

# Lesson

## Stories of Courage and Hope



### TOPIC

Stories of Courage and Hope

### GRADE LEVEL

K-2nd grade

### DURATION

45 to 50 minutes

### SUBJECT AREA

ELA,  
SEL,  
Primary Holocaust Education

### DESCRIPTION OF THE LESSON

This activity follows the completion of a read aloud of the illustrated book *Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane*. Students will listen to the reading of the story a second time to focus on examples of courage and hope, and to discover additional nuances and aspects of the story that strengthen their comprehension and vocabulary development. Students will also watch testimony from Eric Richmond who describes how he did not want to go on the Kindertransport. Students will determine how he showed courage and hope. By the end of this activity students will identify an example of a lesson they have learned from Lisa Jura and explain how they can apply that lesson in their own lives.

### STANDARDS ADDRESSED

#### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CASEL's Social and Emotional Learning (SEL) Framework

Social-Awareness Core Competence Area

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

### MATERIALS

- Children's Book *Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane* by Mona Golabek and Lee Cohen
- Biography of Eric Richmond
- Clip of testimony- Eric Richmond (3:21)

### LEARNING AIMS

As a result of this lesson, students will...

- Assess the meaning of hope and courage and identify examples of these concepts in the text.
- Identify a lesson they have learned from Lisa's experiences that they can apply to their own lives.
- Synthesize information gathered from primary and secondary sources

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### Consider

**Lesson Framing** Inform students that during today's lesson they will listen to the story, *Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane* a second time to gain a better understanding of the lessons we can learn from Lisa's personal story that can help us in our own lives when facing challenges.

**Reflection/Discussion** Begin the lesson by asking students to think about what they have learned from the listening to the story, music, and testimony thus far.

Ask volunteers to share an example of something they have learned from the study of this book and provide time to clarify any misconceptions or questions that may come up during the discussion. Student responses can also be recorded on a chart as a reference point.

Next, display and review the essential questions:

How can stories from the past relate to our current life?

What are some ways people show courage and hope?

How can music inspire us?

Read or ask a student(s) to read aloud each essential question (EQ) and respond to the open-ended questions with a partner or with the class. If students have engaged with the EQ's prior, ask students to respond to each question once again and determine if their initial responses have changed from their first response. If yes, how so?

### Collect

**T-Chart Activity** Display a T-chart with the words "courage" and "hope" written in each column. Tell students that courage and hope are key themes represented in the story, *Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane*.

- Ask students to think about what the word courage means and list their responses as well as some examples of courage they can describe on the T-chart under the "courage" column.
- Then, ask students to think about what the word hope means and list their responses as well as some examples of hope they can describe on the T-chart under the "hope" column.

**Think/Pair/Share** Display the sentence frames provided below for courage and hope.

Ask students to think about a time in their own life that they showed courage or a time, they wished they'd shown more courage, using the sentence frames below as a guide for their thinking. and they should then take turns sharing with a partner.

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### Courage

- › A time when I showed courage was...
- › A time when I wish I had shown more courage was...

Next, ask students to think about a time in their own life when they were able to hold on to hope or a time, they almost lost hope, using the sentence frames below as a guide for their thinking. They should then take turns sharing with a partner.

### Hope

- › A time when I held on to hope was...
- › A time when I almost lost hope was...

**Audiovisual Testimony** Explain to students that they will now watch a clip of testimony from Eric Richmond, a Jewish survivor of the Holocaust, who describes his experience on the Kindertransport—and, much like Lisa, also demonstrated courage and hope when he faced difficult challenges.

Students will watch the clip of testimony twice.

**First Viewing** Have students watch and listen to Eric's clip of testimony. Afterwards, ask volunteers to briefly summarize the story and answer clarifying questions they may have.

**Second Viewing** Play the clip again and ask students to pay attention to how Eric showed courage and hope in the face of the challenges he experienced.

**Discussion** Ask for volunteers to share an example of courage and/or hope that was described in Eric's

## Construct

**Second Read-Aloud** Read aloud the story, *Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane*, a second time.

Tell students that in the second reading of the story they will pay particular attention to events in the story in which, Lisa demonstrated courage and/or hope.

As you read the story, pause to discuss several of the examples in the story that Lisa demonstrated courage and/or hope.

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**Writing** Students will now write and/or draw about a particular lesson they have learned from Lisa in the story that they can apply to their own lives when facing a difficult challenge.

Display the following instructions: Think about and describe a lesson that you learned from Lisa in the story that you can use in your own life when faced with a difficult challenge.

You may also want to display the following sentence frame to support students' differing stages of language acquisition and/or writing development. As the teacher, you may also choose to provide your own example of a lesson you learned from Lisa to be shared with students.

A lesson that I learned from Lisa in the story is to \_\_\_\_\_. This lesson can help me in my own my life when \_\_\_\_\_.

## Communicate

**Partner/Share/Discuss** In small groups, have students share their writing and/or illustration of the lesson they learned from Lisa as well as an example of how they can use that lesson when facing challenges in their own life.

## Extension

**Profiles in Courage & Hope** Have students, either individually or in groups, identify acts of courage & hope by the adults or students in your classroom, school or, community, or from people in history or the news. Then have each individual or group make a poster or presentation. What do these people demonstrating courage and hope have in common? What are their differences? What can the students learn about themselves from others?

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### Interviewee Biography

Eric Richmond (born Erich Recimann), son of Hirsch and Pesche, was born on June 27, 1924, in Vienna, Austria. Eric was an only child. The family lived in the Jewish section of Vienna, and Eric attended synagogue with his father on Friday nights and Saturdays. Eric's father was a construction engineer. The Reichmann family had Jewish and non-Jewish friends, and Eric attended public school. On March 12, 1938, German troops entered and occupied Austria. Life quickly began to change for Eric and his family. Eric could no longer attend public school, he had to attend a Jewish school, and he began experiencing antisemitism. Eric's family learned about the Kindertransport, a collective effort to rescue children from Nazi-occupied Europe. Eric's family secured him a spot on a Kindertransport by waiting in line for six days (his parents and family friends would take turns waiting in line). Eric left Vienna on a Kindertransport on December 10, 1938. Eric's parents were killed in the Holocaust. Eric worked in various trades over the years. He met his wife, Ursula, at a dance. They married in 1963, and have one daughter, Jo. At the time of his interview, Eric had one granddaughter. This interview was conducted on April 22, 1998, in London, England.

