-3
(45-90 minutes)

1. Finish reading the text as needed from the previous session and have students discuss their responses to the reading activity questions. (30 minutes)
2. Have students look back at their precious possession list and the circled object. Students will write a brief description and illustration of the object. **Prompt** Describe your precious possession with two reasons why it is important to you and how it makes you feel. Illustrate your precious possession. (35 minutes)
3. Have students share their objects in small groups. (15 minutes)
4. Allow students to hang up their visual presentation to create a class mural (5 minutes)
Class Mural Examples

Mural Example Links

smART Class: Lego Group Whole School Mural (elementaryartfun.blogspot.com)

smART Class: rainbow self-portrait mural (elementaryartfun.blogspot.com)

The Talking Walls: Collaborative Mural Project for Kids (thetalkingwallsmurals.blogspot.com)
Grade: 3-5

Lesson: Respect

Topic: Character traits that empower students to be good citizens

Subject: Trustworthiness, Responsibility, Caring, Citizenship

Lesson Plan

LESSON FOCUS/GOALS:

- Students will be introduced to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
- Students should develop relationships and cultural context, recognizing personal values and choices, personal strength, and abilities, valuing diversity and building relationships.
- Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.

LEARNING OBJECTIVES:

§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 5, Adopted 2020.

Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

MATERIALS/RESOURCES:

- White board or poster board
- Paper
- Pencils
- Crayons
- Markers
- 8X11 construction paper

STRUCTURE/ACTIVITIES/MATERIALS:

Suggested time: Two class sessions of 45 minutes

Session 1

(45 minutes)

1. Pre-Teach (15 minutes)
   a. Tell the students what character trait you will be discussing today. Ask the following questions:
      i. What does the word respect mean?
      ii. How can you show respect?
      iii. How would you practice respect?
   b. Choose from the following videos to play for the class (20 minutes)
i. Some Respect Video: Show Some Respect

ii. Lessons for SEL
1. SEL Video Lesson of the Week (week 18) - Being respectful

iii. Class Dojo Videos:
1. Respect (Part 1/3) | "The Very Important Monster" | Big Ideas — Mojo Show
2. Respect (Part 2/3) | "Respect Takes Time" | Big Ideas — Mojo Show
3. Respect (Part 3/3) | "The Golden Rule" | Big Ideas — Mojo Show

2. Review the video and discuss how they demonstrate the character traits of respect. (10 minutes)

    Session 2
    (45 minutes)

3. Activity (20 minutes)
   a. Use a white board or poster board to create visuals for how respect looks, sounds, and feels.
   b. Talk about ways respect “looks, sounds, and feels” and write it on the white board or poster

4. Activity (25 minutes)
   a. Have students trace around their hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or in the hallway.
Lesson Plan

LESSON FOCUS/GOALS:
- Students will be introduced to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
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LEARNING OBJECTIVES:
§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 5, Adopted 2020.
Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

MATERIALS/RESOURCES:
- Brown paper bags
- Medium sized googly eyes
- Markers
- Crayons
- Glue bottles/sticks
- Yarn (for hair)

STRUCTURE/ACTIVITIES/MATERIALS:
Suggested time: Two class sessions of 45 minutes

Session 1
(45 minutes)
1. Pre-Activity: (15 minutes)
   a) Are all of us here exactly the same? In what ways are we different? In what ways are we alike?
   b) Are differences bad? Why or why not?
2. Activities: (10 minutes)
   a) Watch of the following videos on prejudices:
      i. Prejudices | Anne Frank House | Explained - YouTube
3. Discussion Questions (15 minutes)
   a) Ask the following questions:
      i. What is prejudice?
      ii. How is prejudice different from not liking someone?
      iii. How many different forms of prejudice can you think of?
      iv. Have you ever experienced prejudice? In what way? How did it make you feel?
          How do prejudiced people treat others?
      v. How do people become prejudiced? Where do they learn prejudice?
      vi. What would you do if someone acted prejudiced toward you?
      vii. What would you do if a friend of yours acted prejudiced toward someone else?
      viii. What did you learn from the videos?

4. Student Activities (20 minutes)
   a) Discuss with the students how the following situations may be showing prejudice.
      i. Making fun of someone’s weight.
      ii. Not playing with someone because he or she can’t run fast.
      iii. Teasing people because they speak a different language.
      iv. Calling people names because of skin color.
      v. Ignoring someone because he or she is in a wheelchair.
      vi. Not letting a girl play with trucks because she’s a girl.
      vii. Not letting a boy take dance lessons because he is a boy

5. Project: Students will make self-portrait paper bag puppets. Use these puppets to role play prejudiced situations. Have students find ways to handle those situations and change the prejudiced behaviors. (25 minutes)
Lesson Plan

Disclaimer: Before continuing with this lesson plan, please review Guidelines for Teaching About the Holocaust — United States Holocaust Memorial Museum [ushmm.org].

LESSON FOCUS/GOALS:
• Students will learn basic history of the Holocaust
• Students will learn about the child of the Holocaust
• Students will incorporate positive character traits: trustworthiness, responsibility, caring, and citizenship

LEARNING OBJECTIVES:
(24) English Language Arts and Reading skills. Students will use comprehension skills to listen attentively to others in formal and informal settings. The student is expected to:
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration.
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

MATERIALS/RESOURCES:
• Notebook paper/journal
• Pencils
• Diary entries (these materials can be printed if student does not have access to a computer)

STRUCTURE/ACTIVITIES/MATERIALS:
Suggested time: One class sessions of 45 minutes

Background Information (provided by USHMM): (10-15 minutes)
The German invasion and conquest of half of Poland in September 1939 put nearly 2 million Jews under Germany’s jurisdiction. Among them were the more than 233,000 Jews of Lodz, Poland’s second largest city after Warsaw. Throughout occupied Poland, the Germans quickly imposed anti-Jewish policies.

The Jewish children of Lodz suffered unfolding harsh realities after the German invasion of Poland. Some of the children recorded their experiences in diaries. Their voices offer a view into the struggle of a community and its young to live in spite of the most difficult circumstances.

Activity: (30-35 minutes)
Have each student select one diary entry from “Give Me Your Children: Voices from the Lodz Ghetto” and write a letter to that child, telling how the entry affected him or her. Explain to students that they should include specific details about this period in history and about the child's story. Older students
might include details about how they think their own lives have been affected by the events of the Holocaust and its aftermath. Print the photographs provided to allow students to see what life was like for children of the Lodz Ghetto. Photos can either be on display around the classroom or passed around the room.

Photographs of Children of the Lodz Ghetto

FORCED LABOR IN A LODZ GHETTO FACTORY

A Jewish man and child at forced labor in a factory in the Lodz ghetto. Lodz, Poland, date uncertain. (USHMM)

CHILD VENDOR IN THE LODZ GHETTO MARKET

A child vendor among those selling miscellaneous wares at the market in the Lodz ghetto. Lodz, Poland, ca. 1941. (USHMM)
Young Diarist from The Lodz Ghetto: Diary Excerpts

The following document provides diary excerpts from young people/children from the Lodz Ghetto. Next to the name of the person is a link that provides more information on the child. All information has been provided by the United States Holocaust Memorial Museum.

Anonymous Girl Diarist: Anonymous Girl Diarist from the Lodz Ghetto | Holocaust Encyclopedia (ushmm.org)

“When it's so cold, even my heart is heavy. There is nothing to cook today; we should be receiving three loaves of bread but we will be getting only one bread today. I don't know what to do. I bought rotten and stinking beets from a woman, for 10 marks. We will cook half today and half tomorrow. Does this deserve to be called life?” —Anonymous girl diarist, March 6, 1942

“Beautiful, sunny day today. When the sun shines, my mood is lighter. How sad life is. When we look at the fence separating us from the rest of the world, our souls, like birds in a cage, yearn to be free. Longing breaks my heart, visions of the past come to me. Will I ever live in better times?” —Anonymous girl diarist, March 7, 1942

Irena Aronowicz: Irena Aronowicz | Holocaust Encyclopedia (ushmm.org)

“Everyone was going in the same direction, rushing toward the same goal, the dirtiest, ugliest quarter of the city, a place with no sewers and paved with cobblestones.... The ghetto.” —Irena Aronowicz, age 15, spring 1940

Chaim Benzion Cale: Chaim Benzion Cale | Holocaust Encyclopedia (ushmm.org)

“We were scared of all of it. We were scared of Jewish policemen. We were scared of Biebow. We were scared of Rumkowski. We were scared of Sonderkommando. We were scared—always we were scared.” —Chaim Cale, age 13
I wanted to go to school not so much to learn, but to eat the soup and not be frozen." —Chaim Cale, age 13

Miriam Goldberg: Miriam Goldberg | Holocaust Encyclopedia (ushmm.org)

“I sit next to a table with a broken glass and look at a street full of mud. I dream that somewhere is a land full of sun, somewhere, a field of golden wheat.” —Miriam Goldberg, age 16

Chaim Kozienicki: Chaim Kozienicki | Holocaust Encyclopedia (ushmm.org)

"The day of my Bar Mitzvah arrived. I put on the tefillin and I said the blessings. As a gift from my family, I received half a loaf of bread. They wanted me to eat it right there and then, in their presence. I refused. I couldn't even imagine for how long they saved it from themselves in order to give it to me. They decided that I had to eat it, and I ate it. I couldn't look them in the eye because I ate their bread." —Chaim Kozienicki, age 13

"The selections went from house to house. We had no chance to avoid the deportation. We decided to take everything from our garden and eat it all; the last meal, the last supper. Mother cooked a huge pot of soup. We sat down and started to eat. All around our hut there was yelling and shooting and barking of the dogs. It was all mixed up but we were so invested in eating. We were in an ecstasy of eating. We ate bowl after bowl. When we were ready, we got up to go. Then Father said, 'They will take us anyway. Let them come and take us. We don't have to come out.' Apparently, they looked through the two windows across the hut and did not see us inside, and they left. This was the miracle that happened to us." —Chaim Kozienicki, age 14

Jehuda Lejb Lubinski: Jehuda Lejb Lubinski (Lolek Lubinski) | Holocaust Encyclopedia (ushmm.org)

“Today I got up after two days in bed. I had a cold. After getting dressed I fainted. I don't know why but I suppose I was still weak. On this diet people gradually die. I heard that since the Jews came into the ghetto, 15,000 have died.” —Lolek Lubinski, age 17, February 2, 1941
“In the ghetto we had no need for a calendar. Our lives were divided into periods based on the distribution of food: bread every eighth day, the ration once a month. Each day fell into two parts: before and after we received our soup. In this way the time passed.” —Sara Plagier, age 14

“One day, little Rysia asked if Jews looked different before the war from the way they looked now and if they ever looked like non-Jewish people. After hearing that there is no real difference between non-Jews and Jews, she contemplated this for a moment and finally asked: 'So why do they separate us from them?’”—Sara Plagier, age 15

“I saw two wagons full of little children drive past the open gate. Many of the children were dressed in their holiday best, the little girls with colored ribbons in their hair. In spite of the soldiers in their midst, the children were shrieking at the top of their lungs. They were calling out for their mothers.” —Sara Plagier, age 16
HMMSA RESOURCES

The HMMSA offers a variety of workshops during the year and is certified by the Texas Education Agency to issue CPEs to teachers attending any of our educational events.

Holocaust educators are welcome to contact the museum for help in developing Holocaust related instructional units and/or using our educational resources to support the teaching of the Holocaust.

To receive information about upcoming programs and workshops, please call us at (210)-302-6807, or send us an e-mail: info@hmmsa.org.
HMMSA ELEMENTARY EDUCATION WORKSHOP

On January 6, 2021 the museum put together a virtual educator workshop for Texas elementary school teachers. This workshop was focused on the special consideration's educators of K-5 students must take into account when introducing the topic of the Holocaust to younger students. This workshop provides an overview of Holocaust pedagogy and includes ideas for teaching empathy, and tolerance in the classroom.

Provided below is the recording of the workshop. You can also access this video via YouTube with the link provided: https://youtu.be/FlxsD0YptFA.
VOCABULARY LIST

Vocabulary List for use in the classroom. To review please click on the link provided: https://www.hmmsa.org/s/Essential-Vocabulary-for-Holocaust-Study-REVISED.docx
BOOK LIST

This is a book list for K-5 education. Centered around themes such as empathy, kindness love of other, the dangers of apathy and hatred and some age-appropriate Holocaust related books.

To view please click the link provided: Elementary+Book+List+for+Educators+FINAL.pdf (squarespace.com)
EDUCATOR TRUNKS

Trunks are available on a first come, first served basis, and may be checked out free of charge for a period of four weeks. To reserve a trunk, please complete our Trunk Reservation Form below. Upon receiving confirmation of your trunk reservation, you may pick up your trunk at the Holocaust Memorial Museum of San Antonio, 12500 N.W. Military Highway, from 9:00 am-3:00 pm Monday-Friday or Sundays from 1:00 pm-4:00 pm. Please call the museum before picking up your trunk to ensure that staff are available to assist you.

Inventory Sheets are available online, and a copy will be provided with each trunk. Review the inventory immediately after pick-up to ensure the contents of the trunk correspond to the inventory list. If there are any discrepancies, make a notation on the sheet and email our staff at: bookings@hmmsa.org within 48 hours of the pick-up date.

Click here to reserve a trunk and for the elementary school trunks inventory sheet.
VIRTUAL TOUR TEACHER GUIDE

The Virtual Tour Teacher Guide of the Holocaust Memorial Museum of San Antonio is to assist teachers in introducing the Holocaust and should be viewed prior to introducing the virtual tour to students.

Click the link provided to access the viewer guide: [Teacher+Guide+-+Virtual+Tour.pdf](squarespace.com)
ADDITIONAL RESOURCES

The Jewish Federation of San Antonio

- Home | Jewish Federation of San Antonio (jfsatx.org)

The Texas Holocaust, Genocide and Antisemitism Advisory Commission

- Homepage - Texas Holocaust, Genocide, and Antisemitism Advisory Committee
- Holocaust Remembrance Week - Texas Holocaust, Genocide, and Antisemitism Advisory Committee

The United States Holocaust Memorial Museum

- Teach — United States Holocaust Memorial Museum (ushmm.org)

ADL (Anti-Defamation League) Grades K-12

- Resources for Educators, Parents & Families | Anti-Defamation League (adl.org)

Echoes and Reflections/USC Shoah Foundation Grades K-12

- Echoes & Reflections (echoesandreflections.org)

Learning for Justice (Formerly Teaching Tolerance) K-12

- Learning for Justice | Education Resources

Yad Vashem (Israel)

- Education & E-Learning (yadvashem.org)

USC Shoah Foundation Grades K-12

- Education Landing Page | USC Shoah Foundation

Center for Holocaust Education

- Classroom materials – Centre for Holocaust Education

University of Minnesota College of Liberal Arts: Holocaust and Genocide Studies Resources