



# HMMSA CURRICULUM GUIDE

For Elementary School Educators

# 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](http://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 'Führer' 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 from 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 milk; 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.



## HISTORY OF THE HOLOCAUST: AN OVERVIEW

On January 20, 1942, an extraordinary 90-minute meeting took place in a lakeside villa in the wealthy Wannsee district of Berlin. Fifteen high-ranking Nazi party and German government leaders gathered to coordinate logistics for carrying out "the final solution of the Jewish question." Chairing the meeting was SS Lieutenant General Reinhard Heydrich, head of the powerful Reich Security Main Office, a central police agency that included the Secret State Police (the Gestapo). Heydrich convened the meeting on the basis of a memorandum he had received six months earlier from Adolf Hitler's deputy, Hermann Göring, confirming his authorization to implement the "Final Solution."

The "Final Solution" was the Nazi regime's code name for the deliberate, planned mass murder of all European Jews. During the Wannsee meeting German government officials discussed "extermination" without hesitation or qualm. Heydrich calculated that 11 million European Jews from more than 20 countries would be killed under this heinous plan.

During the months before the Wannsee Conference, special units made up of SS, the elite guard of the Nazi state, and police personnel, known as *Einsatzgruppen*, slaughtered Jews in mass shootings on the territory of the Soviet Union that the Germans had occupied. Six weeks before the Wannsee meeting, the Nazis began to murder Jews at Chelmo, an agricultural estate located in that part of Poland annexed to Germany. Here SS and police personnel used sealed vans into which they pumped carbon monoxide gas to suffocate their victims. The Wannsee meeting served to sanction, coordinate, and expand the implementation of the "Final Solution" as state policy.

During 1942, trainload after trainload of Jewish men, women, and children were transported from countries all over Europe to Auschwitz, Treblinka, and four other major killing centers in German-occupied Poland. By year's end, about 4 million Jews were dead. During World War II (1939–1945), the Germans and their collaborators killed or caused the deaths of up to 6 million Jews. Hundreds of Jewish communities in Europe, some centuries old, disappeared forever. To convey the unimaginable, devastating scale of destruction, postwar writers referred to the murder of the European Jews as the "Holocaust."

Centuries of religious prejudice against Jews in Christian Europe, reinforced by modern political antisemitism developing from a complex mixture of extreme nationalism, financial insecurity, fear of communism, and so-called race science, provide the backdrop for the Holocaust. Hitler and other Nazi ideologues regarded Jews as a dangerous "race" whose very existence threatened the biological purity and strength of the "superior Aryan race." To secure the assistance of thousands of individuals to implement the "Final Solution," the Nazi regime could and did exploit existing prejudice against Jews in Germany and the other countries that were conquered by or allied with Germany during World War II.

"While not all victims were Jews, all Jews were victims," Holocaust survivor Elie Wiesel has written. "Jews were destined for annihilation solely because they were born Jewish. They were doomed not because of something they had done or proclaimed or acquired but because of who they were, sons and daughters of Jewish people. As such they were sentenced to death collectively and individually..."

## SUMMARY OF THE HISTORY OF THE HOLOCAUST IN TWO MAIN SECTIONS: 1933–1939 AND 1939–1945

### 1933–1939

On January 30, 1933, Adolf Hitler was named chancellor, the most powerful position in the German government, by the aged President Hindenburg, who hoped Hitler could lead the nation out of its grave political and economic crisis. Hitler was the leader of the right-wing National Socialist German Workers Party (called the "Nazi party" for short). It was, by 1933, one of the strongest parties in Germany, even though—reflecting the country's multiparty system—the Nazis had won only a plurality of 33 percent of the votes in the 1932 elections to the German parliament (Reichstag).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the constitution that permitted the suspension of individual freedoms of press, speech, and assembly. Special security forces—the Gestapo, the Storm Troopers (SA), and the SS—murdered or arrested leaders of opposition political parties (Communists, socialists, and liberals). The Enabling Act of March 23, 1933—forced through a Reichstag already purged of many political opponents—gave dictatorial powers to Hitler.

Also in 1933, the Nazis began to put into practice their racial ideology. The Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan) Race," what they called the "master race."

Jews, who numbered about 525,000 in Germany (less than one percent of the total population in 1933), were the principal target of Nazi hatred. The Nazis identified Jews as a race and defined this race as "inferior." They also spread hate-mongering propaganda that unfairly blamed Jews for Germany's economic depression and the country's defeat in World War I (1914–18).

<sup>1</sup> The term "Aryan" originally referred to people speaking Indo-European languages. The Nazis presented it meaning to support racist ideas by viewing those of Germanic background as prime examples of Aryan stock, which they considered racially superior. For the Nazis, the typical Aryan was blond, blue-eyed, and tall.

# TEXAS HOLOCAUST, GENOCIDE, AND ANTISEMITISM ADVISORY COMMISSION

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](#).



# HOLOCAUST REMEMBRANCE WEEK

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](mailto:curriculum@tea.texas.gov)
- Address: 1701 North Congress Avenue Austin, TX 78701
- Phone: (512) 463-9581

# POSITIVE CHARACTER TRAITS BY GRADE LEVEL

To access this document click the link provided : [Chapter 101 \(texas.gov\)](#)

## **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.**

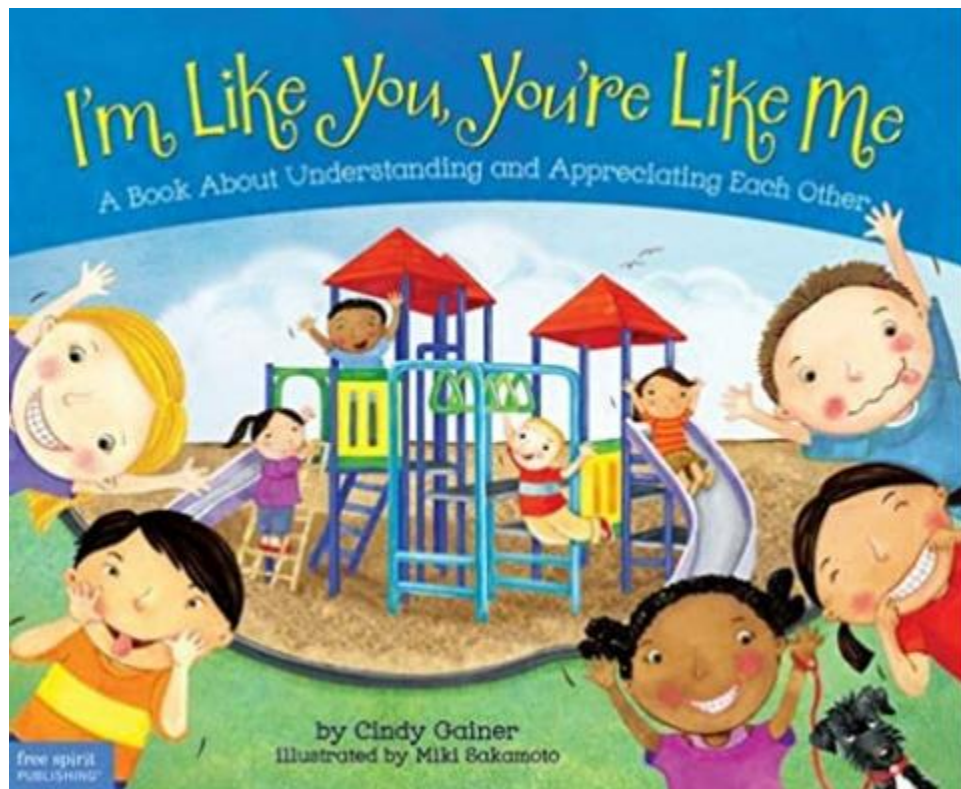
- (a) Introduction.
  - (1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students 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.



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

By Cindy Gainer  
(PREVIEW)



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 between.



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.

Grade: K-2	Lesson: I'm Like You, You're Like Me
Topic: Children learn to notice, accept, and affirm individual differences	Subject: Tolerance and diversity, emotional skills, social skills

## 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](http://elementaryartfun.blogspot.com))

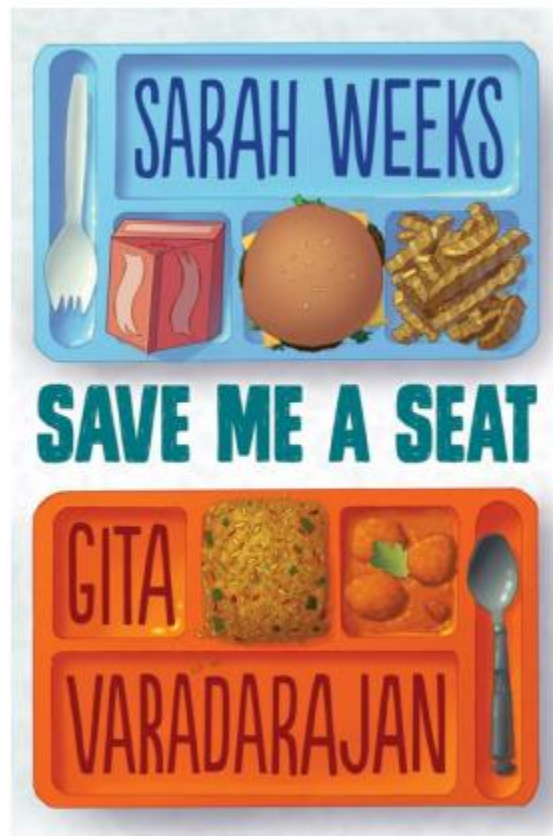
smART Class: rainbow self-portrait mural ([elementaryartfun.blogspot.com](http://elementaryartfun.blogspot.com))

The Talking Walls: Collaborative Mural Project for Kids ([thetalkingwallsmurals.blogspot.com](http://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. Joes 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

ple in America cannot pronounce my name.  
first day at my new school, my teacher, Mrs. Bean, is brave enough to try.  
m-yay-ree," she says, her eyebrows knitting as she attempts to sound it out.  
r-ah-ree-RI-jay-ree, "I say slowly.

She tries again, but it is no better.  
"I'm going to have to work on that," she says with a laugh.  
I laugh too.  
Savarnayaman is my surname. My first name is Ravi. It's pronounced rah-VEE, with a soft rah and a strong VEE. In Sanskrit, it means "the sun." In America, people call me RAH-ree, with the stress on the first syllable. That doesn't mean anything.  
"Patience is a virtue," Azusa reminds me often.  
She believes that, with time, people will learn how to say our names correctly. My grandmother tells her not to hold her breath.  
We moved to Hamilton, New Jersey, a few months ago—May 13 to be exact. I am fresh off the boat, as they say. My father got a promotion at his IT company in Bangalore, so they transferred him to America. In India, Azusa, Appa, and I had our own house with a cook and a big garden. 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 Manor.  
Things are very different here in America. Appa takes the train to work. We don't have a cook anymore, so Azusa has to prepare all the meals herself. Our new house is much smaller than the old one. There is only one bathroom upstairs, which I share with my grandparents. I wouldn't mind so much except that Perigo likes to take long showers and Perigina leaves her tooth in a glass by the sink at night.  
I learned to speak English when I was very young. We speak mostly English at home and I went to an English-medium school, but for some reason, 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. "Be proud of who you are and remember where you come from," she tells me. "If you're not careful, you'll turn into one of them. Your grandfather didn't slave in the tea plantations so that his only grandson would become some rude, overweight, beef-eating cowboy."

#### CHAPTER TWO

JOE

e is Joe, but that's not what most people call me. Not at Ekstein anyway. I've  
en a big fan of school—except for lunch. Eating is the one thing I'm really good at.  
ys been full for my age, but lately I've been growing so that my clothes don't fit  
, even the ones we bought a few weeks ago. I'm always hungry.

A lot of kids wouldn't be caught dead eating school lunch. They call it mystery meat and slop, but I don't mind. Every week it shows up in the same order: chicken fingers, hamburgers, chili, macaroni and cheese, pizza. By the way, it's not a coincidence that Tuesday is burger day and Wednesday is chili day, because at Ekstein, hamburgers get recycled. It's not as bad as it sounds. The leftover burgers from Tuesday get changed into a big pot with beans and some other junk and, *groovy changes*, on Wednesday you've got chili.  
Everybody knows I don't talk much at school. My best friends, Evan and Ethan, used to call me Eksteinmouth as a joke, but I guess I'm not going to be hearing that much now, since they both moved away over the summer. To be honest, they were a little weird, but I'm going to miss them anyway.  
Evan, Ethan, and I ate lunch together every day last year, and they had to go to the resource room for extra help, same as me. (Not that we had the same problems—for one thing, they were both super hyper and I'm not.) This year, I'll have to go by myself to see Miss Frost, and I'm not sure who I'm going to eat lunch with. *Probably no one*.  
People think you're antisocial if you don't talk to them. But they don't understand that it's a problem for me that it's so noisy in the cafeteria.  
My brain and noise don't get along.  
Last year, I had Mr. Barnes for my teacher. Mr. Barnes is epic. He can bounce a basketball off his knee a hundred times without missing a step. I had never even heard of a Basketball until Mr. Barnes brought him to school. It was pink, which Ethan Samson thought was hilarious. He said something mean about it behind Mr. Barnes's back, and all the girls laughed. Sometimes I wonder what's wrong with girls, but then I remember I already know what's wrong with girls—everything.  
Mr. Barnes is African American. He shakes his head and winks how ties—real ones you have to tie yourself. He must have talked to Miss Frost about me, because he never asked me to read out loud in front of the class or come up to the board to do math problems. He understood those things are hard for kids like me.



Grade: 3-5	Lesson: Save Me A Seat
Topic: Friendship, treat others how you want to be treated	Subject: Tolerance and diversity, emotional skills, social skills

## 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*

#### Session 1 (45 minutes)

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)
2. Read Chapters 1-5 as a class or in individual reading time (30 minutes)

#### Session 2 (45 minutes)

3. Review Chapters 1-5 with students from the previous day (15 minutes)
4. Read Chapters 6-10 as a class or in individual reading time (30 minutes)

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)

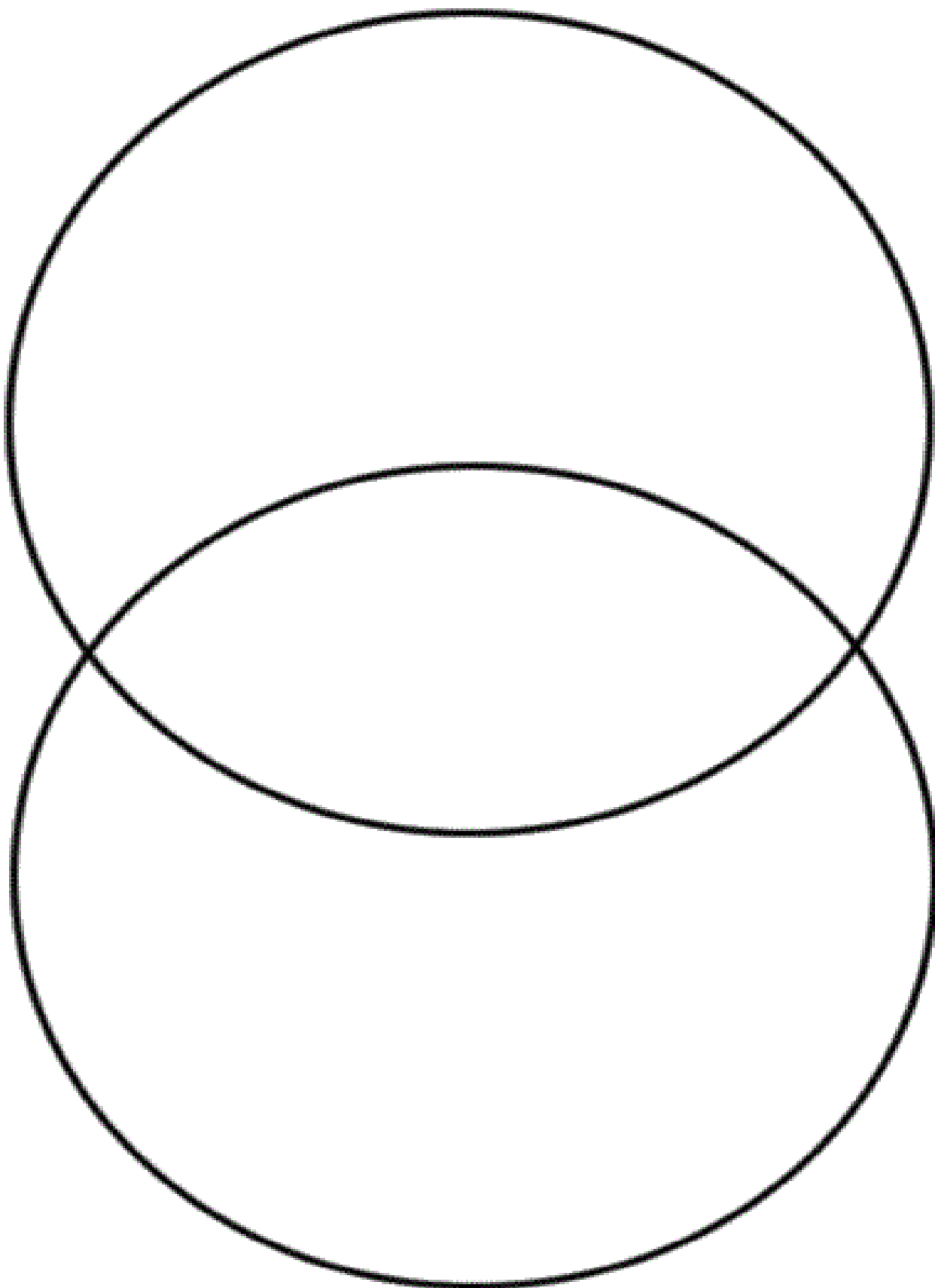
## Book Questions

### **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?



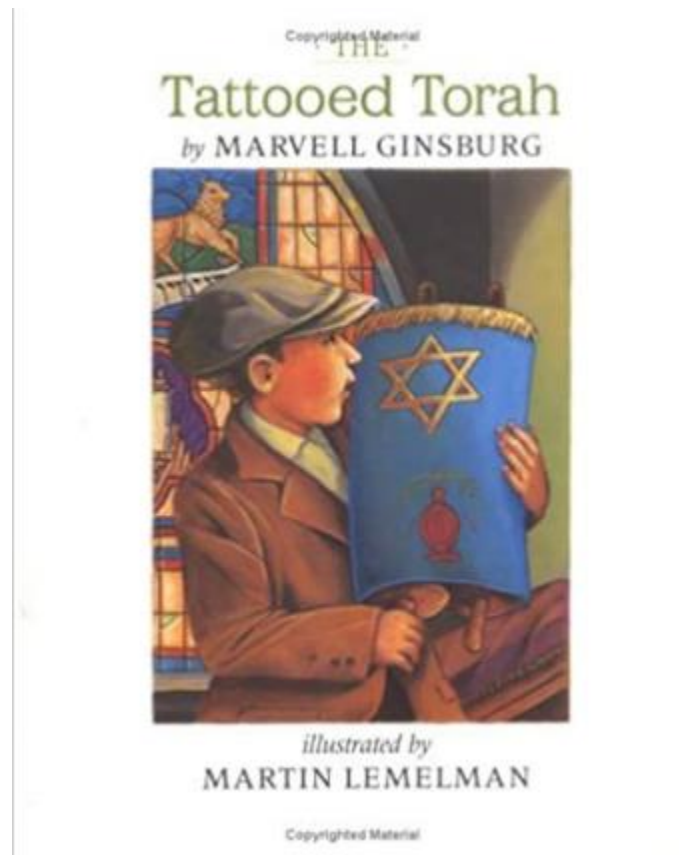


# LESSON #3: THE TATTOOED TORAH

## 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](#)



Grade: 4-5	Lesson: The Tattooed Torah
Topic: The Holocaust	Subject: Tolerance and diversity, emotional skills, social skills

## 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/FILM NEEDED:**

*The Tattooed Torah* by Marvell Ginsburg and Illustrated by Martin Lemelman

Where to purchase:

- [The Tattooed Torah: Ginsburg, Marvell, Cottage Door Press, Martin, Lemelman: 9781646385515: Amazon.com: Books](#)
- [BUY THE BOOK | The Tattooed Torah \(thetattooedtorah.com\)](#)

### **STRUCTURE/ACTIVITIES/MATERIALS:**

*Suggested time: Two-Three class sessions of 45 minutes*

#### Session 1 (45 minutes)

1. Pre-reading activity (10 minutes)
  - a. Ask students to read the book title silently and brainstorm 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](http://elementaryartfun.blogspot.com))

smART Class: rainbow self-portrait mural ([elementaryartfun.blogspot.com](http://elementaryartfun.blogspot.com))

The Talking Walls: Collaborative Mural Project for Kids ([thetalkingwallsmurals.blogspot.com](http://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.

Grade: 3-5	Lesson: Prejudice
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:**

- 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](#)

ii. [Zootopia: Judy & Gideon Fight. HD](#)

iii. ["Popsicle" Clip - Disney's Zootopia](#)

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?

Session 2  
(45 minutes)

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)





Grade: 5	Lesson: Diaries from the Holocaust
Topic: The Holocaust	Subject: Children in the Holocaust

## Lesson Plan

**Disclaimer:** Before continuing with this lesson plan, please review [Guidelines for Teaching About the Holocaust — United States Holocaust Memorial Museum \(ushmm.org\)](https://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 Kozenicki: [Chaim Kozenicki | 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 Kozenicki, 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 Kozenicki, 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

Sara Rachela Plagier: [Sara Rachela Plagier | Holocaust Encyclopedia \(ushmm.org\)](https://www.ushmm.org/learn/encyclopedia/articles/sara-rachela-plagier)

“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.

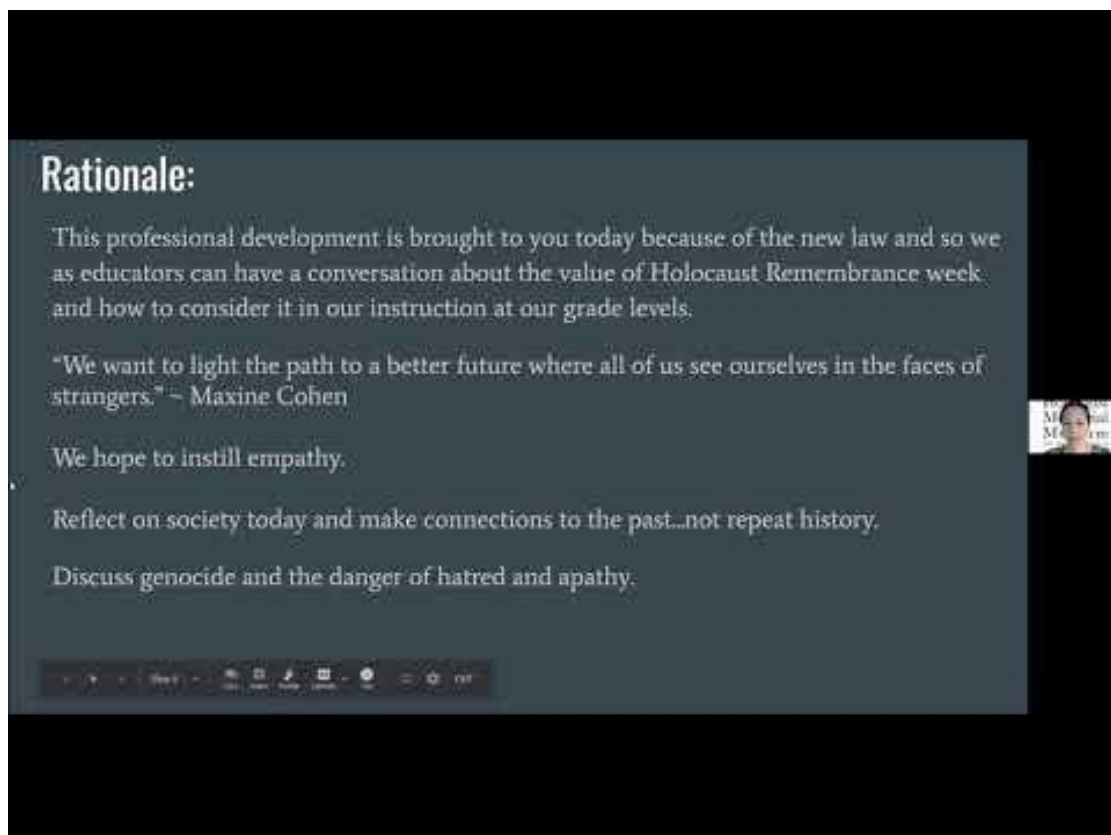
To receive information about upcoming programs and workshops, please call us at (210)-302-6807, or send us an e-mail:

[info@hmmsa.org](mailto:info@hmmsa.org).

# HMMMSA 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/FlxsDOYptFA>.



# 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>

Essential Vocabulary for Holocaust Study	
<b>Antisemitism:</b> Prejudice against or hatred of Jews. Antisemitism was not a Nazi construct, feelings of hatred towards Jews had existed for centuries.	<b>Displaced Persons:</b> in the aftermath of the Holocaust and World War II, more than 250,000 Jewish peoples lived in camps maintained by the Allied authorities and United Nations from 1945-1952. Many did not (or felt they could not) have homes to return to after Liberation.
<b>Aryan:</b> The term used by the Nazis to describe Northern European characteristics that are racially superior. These characteristics of blonde hair and blue eyes were the ideal features for an Aryan.	<b>Einsatzgruppen:</b> Mobile killing units that followed the German Army on the Eastern front. These squads would round up Jewish residents and execute them into mass graves. At least one million Jews were killed by these mobile killing squads.
<b>Assimilate:</b> A cultural minority adopts the dominant culture in areas such as clothing, traditions/holidays, language, and food.	<b>Emancipation:</b> The process of being set free from legal, social, or political restrictions; liberation.
<b>Bystander:</b> People who were passive and indifferent to the escalating persecution.	<b>Emigration:</b> The act of leaving one's country to settle in another country.
<b>Collaborator:</b> Actively participated in the murder of Jews, and in several cases committed atrocities against their Jewish fellow citizens within their own national borders.	<b>Eugenics</b> or "racial hygiene," was a scientific movement of the late nineteenth and early twentieth centuries. The belief of eugenics was that humanity could be improved by removing unhealthy or undesirable elements from the genetic pool. The United States during the early 20th century embraced eugenics as forced sterilization of the handicapped was common. Hitler and the Nazi party took this a step further by euthanizing the physically or mentally handicapped.
<b>Concentration Camp:</b> A camp in which civilians are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy. Thousands of camps operated throughout Nazi Germany controlled Europe by the of World War II.	<b>Euthanasia</b> refers to causing a painless death for a chronically or terminally ill individual who would otherwise suffer.
<b>Death Camp:</b> A concentration camp which sole purpose was to kill people. The six camps run by the Nazis which operated as death camps were Sobibor, Treblinka, Chelmo, Belzec, Auschwitz, and Majdanek. These camps run in an "assembly line" as victims were herded into gas chambers where they were murdered. Their bodies were burned in crematoria or in open fields or buried in graves.	<b>Evian Conference:</b> an international conference convened by U.S. President Franklin D. Roosevelt in the summer of 1938 at a French summer resort in Evian-les-Bains, France. Delegates from 32 countries discussed the growing refugee problem. Many western countries expressed sympathy with the refugees but only one country, the Dominican Republic, agreed to accept additional refugees. Hitler interpreted the outcome of this conference as a message that foreign countries did not care about Jews.
<b>Death March:</b> Forced marches of concentration camp prisoners from the camps to the interior of Nazi controlled Europe. These marches took place over long distances where prisoners were under constant guard by Nazi soldiers who treated these prisoners with extreme brutality.	<b>Expulsion:</b> To be required or forced to leave a place.
<b>Dehumanization:</b> Process of changing how a group or a person is perceived. Dehumanization reduces the group or person to objects making them no longer human and not subject of human rights. This was done by referring to a person or group as animals such as "pigs" or insects such as "cockroaches" or parasites.	<b>Fascism:</b> A far-right political philosophy, or theory of government, that emerged in the early twentieth century.
<b>Democracy:</b> A form of government in which people choose leaders by voting.	<b>Final Solution:</b> The term adopted at the Wannsee Conference in 1942 used to describe the murder of European Jews.
<b>Deportation:</b> Forcing a person to leave where they are living. In context of the Holocaust, the Nazis would trick, coerce, and force prisoners to leave the ghettos board railway cars where they would be sent to concentration or death camps. Those in these railway cars were subject to overcrowding, unsanitary conditions, with no food or water for days. Many died as a result.	<b>Forced Labor:</b> Often pointless and humiliating, and imposed without proper equipment, clothing, nourishment, or rest.
<b>Dictator:</b> a person who rules a country with total authority and often in a cruel or brutal way.	<b>Genocide:</b> systematic annihilation of a targeted racial, religious, cultural, or political group. The term "genocide" comes from a combination of Greek and Latin words. The Greek word <i>Genos</i> , for race or tribe and <i>-cide</i> , Latin word for killing. Termed by the Polish-Jewish lawyer Raphael Lemkin to describe the Holocaust. In 1948, genocide was approved by the United Nations as an international crime. Genocide, however, has happened in the years following the Holocaust such as in Cambodia (1975-1979), Bosnia (1995), Rwanda (1994), Sudan (2003-2009) and Syria (2011-2019).
<b>Discrimination:</b> The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.	




Holocaust Memorial Museum  
OF SAN ANTONIO



# 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](https://www.squarespace.com/Elementary+Book+List+for+Educators+FINAL.pdf)  
([squarespace.com](https://www.squarespace.com))



### HOLOCAUST EDUCATION WEEK BOOKS

This book list is for K-5 education around Holocaust themes. Non-highlighted items are centered around themes such as empathy, kindness love of other, and the dangers of apathy and hatred. Holocaust-related books are highlighted.

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Ada, Alma Flor, Violet J. Harris, and Lee Bennett Hopkins. *I Love the World and other Voices from the Chorus*, ages 7-11.  
A delightful book of poetry designed to help develop literacy

Adler, David A.: *A Hero and the Holocaust*, nonfiction, Ages 8-11  
The heroic story of Janusz Korczak and his orphans when they were sent by the Nazis from the Ghetto to the Treblinka and Janusz refused to leave them.

Adler, David A.: *Hiding from the Nazis*, nonfiction, Ages 7-9  
A tale of one brave girl's efforts and courage to find safety during the Holocaust.

Antony, Steve: *Green Lizards vs. Red Rectangles*, fiction, Ages 3-5  
A book about working together and living peacefully.

Boon, Emilie: *Ella & Monkey at Sea*, fiction, Ages 3-7  
Speaks to all children and especially those who have left their homes and loved ones behind to embark a journey to a new home.

Chung, Arree: *Mixed: A Colorful Story*, fiction, Ages 3-8  
An inspiring book about color, tolerance, and embracing differences.

Coy, John: *Their Great Gift: Courage, Sacrifice, and Hope in a New Land*, nonfiction, Ages: 4-8  
Explores the experiences of immigrants in the twenty-first century, focusing on the lives of children.

Davies, Nicola: *King of the Sky*, fiction, Ages 7-10  
Depicts the sense of dislocation many new immigrants feel and the relief of discovering an emotional connection to their new home.

Deedy, Carmen Agra: *14 Cows for America*, nonfiction, Ages 6-10  
For a heartsick Maasai nation, the gift of fourteen cows is a soft light of hope and friendship.

info@hmmsa.org

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# 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](mailto: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](#).

Included	Returned	#Copies	Children's Books
		1	Adler, David. <i>Hiding from the Nazis</i> . NY: Holiday House, 1997.
		1	Bunting, Eve. <i>Terrible Things: An Allegory of the Holocaust</i> . Philadelphia: Jewish Publication Society, 1993.
		1	Foreman, Michael. <i>A Child's Garden—A Story of Hope</i> . China: Candlewick Press, 2009.
		1	Hesse, Karen. <i>The Cots in Krasinski Square</i> . NY: Scholastic Press, 2004.
		1	Michaelson, Richard. <i>Across the Alley</i> .
		1	Rubin, Susan G. <i>The Cat with the Yellow Star</i> . NY: Holiday House, 2006.
		2	Ruby, India. <i>Tres Dictadores</i> (Spanish and English)
			<b>Student Independent Reading</b>
		3	Abells, Chana Byers. <i>The Children Remember</i> . Carmel, CA: Hampton-Brown, 2000.
		2	Ackerman, Karen. <i>The Night Crossing</i> . NY: Yearling, 1994.
		1	Auerbacher, Inge. <i>I Am a Star</i>
		12	<i>A Chorus of Cultures—I Love the World and Other Voices from the Chorus</i> . Carmel, CA: Hampton-Brown.
		1	Druker, Malka & M. Halperin. <i>Jacob's Rescue</i> . NY: Yearling, 1994
		25	Lewy, Lois. <i>Number the Stars</i>
		1	Orlov, Uri. <i>The Island on Bird Street</i> . Boston: Houghton-Mifflin, 1984
		1	Reiss, Johanna. <i>The Upstairs Room</i> .
		1	Richter, Hans P. <i>Friedrich</i> . NY: Puffin, 1987.
			<b>Teacher Resources</b>
		1	<i>Chorus of Cultures: Developing Literacy through Multi-Cultural Poetry</i> . Carmel, CA: Hampton-Brown, 1993.
		1	<i>HMMSA Activity Session Binder</i>
		1	<i>Don't Laugh at Me—Teacher's Guide, Grades 2-5 from Operation Respect (2003)</i>
		1	<i>Don't Laugh at Me—Trainer's Manual from Operation Respect (2003)</i>
		1	Lee, George. <i>Social Studies Activities Bk-Holocaust</i>
		1	<i>Number the Stars and Friedrich Curriculum Unit from Center for Learning (1994)</i>
		1	Schroeder, Peter & Dagmar Schroeder-Hildebrand. <i>Six Million Paper Clips—The Making of a Children's Holocaust Memorial</i> . Minneapolis: Kar-Ben Publ, 2004.
			<b>DVDs</b>
		1	DVD <i>Operation Respect &amp; the Don't Laugh at Me Program</i>
		1	2-disc collection— <i>Paper Clips</i> , 2004
		1	USHMM. <i>Teaching About the Holocaust</i>

# 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 \(squarespace.com\)](https://www.squarespace.com/Teacher+Guide+-+Virtual+Tour.pdf)

## TEACHER GUIDE FOR VIRTUAL TOUR

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\*\*VIEWER GUIDE: TEACHER COPY\*\*

[LINK TO VIRTUAL TOUR](#)

### OVERVIEW

Vocabulary (Unless otherwise listed, each vocabulary section appears in alphabetical order. The OVERVIEW vocabulary section is NOT listed alphabetically. Vocabulary words and terms will re-appear throughout the timeline of each section.)

- **Holocaust:** Greek origin meaning “sacrifice by fire.” Starting in the 1950s, the term “Holocaust” referred to the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators from 1933 to 1945.
  - Point out to students that other demographics were victimized by the Nazis. Approximately five million disabled people; Roma or Sinti (“gypsy” – pejorative; DO NOT USE); political dissidents; Jehovah’s Witnesses; gay people (primarily gay men); “asocial” people; and others who were considered “undesirable” or “inferior” were systematically murdered by the Nazi regime. However, remind students that Nazism was primarily an anti-Semitic ideology and that Jewish people were its primary targets for extermination.
- **Genocide:** systematic annihilation of a targeted racial, religious, cultural, or political group. The term “genocide” comes from a combination of Greek and Latin words. The Greek word “geno” (for “race or tribe”) and the Latin word “-cide” (for “killing”). Termed by the Polish-Jewish lawyer Raphael Lemkin to describe the Holocaust. In 1948, genocide was approved by the United Nations as an international crime. Genocide, however, has happened in the years following the Holocaust such as Cambodia (1975-1979), Rwanda (1994), Bosnia (1995), Sudan (2003-2009), and Syria (2011-2019).
- **Human Rights:** Civil liberties regarded as belonging fundamentally to all persons.
- **Antisemitism:** Prejudice against or hatred of Jews. Antisemitism was not a Nazi construct; feelings of hatred towards Jews had existed for centuries in large part because they would not convert to Christianity.
- **Nazi Party:** National Socialist German Workers’ Party, one of a number of right-wing extremist political groups that emerged in Germany following World War I. Formed in 1919, Hitler would lead the party from 1921 to 1945.
  - **Nazi Ideology:** Nazis believed that human beings could be classified collectively as “races,” with each race bearing distinctive characteristics that had been passed on genetically since the first appearance of humans in prehistoric times. These inherited characteristics related not only to outward appearance and physical structure, but also shaped internal mental life, ways of thinking, creative and organizational abilities, intelligence, taste and appreciation of culture, physical strength, and military prowess.



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# ADDITIONAL RESOURCES

The Jewish Federation of San Antonio

- [Home | Jewish Federation of San Antonio \(jfsatx.org\)](https://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 \(ushmm.org\)](https://ushmm.org)

ADL (Anti-Defamation League) Grades K-12

- [Resources for Educators, Parents & Families | Anti-Defamation League \(adl.org\)](https://adl.org)

Echoes and Reflections/USC Shoah Foundation Grades K-12

- [Echoes & Reflections \(echoesandreflections.org\)](https://echoesandreflections.org)

Learning for Justice (Formerly Teaching Tolerance) K-12

- [Learning for Justice | Education Resources](#)

Yad Vashem (Israel)

- [Education & E-Learning \(yadvashem.org\)](https://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

- [Educator Resources & Opportunities | Holocaust and Genocide Studies | College of Liberal Arts \(umn.edu\)](#)



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