

Lesson Plan for Grades 1 - 3

Creating a Memorial Corner | Reading a Story | Discussion - A Name, A Candle, A Memory



Objectives

- > The students will encounter personalities who perished during the Holocaust by hearing a story;
- > The students will become familiar with the names of the victims in the story and will understand the need to remember and commemorate them;
- > The students will become familiar with a means of commemoration via the Shem Vener initiative.
- > The students will learn the basic historical background of the Holocaust;
- > The students will understand that there is private sorrow and a collective, national sorrow;
- > The students will undergo a process of processing and reflection regarding the message of the story;
- > The students will understand that there are Jews who survived the Holocaust and went on to build our families.



Resources for the Lesson

- > We recommend creating a memorial corner. For example, spreading a black tablecloth on the table, placing upon it a sign or memorial candle, writing names of Holocaust victims that the students bring to class on index cards, displaying photos.
- > Story: "The Treasure"
- > Worksheets for the students (attached, can be printed in color)
- > Video clip to show the students; sing the song "Am Yisrael Chai" along with the video.
https://www.youtube.com/watch?v=V0zzQSa_7Fw&spfreload=10
- > Candles from Our 6 Million to distribute to the students.



Procedure

Part 1 - Getting Ready for Holocaust Remembrance Day - A few days before Holocaust Remembrance Day (highly recommended)

- > We will create a memorial corner in the classroom, based on the above suggestions or otherwise.
- > The students will be asked to bring in names (by Holocaust Remembrance Day) of acquaintances or family members who perished in the Holocaust, with their parents' help. Names can also be found by asking their neighbors or by searching the Yad Vashem website. The names will be written on index cards and placed in the memorial corner prepared earlier. It is also recommended to ask for photographs of family members who perished in the Holocaust or of the places where they lived.



- > Suggestion for an activity prior to Holocaust Remembrance Day: Add the poem "They Are Not With Them," by Batsheva Dagan, from the book *The Siren Wailed For Me Today*," published by Yad Vashem, to the memorial corner (poem included in a separate file). Read the poem to the students and try to answer the questions in the poem together in class.

Part 2 - On Holocaust Remembrance Day - Introduction:

- > The students will understand that there is private sorrow, but there is also collective sorrow that we are all compelled to remember.
- > We will discuss with the students sad events that occurred in their lives and sad events that happened to the Jewish nation (Israel's wars, the story of Hanukkah, the story of Purim, the destruction of the Temple, the enslavement in Egypt...). The examples will be written on the board (one column - sad things that happened to me, second column - sad things that happened to my nation). Under the column "Sad things that happened to my nation," we will add the Holocaust. We will ask the students to tell us what they know about this period.

- > We will explain to the students some background about the Holocaust:

The Holocaust was a terrible atrocity that happened to the Jewish nation. Many Jews were killed during this atrocity. Hitler (like the wicked Haman), leader of the German nation, conquered many countries with his strong army, kicked Jews out of their homes, took their property, forced them to do backbreaking labor (like Pharaoh, and even worse) and degraded them. The Jews who lived during the Holocaust suffered from terrible conditions (neglect, freezing temperatures, hunger...) and many of them were murdered by the Nazis, or were unable to survive the torture and died. Entire families were wiped out.

- > We will tell the children that we have a true story to tell them from this period, and we will introduce them to the characters in the story. On the board, we will write the names of Yizrael family as a family tree - Grandpa Aryeh, Grandma Golda, their son David and the other siblings, David and his wife and their son Ari (grandson of Grandpa Aryeh and Grandma Golda).

Part 3 - Reading the Story: The Treasure, and Class Discussion

- > We will read the story to the class and afterward, discuss it and focus on the characters, with the help of the family tree we drew on the board. We will bring to the students' attention the fact that this is a story within a story, told by the grandson, Ari. We recommend printing the story and handing it out to the students.
- > After we read the story aloud, we will conduct a discussion using the following questions:
 - Do you also have a special set of candlesticks at home? When are they lit, how does it make you feel? Do you have a valuable item at home, like the candlesticks or the watch in the story? Tell us about it.
 - What could the candlesticks have told Ari, had they been able to speak?



-In your opinion, why did the parents of many Jewish children have to sadly refuse many things that their children asked of them during this period?

-What emotions does a person who is kicked out of his home feel? How did the children, including Ari's grandfather David, feel?

-At the end of the story within the story, it says: "The Jews were kicked out of their homes and that was the end..." Was it really the end? What happened to the Jews afterwards?

-In your opinion, why does David's wife think that the candlesticks are the most precious thing in the world?

> We will hand out the colorful worksheet to the students.

For first and second grade classes, we will go through the drawings and ask the students for suggestions to fill in what is missing or answer the questions raised in the drawings (David returns, what is he thinking? What does he do? Why? Ari received an old watch but he's still happy to get it - why? What will he tell his father?) There are two worksheets to choose from, based on the level of the class.

For third grade classes, the students can fill in the "bubbles" on their own.

Part 4 -A Name, A Candle, A Memory

> We will reread the last part of the story, and ask the students what they think happened to Grandma Golda and Grandpa Aryeh. We will bring to their attention the fact that the grandson in the story is named Ari, and check what other name in the story it is similar to. Using the family tree on the board, we will explain that David, the son of Grandpa Aryeh, chose to memorialize his father by naming his son after him, in order to remember him. We will ask the students if any of them are named after a grandfather or grandmother, and if they are familiar with other ways of remembering someone, such as lighting a memorial candle.

> We'll go back to the memorial corner in the classroom (if a memorial corner was not prepared - we will light a candle) and light a memorial candle for Grandma Golda and Grandpa Aryeh, who perished in the Holocaust. We will look at the flame that rises upward when it is lit, and we will explain to the students that we want to remember them and mention their names so that they will not be forgotten. They are part of our nation, and the light of the flame rising higher and higher from the memorial candles reminds us that they are missing in our world.

- We will show the students the video clip and sing the song "Am Yisrael Chai." What part of the story makes us want to sing this song?

- During the Holocaust, many people from our nation perished, and on Holocaust Remembrance Day, we remember them. In class, we heard the story of the Yizrael family, who lived in Hungary during that period. Grandpa Aryeh and Grandma Golda





perished there, but their son and grandson live in Israel today, and from the darkness, they reached the light.

There are many other victims for whom we can light a candle and mention their names. There may be victims who have no surviving family members to light a candle in their memory, because their entire families died in the Holocaust. We can fulfill this role and therefore, we will give each student a candle with a name on it. The student will bring it home, light it and remember the person along with his or her family.



The Treasure

More than anything else, I love the moment when Mom lights candles, and not just because of the Shabbat treat, a piece of candy or chocolate, that I get afterward. When Mom lights candles, she closes her eyes and says the blessing, but I keep my eyes open and gaze at the candlesticks. It's an old set of candlesticks and not at all shiny, but I know that it's part of a treasure. That's what this story is about.

The story began many years ago, in the city of Satmar in Hungary, when the Germans invaded the city and conquered it. Until then, our family - the Yizrael family, had a beautiful home, plenty of food, new clothes for the holidays, friends and parties. But the Germans didn't like Jews, and that was very sad. They ordered that my family sew a Star of David patch made of yellow fabric, the size of a fist, onto their clothes, so that everyone could see that we, the Yizrael family, were Jews. The good life came to an end. We were insulted and humiliated at school, on the street, everywhere in Satmar and everywhere in Hungary. Whenever a Jewish child asked their parents for something, the answer was always a sorrowful, "We don't have any."

One day, the Germans announced that all of the Jews had to leave their homes. This was a cruel decree. Grandma Golda packed a small backpack for each child before they were expelled, with bread and jam, a sweater, a prayer book and a toy, and then she added the treasure. In a large, empty glass jar that she brought up from the basement, she put things that you don't usually put into jars: Grandpa Aryeh's gold watch and her Shabbat candlesticks, padded very well with fabric and old newspapers. She then took a soup ladle and walked straight out to a tall tree in the yard. One of her children, David, who is also my father, watched her curiously from the kitchen window. She bent down and started digging quickly with the ladle and with her hands, until she had dug a deep pit. She put the glass jar in the pit carefully and covered it up with dirt. When she was finished, she stood up and looked around, hoping that the German enemy and the neighbors hadn't seen her. Afterward, she washed the dirt off of her hands and hoped that she would soon be able to take the treasure out of the ground, light candles in the candlesticks and stroke the watch. But the Germans kicked all of the Jews out of their homes, and that was the end...

Many years went by. Nazi Germany fell, and the State of Israel was born.

David went back to the city of Satmar after the Holocaust. He saw that the tall tree was still standing, as if awaiting his arrival. He started digging and found the



candlesticks and the watch. He protected them with all his might and immigrated to Israel with the treasure, got married, and gave the candlesticks to his wife. She immediately understood that these were the most valuable candlesticks in the world. When their first son, Ari, was born, they decided that they would give him the watch for his Bar Mitzva, and that is what they did.

Now, I have the gold watch. It's an old, antique gold watch that has been passed down in our family from generation to generation, and now it's my turn. I wear Grandpa Aryeh's watch only on Shabbat or holidays because it is so valuable and special. I glance at the watch to check if it's time to light candles, and I join my mother as she stands opposite Grandma Golda's shining candlesticks. The flames dance and rise in shades of gold and blue, and I think about her. I am sure that Grandma Golda sensed that her son, David, was watching her from the kitchen and saw where she was hiding the glass jar, and that she is happy up there in heaven with Grandpa Aryeh every Friday at sunset.

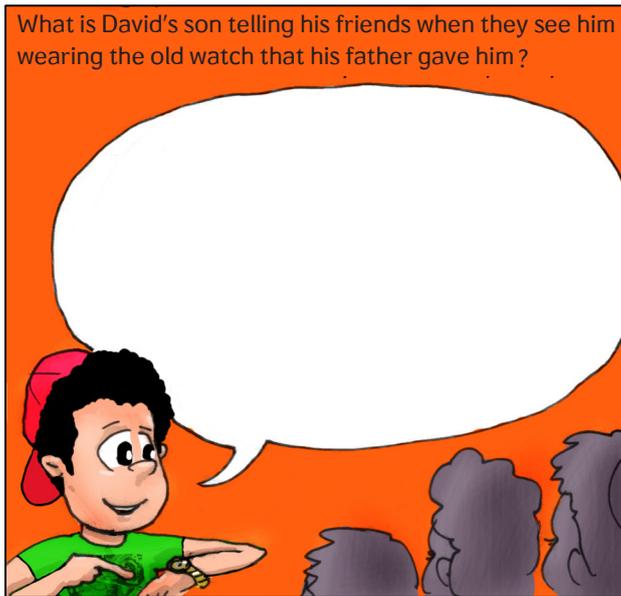
The story of the candlesticks was told in the testimony of Holocaust survivor Mr. David Yizrael from Venezuela.

Written by: Zahava Kor

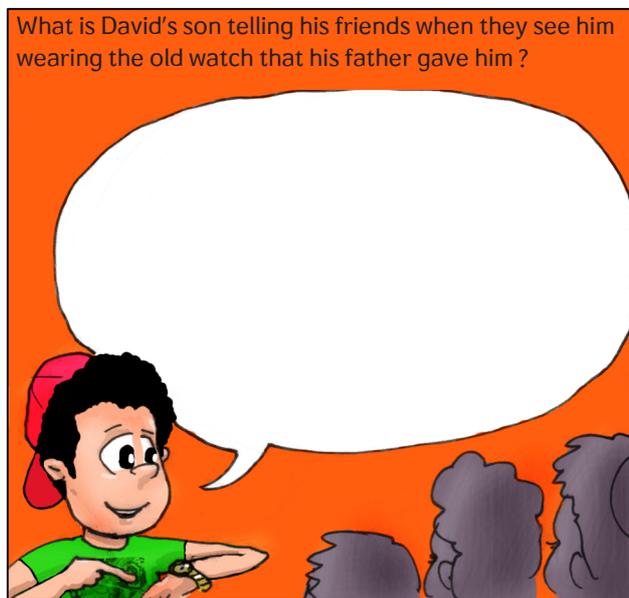
Fill in the answers and thoughts in the empty bubbles:



What is David's son telling his friends when they see him wearing the old watch that his father gave him?



Fill in the answers and thoughts in the empty bubbles:



They Are Not With Them

Batsheva Dagan

Who is in the picture?

A young boy, a young girl.

The boy is sad, the girl is sad.

Why, who knows the answer?

There is no mother here,

there is no father here,

No grandfather and no grandmother.

Why are they not with them?

The boy is sad, the girl is sad.

Why? Who knows the answer?