

# Holocaust Memorial Lesson Plan Project

## Holocaust Memorial Miami Beach Correlating Objectives with Florida State Standards

### LESSON: The Fork For Grade 5/Corresponds to Panel #35

	<i>Objectives &amp; Activities</i>	<i>Florida State Standards</i>
Appropriate for <b>Grade 5</b>	Summary: Utilizing various sources of Holocaust literature students will have an opportunity to experience the conceptual framework of empathy.	<b>SUBJECT: LANGUAGE ARTS</b> (In so far as this is a 5 <sup>th</sup> grade lesson there are no standards for 5 <sup>th</sup> grade in history or WWII – the only standards that relate to this topic are in Language Arts.)
This lesson will take approximately 45 minutes.	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to identify their peers demonstrating empathy</li> <li>2. Students will articulate the meaning of heritage and lineage.</li> <li>3. Students will recognize the impact the Holocaust had on people’s lives over the long-term.</li> <li>4. Students will discuss meaning of empathy</li> <li>5. Students will identify belongings and passing down artifacts from one generation to another</li> <li>6. Students will create a fictionalized account of the statues at the Holocaust Memorial</li> </ol>	<p><b>Strand: LAFS.5.RI – Reading standards for informational texts</b></p> <p><b>Cluster 1: LAFS.5.RI.1 – Key ideas and details –</b></p> <p><b>Benchmark LAFS.5.RI.1.1 –</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Benchmark LAFS.5.RI.1.2 –</b> determine two or more main ideas from a text and explain how they are supported by key details; summarize the text.</p> <p><b>Cluster 3: LAFS.5.RI.3 –</b> Integration of knowledge and ideas</p> <p><b>Benchmark LAFS.5.RI.3.7 –</b> 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</p> <p><b>Benchmark LAFS.5.RI.3.8 –</b> explain how an author uses reasons and evidence to support</p>
	<p><b>Materials to be utilized:</b></p> <ol style="list-style-type: none"> <li>a Film, <i>The Fork</i> <a href="https://www.youtube.com/watch?v=zaMCC6ac_A">https://www.youtube.com/watch?v=zaMCC6ac_A</a></li> <li>b <i>Terrible Things</i> by Eve Bunting (7’35”) <a href="https://www.youtube.com/watch?v=8KsAvtHsyY0">https://www.youtube.com/watch?v=8KsAvtHsyY0</a></li> <li>c Material for Journal writing</li> <li>d Visit to the Holocaust Memorial</li> </ol>	
	<p><b>Suggested Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Prior to visiting the Memorial teacher reads aloud <i>Terrible Things</i></li> <li>2. Teacher facilitates class discussion on the aspects of the story</li> <li>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)</li> <li>4. Students to discuss the meaning of “<i>Walk in someone’s shoes.</i>”</li> </ol>	

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	<p>5. Students view film <i>"The Fork"</i> followed by a discussion with guided questions (see attached)</p> <p><b>Assessment:</b></p> <p>6. Students to visit the Holocaust Memorial to be followed up with an assignment to be turned in to the next class session:</p> <ol style="list-style-type: none"><li>Based on the film (<i>The Fork</i>) we saw in class and the story we read (<i>Terrible Things</i>) in class, what story did the statues you saw at the Memorial tell?</li><li>Recall one particular statue and write a brief creative paragraph telling his/her/their story.</li></ol>	<p>particular points in a text identifying which reasons and evidence support which points.</p> <p><b>Benchmark LAFS.5.RI.3.9</b> – integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</p> <p><b>Strand: LAFS.5.W – Writing Standards</b></p> <p><b>Cluster 1 – LAFS.5.W.1</b> – Text types and purposes</p> <p><b>Benchmark – LAFS.5.W.1.1</b> – Write opinion pieces on topics or texts supporting a point of view with reasons and information</p>
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### Addendum:

*Teacher facilitates discussion with the following questions:*

- Do you have a favorite item in your home? What makes them so special?*
- Have you ever had a special belonging taken away? How did it feel?*

*Students view film "The Fork" followed by a discussion with guided questions:*

- What was the "coincidence" that unfolded in the story?*
- What was "Grandmother's" life like before the Holocaust?*
- Why did Grandmother's first husband give her the "broken" fork?*
- How does the broken fork tell a story?*
- What was the Grandmother's reaction when she heard the groom take out his half of the fork?*
- What would you want to know about the grandfather who gave his grandson the other half of the fork?*
- What was the "good luck" aspect of the fork?*
- How did you feel when the groom took out his half of the fork? What made you feel that way?*
- Do you think many people tried to find a way to be able to reconnect after the war is over?*
- What did the Holocaust do to many people's lives?*

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### NOTES:

- The lesson plan corresponds to Holocaust Memorial panel #35 (The clandestine wedding) 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>

### *The Fork*

[https://www.youtube.com/watch?v=zaMCCh6ac\\_A](https://www.youtube.com/watch?v=zaMCCh6ac_A)

*It's an intense and moving narrative about the personal effects of the Holocaust. The young bride is shown sitting alone. With all of the excitement of the wedding day, it appears to be a rather rare moment to see a bride completely by herself. Her grandmother eventually joined her just when the bride needed her most. The 20-year old bride revealed to her grandmother that she was having doubts about her young age, especially since other women, including her grandmother, married at older ages. Not only did the grandmother comfort her granddaughter, but she shocked her with a secret! The granddaughter was under the impression that her grandmother married her first and only husband at 25 years old. The grandmother revealed that her late husband was not her first marriage! She was actually married at 18 to a man named Freddie, first. Freddie was taken to a concentration camp during the Holocaust only a short time after their wedding. It was the last time the newlyweds ever saw each other, but thankfully, he left her with a fork, broken in half, as an offering of good luck to his new wife. The grandmother lovingly passed down the fork to the worried bride to be. The most incredible moment of the film came right after the groom revealed he had the other half of the fork upon seeing his bride holding her treasured wedding gift from her grandmother.*