

Holocaust Memorial Lesson Plan Project

Holocaust Memorial Miami Beach Correlating Objectives with Florida State Standards

LESSON: A Child's Face – Recognizing and Understanding Empathy Grade 5/Corresponding to Panel #28

	Objectives & Activities	Florida State Standards
<p><i>Appropriate for Grade 5</i> <i>The lesson takes approximately 50 minutes.</i></p>	<p><i>Summary: Utilizing various sources of Holocaust literature students will have an opportunity to experience the conceptual framework of empathy.</i></p>	<p><u>SUBJECT: LANGUAGE ARTS</u> Strand: LAFS.5.RI – Reading standards for informational texts Cluster 1: LAFS.5.RI.1 – Key ideas and details – Benchmark LAFS.5.RI.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Benchmark LAFS.5.RI.1.2 – determine two or more main ideas from a text and explain how they are supported by key details; summarize the text. Cluster 3: LAFS.5.RI.3 – Integration of knowledge and ideas Benchmark LAFS.5.RI.3.7 – Draw on information from multiple print or digital sources demonstrating the ability to locate the answer to a question quickly or to solve a problem efficiently Benchmark LAFS.5.RI.3.8 – explain how an author uses reasons and evidence to</p>
	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to identify they or their peers are demonstrating empathy 2. Students will be able to make connections between <i>A Child's Face</i> to present day conflicts they see in their own lives. 3. Students will demonstrate understanding and empathy to the needs and ways of their classmates. 4. Students will discuss meaning of empathy 5. Students will identify belongings in photos connecting them to their own belongings. 	
	<p>Materials to be utilized:</p> <ol style="list-style-type: none"> a <i>Hana's Suitcase</i> by Karen Levine b Film, <i>A Child's Face</i> c <i>Terrible Things</i> by Eve Bunting <p>Procedures/Activities:</p> <ol style="list-style-type: none"> 1. Prior to visiting the Holocaust Memorial, Miami Beach, the teacher reads aloud <i>Hana's Suitcase</i>. (see summary attached) 2. Teacher facilitates class discussion on the aspects of the story 3. Teacher facilitates the role play of different scenarios of empathy (students come up with different situations where empathy is important, i.e., not getting picked on a team) 4. Students are encouraged to explore the web site for the book www.Hanassuitcase.ca 	

Holocaust Memorial Lesson Plan Project

	<ol style="list-style-type: none">5. Students to discuss the meaning of “<i>Walk a mile in someone’s shoes.</i>”6. Students view film “A Child’s Face” followed by a discussion with guided questions:<ol style="list-style-type: none">a. <i>How would you describe the expression on the child’s face?</i>b. <i>Can you think of a time when you were sad? What was it that was troubling you? (be careful with this question)</i>c. <i>What emotions do you feel when you look into the eyes of the child?</i>d. <i>How does this film affect you?</i>e. <i>How can this happen to someone as young as you?</i>f. <i>What kind of dreams and hopes do you imagine this child had?</i>g. <i>Can you articulate your hopes?</i>7. Students write in their journals expressing their understanding of empathy8. Selected students share their writings with the class9. Students to visit the Holocaust Memorial <p>Assessment:</p> <ol style="list-style-type: none">10. Upon returning from the Memorial, students articulate their experience in their journal and share within identified groups their reactions to the Memorial.11. Students identify one empathic perspective that they experienced at the Memorial.	<p>support particular points in a text identifying which reasons and evidence support which points.</p> <p>Benchmark LAFS.5.RI.3.9 – integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</p> <p>Strand: LAFS.5.W – Writing Standards</p> <p>Cluster 1 – LAFS.5.W.1 – Text types and purposes</p> <p>Benchmark – LAFS.5.W.1.1 – Write opinion pieces on topics or texts supporting a point of view with reasons and information</p>
--	--	--

Holocaust Memorial Lesson Plan Project

Hana's Story: Hana was born May 16, 1931 and lived with her parents and her brother George, older by three years, in a yellow house on the main square of the town of Nove Mesto. Living above the family store, life was very full and exciting for Hana. Whether skiing or fighting with her brother, Hana has endless enthusiasm and energy! However, in most cases, her generous spirit is what friends and family remember most.

Life changed drastically for Hana when the Nazis enforced restrictions and terrible measures on Hana's family. After her parents' arrest in 1941, Hana herself was deported with George to Terezin in May of 1942. Celebrating her 11th birthday in transit, Hana and George were finally separated on May 18th, when they arrived in Terezin.

In Terezin, Hana led an active life and was lucky enough to participate in secret classes. Partaking in art and music lessons, Hana tried to maintain any normalcy she could even after her brother was sent out east in September of 1944. Eventually she herself was deported in October of 1944, to Auschwitz. On October 23rd, 1944, Hana was killed immediately on arrival at Auschwitz.



NOTES:

- The lesson plan corresponds to Holocaust Memorial panel #28 in the Arbor of History. It can be used as a pre or post visit classroom lesson and it also can be adapted to be used independent of a site visit.
- This lesson plan supports "Areas of Focus" Number 1 – Strengthen Foundation Skills, of the Florida's Next Generation PreK-20 Education Strategic Plan. Two of its objectives are "to increase rigor of standards to improve student achievement in VPK-12" and "to utilize assessment to direct instruction effect and student outcome."

Link to PDF about Education Strategic Plan: <http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>