Examining the Important Civic Values with Elementary Students
Using Trade Books about the Holocaust:
A Five-to-Six Day Unit

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This unit illustrates the role of trade books in teaching important social studies values and content. Using four trade books appropriate for use with elementary students, the unit examines behaviors of people identified as bullies, bystanders, and survivors who experienced the Holocaust as well as civic values and behaviors required of people who wish to live in and promote a society that respects the human rights of all people. The lessons examine four stories: an allegory, a folk-tale, a biography, and an American story of civic responses to hate in 1993. Careful re-examination of the important concepts and behaviors in these stories serve to reinforce learning and motivate students to learn meaningful lessons from the Holocaust, including the necessity to apply the lessons in their daily activities.

Teacher Background and Rationale Statement

Many books related to the Holocaust are on the Notable Trade Books lists of the National Council of the Social Studies and the Children’s Book Council. Holocaust survivors, their children, and other relatives, with hopes of capturing the survivor memories, are frequently the authors. Experienced authors of books for children and youth also select Holocaust related events as subjects because of the potentially important lessons that can be addressed. Selecting books with the appropriate treatment of this difficult subject matter is an important challenge for teachers, administrators, and parents. The complexities and extensive amount of documented information about the Holocaust adds to the dilemma. Controversies revolve around two major concerns:

1. What is appropriate for students at particular ages to experience?

2. How do adults provide a truthful explanation about the extreme cruelty and hatred promoted by the perpetrators and allowed by the bystanders?

The official position of the U.S. Holocaust Memorial Museum (USHMM, 2001, p.3) reflects its mission to document, study, and interpret Holocaust history and to encourage reflection on the moral and spiritual questions surrounding the events of the Holocaust that are applicable to the responsibilities of citizens in a democracy.

Instructional resources prepared by the USHMM tend to be for those who are at least old enough to attend the middle school. Attendance at the USHMM, while not restricted, is recommended for those who are at least age eleven (USHMM, 2001). Controversy arises concerning teaching about the Holocaust to youth below age eleven. Those who believe that justice and equality, along with their antitheses prejudice and stereotyping, should begin to be taught at an earlier age, tend to support the teaching of the Holocaust to younger youth. The state of New Jersey requires instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils (State of New Jersey, 1994).
Sepinwall (1998) reports on how New Jersey elementary teachers engaged their students in teaching about the Holocaust. Her article prompted Totten (1999) to review the attributes that define the Holocaust and to conclude that Holocaust education should not be taught to children in grades one through four. He concedes that lessons focusing on particular attitudes and values related to justice and universal human rights might be considered pre-Holocaust education and be appropriate for younger students but cautions against saying such lessons are about the Holocaust. It appears that the controversy is more a matter of the content focus and what to call it.

Many elementary teachers do not focus on such controversies. Instead, they use trade books as a basis for a lesson, and they tend to judge the success of such lessons on the Holocaust based on students’ reactions to the values in the story. The complete knowledge base spelled out by Totten (1999) and in the statement by the USHMM (2001) is not what elementary teachers tend to evaluate or stress. Instead, beginning to discuss important values is the goal of elementary teachers’ lessons, while some events associated with the Holocaust are used as a means to exam such values as justice and respect. The Holocaust content emphasized, if addressed, tends to focus on the recognition of concepts such as stereotypes, prejudice, bystander, and isolation. Constructivist educators claim that an understanding of events of the Holocaust and accepting its lessons begins with knowledge of such concepts and values. These ideas are essential to judging the appropriateness of the behaviors associated with the perpetrators, victims, and bystanders of the Holocaust and incidents of genocides. It is only when citizens have such knowledge, attitudes, and the willingness to act that there is any hope that a world of “never again” might be attained. While single lessons might appear in the short term to be successful, understandings and the development of values and attitudes is a long process. The beginning of the process of learning needs to be well-defined, carefully examined and tested, revised, or affirmed to be effective. Students require time to perform such tasks. More time than use of a single book can provide.

In this unit, the objectives focus on key concepts and important values in human relations and the actions that support future learning about ethnic and racial conflicts integral to learning about such events as the Holocaust, genocide, and segregation. The lessons seek to define, clarify, and expand on the initial learning through reviewing ideas and expanding student knowledge with details and examples associated with prejudice, isolation, discrimination, stereotypes, respect, bystanders, perpetrators, and victims. The unit follows the learning cycle model. The first day is an exploratory introduction to several major ideas in the unit and asks students to respond to these ideas. Through such responses, the teacher learns the background information students have on the subject and which values the students recognize and practice. The lesson ideas are developed through an examination of events that were a part of the life of a child who survived the Holocaust and then expanded upon by examining events of a true story from the USA. Four trade books provide the information to students who use literacy and inquiry skills in examining the related ideas and values included in the books. The unit addresses the NCSS Standard X. Civic Ideals and Practices and Standard II. Time, Continuity, and Change.
Knowledge, Skill, and Attitudinal Objectives

1. Students identify the behaviors of bullies and apply the term to Hitler and the Nazis.
2. Students define bystanders as those who do not try to stop or oppose the acts of a bully.
3. Students express the belief that the children of Terezin and Billings had needs and lives very similar to their own.
4. Students attend to the stories and recall the events of the stories.
5. Students infer logical behaviors from the stories read.
6. Students create a list of acts that reflect behaviors which provide fairness and justice to others.
7. Students express empathy for the characters in the stories.
8. Students cooperate to create a bulletin board that illustrates the lessons from the books used in the unit.
9. Students share their ideas by inviting others to view their bulletin board and explaining it to the guests.

Materials Required

5. A large picture of a menorah and perhaps some pictures of Terezin and the art work completed by the children who were in Terezin.
6. A map of the United States and one of Europe.
7. Chart paper and markers.
8. Art supplies to make a bulletin board.

Lesson Plans

<table>
<thead>
<tr>
<th>Day 1: Exploratory Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
</tbody>
</table>
| Students describe ways people get along in a nice community. | Show students a picture of an idealized community. Ask:  
  - What do you see in the pictures of this community?  
  - How do you think the people act toward one another?  
  - What are some things that people do when the community they live in is called a “nice” community? | Students attend to the picture and offer related comments and answers. |
| Students give examples of times they were afraid and how they behaved. | All people, even those in “nice” communities have times when they are afraid.  
  - Can anyone tell me of an event when you were afraid?  
  - What are some things people do when they are afraid? | Students listen to book and observe the pictures. |
| Given the reading of the book *Terrible Things*, students describe what happened to the community of animals living in the meadow. | Explain that you are going to read a book about a community of animals that lived in a meadow. Ask them to listen carefully to learn what happened to the community and how the various groups in the story act.  
Read the book aloud and have the students examine the pictures during the reading.  
Discuss the following questions:  
- If you were an animal instead of a person, do you think you would like to live in this meadow?  
- What in the story has led you to this answer?  
- Who in the story would you like to have had for a friend?  
- Do you think that the various animals were friends? Why or why not?  
Help students to conclude that people make choices and select their friends. Ask:  
- Why do you think the “terrible things” disliked the animals of the meadow?  
- What do you think happened to the animals as they were taken away? | Students respond to questions by sharing their views and ideas, using details from the story to help support their ideas. |
| --- | --- | --- |
| Students offer explanations about why they think the terrible things disliked the various animals of the meadow community. | Little Rabbit and Big Rabbit were the only animals that talked in the story. Little Rabbit asked questions of Big Rabbit.  
- How did Big Rabbit answer the questions?  
- Do you think the answers given by Big Rabbit were helpful to Little Rabbit?  
- Do you think that Big Rabbit was a friend to the animals of the meadow? Why?  
Raise your hand if you have ever heard someone tell you “to mind your own business because you don’t want someone to get mad at you?”  
- Why would someone give this advice to children or another person?  
- Do you think that when Little Rabbit tells the other forest animals what happened in the meadow, they will act in ways different from the way the animals of the meadow acted? Why or why not?  
- How did Little Rabbit say he hoped the animals of | Students conclude that acting together and supporting what is “right and just” is the best way to act. |
**Day 1:**

- **Objectives:**
  - Students relate events of the story read yesterday and the lessons it taught.

- **Procedures:**
  - Gather the students for a discussion and reading of another story. Tell the students to think about the story read yesterday. Ask:
    - Did they like that story? Why or why not?
    - Does anyone recall the title of the book?
    - Why do you think the author wrote that story about “terrible things” that created an unhappy ending to the story?
  - Call attention to the list of behaviors that students think will make for a nice class and school for all people.
  - Does anyone have another behavior they want to add to the list?
  - Tell students that today you are going to read another story, and they are to listen carefully so that they can decide if this is a nice community in which to live.

- **Assessment:**
  - Students respond to the questions with correct and logical responses.

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**Closure for Day 1**

Ask:
- What do you think is the important lesson of this story?

Read aloud to the students from the dedication page where the author Eve Bunting wrote:

“Standing up for what you know is right is not always easy. Especially if the one you face is bigger and stronger than you. It is easier to look the other way. But if you do, terrible things can happen.”

- How do you think the author of the story wants you to act toward other people?
- What are some things that we can do in the classroom and in the school that show what the author would like to see us do?
- What behaviors would make our class and school a “nice” place for all?

Make a list of these and post them in the room. Ask:
- If you see someone NOT acting in these ways, what can you do or say?

Students offer things to do and say to classmates that promote just, fair, or nice behaviors.
| Given the reading of **Brundibar**, students conclude that the citizens, including the children, brought about the happy ending to the story and defeated the bully by working together. Students identify the behaviors of a bully and conclude that Brundibar and the “terrible things” are examples of bullies. | Tell the students that this book is a story that was also the story of an opera. An opera is a play in which the actors sing rather than talk. This story takes place in small city in Czechoslovakia (locate Czechoslovakia on a map or globe) and tells what happened to a brother and sister who needed to get money for milk for their sick mother. Ask:
- What kinds of problems do you think the children might have in getting the money for the milk?
- What did the children notice about events taking place in the town square?
- What did the children decide they would do to earn the money to purchase the milk for their mother?
- What kept them from being successful? Read the book. Ask questions about the needs of the children and their attitudes and behaviors to direct attention to the events of the story. Students attend to the pictures and offer related comments as answers to the questions. Students identify working together as a way to stand up to a bully. | Students attend to the related comments as answers to the questions. |
| --- | --- | --- |
| Students predict potential negative outcomes of bullying behaviors. | People could not hear the children because Brundibar’s singing with his organ was so loud.
- Why do you think people gave Brundibar money when he was so loud and his music was not that good?
- When the children confront Brundibar, acting like bears, what did the adults say?
- What did Brundibar say and sing?
- Why did the children run into the alley? (They were afraid.)
- What could the people have done differently that might have helped the children get milk for their mother?
- Why do you think none of the adults were willing to help the children? Students identify fear as a reason people might not stand up to a bully. They conclude that the “terrible things” were also examples of bullies. | Students identify fear as a reason people might not stand up to a bully. They conclude that the “terrible things” were also examples of bullies. |
| Students compare the endings of the two books and indicate which book has the ending that they prefer. | Introduce the term “bystander.” Define it as a person who does not help when they see something wrong happening to another person. The person stands and watches or quietly leaves so he or she does not see what is happening. Ask:
- Why do you think a bystander takes these actions instead of doing something to help?
- Why do you think the children did not go home after their first attempt to earn money?
- Who helped them to find a solution for how to get money to buy milk?
- What did the animals advise the children to do and help them to do? Students offer logical reasons and predictions. | Students offer logical reasons and predictions. |
- How was this action different from what the animals in the TERRIBLE THINGS did?
- Why was the children’s second effort at singing much more successful?
- What did the children have to do to get help? (They had to ask for help.)
- How did Brundibar respond to the children’s second effort? (Point out the picture where he is running with the bucket of coins.)
- Why do you think he was not willing to share the entertainment opportunities even once for a good cause?
- What words would you use to describe the actions of Brundibar?
- (If the children do not suggest “bully,” then) Ask:
  - Have you heard of the word bully?
  - How does a person who is a bully act toward others?
  - What is it that a bully wants?

Students examine their list of behaviors they created and affirm or add new behaviors.

Raise your hand if you think people like a person who bullies others.
- Why might a person be friendly toward a bully or do things to please a bully?
- Do you think people who behave in these ways help a bully gain what he or she wants?
- Do you think the people want the bully to get what he wants, or do the people want something different?
- Why don’t people stand together and oppose a bully?
- When people do not oppose a bully, what are some things that might happen?
- Do you think that the “terrible things” we read about might have been bullies?

To reinforce the ideas the teacher might show the pictures and re-read the song at the end of Brundibar and the last two pages of Terrible Things.

By a show of hands have the students to indicate which of the endings to the stories they liked the best. Call on several students to voice reasons for their choice.

**Closure for Day 2**

Read the warning at the end of the story about how bullies will always be around (last page of the book). If new bullies would replace Brundibar, what behaviors do people need to use more often to stop bullies? Refer to the class list of behaviors constructed in the
exploratory introduction and used at the beginning of this lesson. Ask:

- Are these behaviors the same or similar behaviors we have on our new list of behaviors that make a nice class/community?
- Is there anything we should add to our class list?
- In the last day, has anyone seen an example of people performing the kinds of acts we listed?

*(Teacher might add an observation from the classroom or school to prompt the examples or to end the sharing of observations.)*

Ask students to think about the answer to the following question.

- “Is being afraid a good reason not to act in the ways we have listed on our chart?”
- Allow any student who volunteers to comment. Then close by saying we will think more about the need to act tomorrow.

<table>
<thead>
<tr>
<th>Day 3: Lesson Development Phase</th>
</tr>
</thead>
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<td>Objectives</td>
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| Students recall the endings of the two stories and the role of the bully in each book read this week. | Begin this day of the unit by saying that we have read two books each of which contained a bully. Review the fact that a bully uses fear to get his or her own goals. Ask:  
- Which of the books we read had the sad ending?  
- Which the happy ending?  
- What actions by the characters in the book made the difference in the outcome of the story? | Students listen cooperatively and respond to the questions about bullies and the books. |
| Students interpret the meaning of the last page of *Brundibar* and add a summary of it to the end of their chart of behaviors. Students express their ideas about Ela from looking at her picture. | Return to the book *Brundibar* and re-read the final song aloud. Then show the students the page that illustrates the second song the children sang and for which the children received money from the people. Ask:  
- What do you see on this page that shows the feelings of the mothers and children?  
Point out the fact that the children being carried away by the birds are very young. Ask:  
- Do such young-looking children leave home to go to work or college?  
- What might cause these young children to be taken away from their mothers and homes? | Students cooperate in constructing a conclusion. |
| Students listen to the reading of the story and gather information. | Explain that there is a hint in the book *Brundibar* on the very last page after the story is completed. I did not read this page to you yesterday. Listen carefully as I read it to | Students view Ela as an ordinary girl of the time period. |
| | | Students offer their ideas and listen to those of other students and the teacher. |
Students recall the story and make inferences and predictions about what happened at Terezin during WWII.

Students learn that transporting East was to a worse situation and often death.

Students compare the lives of Jewish children in Terezin to other children, such as themselves and children Hitler liked.

Students predict acts associated with bulling and unfair treatment.

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<th>Students recall the story and make inferences and predictions about what happened at Terezin during WWII.</th>
<th>You now. Ask:</th>
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<td>How can we summarize this message in a few words so that we can write it on our chart of behaviors to remind us that we need to do these behaviors?</td>
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<td>How can we make this warning stand out on our chart? <em>(Record the conclusion on the chart in a different color so it stands out.)</em></td>
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Show the students the next book to be read. This is a book about several years in the life of a young girl named Ela, and she helped to write this book.

Show the pictures on the front and on the back of the book. Ask:

- Does Ela look like anyone you know?
- Have any of the girls in our class ever worn a dress that looks like the one Ela is wearing?

Note the title, *The Cat with the Yellow Star*. Point out the yellow star on the cover.

- Raise your hand if you think wearing a star would be something positive? Why?
- Could it ever be a bad thing?

Provide a context for the time of Ela’s youth.

Explain the following:

When Ela was young, she lived in a city with her sister and parents. Then, in a neighboring nation, a bully named Hitler who didn’t like people of a particular religion became the ruler. Hitler wanted more land for his country, so, with his military forces, he took over the area where Ela lived and made all of the Jewish people wear stars like this, so his friends would know which people were Jews and which people were not. Ask:

- What do you think Hitler wanted to do with the Jewish people?

We will find out what happened to Ela and her family and other Jewish people as we read the book.

- Show the picture on page 36 of Ela today. Then read the paragraph above the picture.

Read the text to learn about Ela and her family. Tell the students to identify what things Hitler and his friends, called the Nazis, did to the Jews between the years 1938 and 1945 as related by Ela. (Most of the pictures are too small to share with the class. Encourage students to look
<table>
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<th>Students explain why it might be important for youth today to learn about the lives of children at Terezin during WWII?</th>
<th>Students compare the story of opera <em>Brundibar</em> with the reality of the Holocaust.</th>
<th>Students recognize most were killed.</th>
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| Show the cast picture on page 23. Ask:  
- Do you remember what the cat told the children in the story *Brundibar*?  
- How did the people in Terezin work together to try to make their situation better?  
- What were some of the things that the children did?  
- Why did Ela’s mother tell her to go and live with a group of children instead of staying in the same building where she lived?  
- Do you think Ela got good care in Room 28?  

Explain the reasons for your conclusion. By law, Jewish children were not allowed to go to school.  
- How were the children of Terezin educated?  
- Why do you think the Jewish adults thought that they should take the chance of providing special lessons for the children?  
- Why do you think the Nazis wanted to trick the International Red Cross into thinking life in Terezin was better than it really was?  

The books says that lots of people including children who were Ela’s friends were sent East during the years that Ela was at Terezin. Ask:  
- What happened to people who were transported to the East?  

After students reply, read the Epilogue on the left side of page 36 where the numbers sent and survived are given.  
- Make a list of words that describe Ela’s life in Terezin.  

Circle the words on the list that also describe the lives of the students in your classroom and school. Using the list as a help discuss how Ela’s life was different from the lives of American students. Ask:  
- Would you have wanted such a life for you and your friends?  
- What do you think the lives of children in Hitler’s lands who did not wear the yellow star might have been like? (Probe for responses like “they had enough to eat, live with their parents, or go to school and parks with their friends.”)  
- Why do you think Ela and her friends from Room 28 planned get together after the war should some of the friends be sent away to the east?  
- When they were in Terezin, did Ela and her friends individually at the pictures during free time. It is possible to download similar pictures through the Internet if technology is available.)  

Students identify Hitler and the Nazis. |
| Students identify both positive and negative facts for children in Terezin and mostly positive things for themselves and children without the yellow star. | Students identify that under Nazis control Jewish | Students recall that under Nazis control Jewish |
nations for a just future.

- know what happened to people who were sent to East?
  - During the war, did the children and adults in Terezin know what happened to those sent to East?
  - When did people learn the truth of what happened to those sent East?
  - Why do you think Ela and her friends who survived get together each year now? (Stress that most old friends like to get together and maybe friends you have in bad times have a special place in your heart.)
  - Why do you think people today believe it is important for children to perform the same opera that Ela and her friends performed in Terezin or read the book *Brundibar* that tells the story of the opera?
  - Why do you think it is important to know what really happened in Terezin?

**Closure for Day 3**

Read the words of the song that concludes the opera *Brundibar*. The opera was written after Hitler and the Nazis came to power in Germany, and it was performed during the time Hitler ruled.

- Who do you think the composer used as a model for *Brundibar*?

Look again at the picture of the children on the birds in *Brundibar*.

- Why do you think the children shown in this picture were leaving home and the mothers were crying?
- Based on what we learned from the book about Ela, what in the story of *Brundibar* was true of what happened to the Jewish people when Hitler was the ruler?
- What did the bullies and the bystanders do at that time?

From what we read in the book today,

- Do you think many people stood up together and opposed Hitler and the Nazis?
- How did the Jews stand up to Hitler and his forces in Terezin?
- Do you think they might have acted differently if they knew what happened when the people were sent to East? Why?
- Did they have the ability to stand up to the weapons of the police and army?
- Why was Ela proud of her mother’s ability to steal food from the garden?

children were separated from their families, mistreated, and killed.
Can someone tell me what the word “consequence” means? (Define it as what happens because of an action.) If you act, something happens next.
- If you do not act to stop a wrong, what is the consequence?
- When do you think it is best to stand up to a bully?
- What do you hope the future will be like?
- What do parents hope for their children’s futures?
- What do citizens of the US hope the US will be like in the future?
- Will performing the actions on our chart help assure a hopeful future?
- Are there any actions you want to add to our chart?

Reread the summary statement written in the standout color. Ask students if they think this statement is still accurate and important? (*Revise it if needed.*)

Post the chart in room where everyone can see it. Place the book and pictures of art done by children at Terezin in a place in the class and invite children to look at these items throughout the day.

### Days 4 & 5: Expansion Phase

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Procedures</th>
<th>Assessment</th>
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</thead>
</table>
| Students review the warning from the book *Brundibar* about the likelihood of the return of bullies. | We have been reading several books together.  
- Can anyone tell us the warning from Brundibar that was on the last page of the book *Brundibar*?  
Raise your hand if you have you ever seen or heard someone try to bully another person. If a student wants to share an example, do so now. Refer to the chart of actions.  
- When might a bully do these acts?  
- Why do you think a bully might not act this way to some people? | Students explain that you have to be watchful because there are likely to be bullies and their followers in the future. |

| Students locate Billings, Montana, on a U.S. map. | Tell students that today we are going to share ideas about a story that took place in Billings, Montana, in 1993. Locate Billings on a map and ask:  
- Where is Billings in relationship to the Rocky Mountains?  
- In what direction would you travel to get there from our hometown?  
- How far away is it from our town?  
- Are there other towns nearby?  
- Do you think it easy to travel to Billings?  
- Do you think that you might be likely to ever visit Billings? | Students give the correct directions and decide that it is a long way from most of the rest of the US. |
Students identify a menorah as a symbol used by Jewish people in the celebration of Hanukkah.

Students recall the events of the story and make logical predictions about the behaviors of people and institutions in a community.

Note the title of the book. Ask:
- Does anyone know what a menorah is and how it is used?

Provide at least a picture of a menorah for students to observe.

At the beginning of the story,
- How does Isaac feel about the police chief, Chief Inman?
- Why did Isaac ask the Chief if he was going to do to those who threw the rock through his window?
- Why do you think he was surprised by the answer that he was going to do what he could to get the whole town to take a stand?

It was hard for Isaac to understand why someone who does not know him and his family would hate them. Ask:
- Does anyone want to offer an explanation of how this might happen? (Read page 17.)

Ask:
- Why do you think Isaac does not want to put his menorah back in the window?
- Why might sharing what happened to them on TV and with the public be dangerous?

Continue reading but only read the first 5 lines of the page with the legend of the Danish King Christian and the last paragraph. (See the introduction for the reason to skip the other parts of the page. If you don’t do this, you need to clarify the inaccurate information and discuss why legends last and why people like to tell this one even though it is not accurate.)

Continue reading the story and be certain to read all of the next set of ten pages.
- What was the plan that the community members decided to try?
- In what ways were the children in Isaac’s class in Billings like the children in our class?
- How is the message Mrs. Pearson tells her students that the people of Billings can do similar to what the birds told the children in Bundibar?
- Which acts being done by the people in Billings

Students share the definition or attend to teacher explanation.
were similar to those on our list?
- Were the consequences of the plan for Billings positive in the first couple of days?
- Why do you think that Isaac wants to be like all of his classmates?
- Does a person’s religion make him or her a lot different from other people?

Ask students to explain their own reasoning.
- What were some of the things that the children in Isaac’s classroom learn from their teacher, Isaac, and their parents?

Raise your hand if you liked the ending of this story. Call on several students to tell why.
- If Isaac’s family, teacher, and the people in Billings had acted differently, what might have been the consequences of the rock throwing through Isaac’s window?
- How would you describe the people of Billings, Montana?

**Closure Day 4**

Read the first page and the top two paragraphs of the next page of the Introduction by Janice Cohn to the book *The Christmas Menorahs*. Ask:
- Why might some people think the people of Billings are heroes?
- Why do you think that some people would describe them as just regular people?

In Billings, the Jewish people were a minority. Billings also has minority populations of Native Americans, Asian, African American, and Hispanic/Latino heritages. Think for a minute about the answer to the question I am going to ask you now.
- Do you think that the people of Billings, Montana, would also stand together should something similar happen to a member of one of those groups as happened to Isaac and his family?

Raise your hand if you think the answer is YES? NO? Call on several children to explain their answers.

**Final Closure and Evaluation**

For the Unit: Days 5-6

Students attend to the story and answer the questions using information from the story.

Students make a bulletin board that illustrates the unit. Show the four books to the students, one at a time and...
| Summarizes the ideas they learned about the actions people need to perform. | Review its plot. Ask the students who would like to make a drawing about each of the books and create groups to do this. Ask the groups of students to share what from the book they will illustrate. Students meet in groups to share their pictures and decide if they need additional pictures and make an appropriate heading for their section of the bulletin board. Ask the students to select three or four words that express feelings and actions that describe their pictures to print and place by the various pictures. Display the bulletin board. Ask the students to look at the entire bulletin board and comment on the bulletin board. Ask: ▪ Does this bulletin board illustrate the important ideas we learned? ▪ Which parts stand out the best and can be most easily read from a distance? ▪ Do the students have any suggestions for changes or additions that would improve the bulletin board? As a class, decide on a title for the bulletin board that tells what was learned in the study. | Include: Drawings which illustrate the acts of bullies, bystanders, helpers, and others’ attempts to create fear in people. Do labels selected for the pictures bring out the values of justice and fairness, kindness, support of others, and risks of doing what is right. Is the term “consequence” presented? Students work to complete pictures and contribute to the group’s decisions on terms. Bulletin board tells people that they need to act together and to stand up for what is right in daily life. Students write in standard English an invitation. Students welcome guests and show and comment on their bulletin board. |
| Students write invitations to people to come and view their bulletin board. | Ask the students if they would like to invite other classes, teachers, administrators, or parents to view the bulletin board. Students write invitations to these individuals and organize themselves to meet the people and share its message with them. |

**References**


Additional Supporting Internet Resources

Pictures drawn by children at Terezin can be viewed at
- http://www.interdisciplinary.neu.edu/terezin/place/artwork.html
- http://terezinmusical.com/drawings.htm

Chart of facts and figures of Terezin are available at http://www.interdisciplinary.neu.edu/terezin/life/facts.html#

Printed interview with Ela Weissberger about the opera Brundibar and its meaning at http://www.enquirer.com/editions/2000/10/19/tem_a_conversation_with.html

You can view a short video of the performance of Brundibar at http://www.ushmm.org/wlc/media_fi.php?lang=en&ModuleId=10005424&MediaId=234

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