

**TABLE OF CONTENTS
HOLOCAUST STUDIES UNIT
THIRD GRADE**

Goal:

The goal of the third grade unit is to acquaint students with the multi-ethnic nature of America's citizens and to help them appreciate the feelings of someone who is different from themselves. This unit may be used with an entire class or with individual reading groups.

- *Molly's Pilgrim* is a book about a young immigrant from Russia. Fellow students make fun of her concept of what is a pilgrim. The students learn that their differences make them interesting.

Language Arts Benchmark and Report Card Connection:

LA.3.1.7.2 - identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;

LA.3.1.7.3 - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;

LA.3.1.7.4 - identify cause-and-effect relationships in text;

LA.3.4.2.3 - write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;

Character Education Correlation:

- Trustworthiness, Caring, Respect, Fairness, Citizenship

ESOL Strategies:

Read Alouds, Modeling, Visuals, Realia, Alternative Assessment, TPR

Table of Contents:

Activity One	Statue of Liberty.....	2
Activity Two	Map Skills: Immigrants.....	6
Activity Three	Novel Unit: <u>Molly's Pilgrim</u> pages 1-11 <i>Quiz</i>	9
Activity Four	<u>Molly's Pilgrim</u> pages 12-28 <i>Quiz, FCAT Writes Practice Prompt...</i>	13
Activity Five	<u>Molly's Pilgrim</u> – Student Project Ideas.....	20

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

To borrow class sets of *Molly's Pilgrim*, videos, or posters call the Lending Library, Center for Holocaust and Human Rights Education at Florida Atlantic University (561)-297-2929, or via email to Dr. Rose Gatens at
A COPY OF EACH BOOK IS HOUSED IN THE MEDIA CENTER OF ALL
ELEMENTARY SCHOOLS

Objective

- To understand the symbolism of the Statue of Liberty.

Materials

- Handout/Transparency: Picture of the Statue of Liberty.

Activities

1. The teacher should hold up a picture of the Statue of Liberty and ask students what it is and what it commemorates. The teacher should explain that the statue given by France to the United States in 1886 is a sculpture made of copper and iron which symbolizes freedom. It stands 151 feet tall in the New York City Harbor. It was sculpted by Frederic Bartholdi, who decided what pose it would have, how it would be constructed, and where it would be placed. Its pedestal (base) was financed through donations by American school children.
2. On the base of the statue is the poem "The New Colossus," written by poet Emma Lazarus. She was born in New York, NY, but her family were Jews who fled to the new world after they were persecuted in Spain for their religion. Tell the group that the title of the poem refers to a large statue which stood many centuries ago on a hill above the harbor in Rhodes, Greece, and was one of the seven wonders of the world. Place the excerpt on a transparency and project it.
3. The following should be discussed:
 - **What kind of people does the poem welcome?** *Underprivileged: tired, poor, those wanting freedom, homeless.*
 - **Ask students to use their dictionaries and define "refuse" and "teeming."**
 - **What does the phrase "teeming shore" mean?** *Europe was overcrowded, and the U.S. had plenty of room for all.*

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

- **“Tempest-tost”** refers to the storms that people experienced; did it mean only on the seas or elsewhere? *Students should discuss the political upheaval in many countries that brought immigrants to America.*
- **What is the “golden door”?** *The chance for a better life in America, opportunity.*
- **What is the attitude expressed in the poem?** *It welcomes European immigrants to America.*

The New Colossus

By

Emma Lazarus

**Give me your tired, your poor,
Your huddled masses yearning to
breathe free,
The wretched refuse of your
teeming shore,
Send these, the homeless,
tempest-tost to me,
I lift my lamp beside the golden door.**



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

4. Show students a picture of the Statue and point out that it sits in New York harbor facing Europe. Discuss:
 - **Why does the statue face that direction?** Europe was the center of most earlier U.S. immigration.
 - **Have students hypothesize if another statue were built today, where do they think it should be built?** Possibly one on the West coast facing Asia, one on the southern border facing central and South America.
 - **Is a harbor still the best location for a statue welcoming new immigrants?** No, because most come by airplane. Perhaps an airport is a better location.
5. Have students closely examine a drawing or picture of the Statue. Discuss:
 - **Why is “Liberty” dressed this way?** *Tell them her dress is a TOGA, the ancient robe of Greece, the birthplace of democracy.*
 - **What is around her head, and why does it have seven spokes?** *It is a crown whose seven rays symbolize the seven continents or seven oceans.*
 - **What is she holding?** *A tablet on which is written July 4, 1776, the date the Declaration of Independence was signed.*
 - **Why would she be holding a flame or torch?** *It is a beacon of light for those trapped in the darkness of oppression, and it signifies the role of the U.S. to enlighten the world.*
6. Have students color the handout of the Statue of Liberty.



THIRD GRADE HOLOCAUST STUDIES CURRICULUM



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY TWO

Objective

- To understand that all Americans are immigrants.

Materials

- Handout: Map of U.S. immigration.
- Handout/Transparency: Directions to Map Activity

Activities

1. Ask students the meaning of the word “IMMIGRANT.” Define it using a student dictionary and have students write it in their social studies or language arts notebook. Ask:
 - **Why would one family or person want to move from one country to another?** *One reason people immigrate is because their country is denying them the right to freedoms.*
2. Ask children to raise their hands if they are an immigrant or the descendant of one. Tell them that some hands should be raised since many Americans came from somewhere else. Even those we call “Native Americans” were immigrants, since they came from Asia 10,000-30,000 years ago by walking across a land bridge which connected Siberia with Alaska. Because of the changes in sea level, this land bridge is now below water. Use a map to show students where Siberia, Asia, Alaska, and the Continental U.S. are located.
3. Tell the group that both North America and South America experienced isolation until Columbus accidentally stumbled over them as he was looking for a sea route to Asia from Europe. Soon immigrants began coming to the “New World.” At first, Spanish immigrants settled in Florida and Central and South America, while English immigrants settled the Atlantic coast. Those on the seaboard were soon joined by Dutch, Germans, Scandinavians, French, and Black Africans who came here as slaves. Later people arrived from Ireland, Italy, Russia, Greece, and Eastern Europe. Most were drawn by dreams of wealth, promises of jobs, as well as religious and political freedoms.



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

4. Have students chose partners and complete the map activity.

5. Relate that between 1892 and 1954, 17 million immigrants' first sight of America was the Statue of Liberty. Molly, a character in the story we are about to read, was one of them. When she came to the U.S. between 1900 and 1915, one of 1,000,000, those new immigrants came mainly from southern and eastern European countries. This was the greatest mass movement in human history. In 1920, American immigration policy began to exclude others. This policy led to denying many different types of people into the United States, even during wartime. Even when the Jews were being murdered in Europe during World War II, our country and many others kept their strict policy. We must look critically at America's attitude toward immigration and immigrants since America's policy was hardly a seamless web of acceptance.

6. Have students speculate, if they had been in America prior to this immigrant wave, how they might have felt seeing many new immigrants coming into America. *Reactions might include being happy for having more customers, being fearful of cheaper competition for jobs, being resentful of those who don't speak or understand English, and being fearful of different customs and religious preferences.*
 - **How would you have felt if you were an immigrant?** *Responses might include: fearful of learning a new language, unfamiliar with different ways of doing things, having no friends or support groups.*
 - **What might be most important to you if you were a new immigrant?** *Responses might include ties to the old country, religious practices, sense of family, speaking a familiar language, not being treated as if you were stupid because you couldn't understand the language.*



DIRECTIONS FOR MAP ACTIVITY

1. Label the seven continents on your map:
 - Europe Asia Australia Antarctica
 - Africa North America South America
2. Label these oceans:
 - Indian Arctic Atlantic Pacific
3. Draw a red arrow from northern and western Europe to the United States. More than 12.5 million immigrants came to America from 1861-1920.
4. Draw a green arrow from southern and western Europe to the United States. More than 13.4 million immigrants came to America from 1861-1920.
5. Draw a yellow line from the coast of Africa to the United States. 18,000 immigrants came to America from 1861-1920.
6. Draw a blue line from South America to the United States. 700,000 immigrants came to America from 1861-1920.
7. Draw an orange line from Asia to the United States. 800,000 immigrants came to America from 1861-1920.
8. Which area had the largest number of immigrants that came to America between 1861-1920?

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY THREE

Objective

- To understand the nature of prejudice.
- To comprehend the novel pages 1-11.
- To practice vocabulary in context and cause and effect.

Materials

- Cohen, B. Molly's Pilgrim. New York: Dell Publishing, 1983.
- Handout: Quiz pages 1-11

Novel Activity

1. Hand out books to each student. (To borrow class sets of books, please call the Holocaust Outreach Center who will send them to you on loan via pony mail: 561-297-2929).
2. Discuss setting of novel: Look at the cover of Molly's Pilgrim. Elicit what students notice. *Two girls dressed in what seems unfashionable by today's styles.* What does this illustration lead you to suspect? *The book was set in earlier times.* **What year do you think this story takes place? Early 1900's. What was going on in the world when this story takes place?** The United States was experiencing a mass of people coming from other countries and was beginning to fear all of the different types of people flocking to their country. Unemployment was high and a depression was on its way.
3. Look at the dedication page. Tell students this location is the place where an author gives thanks to those who inspired or helped the book come into being. **In this case, why did the author decide to write this book?** *She wrote it to honor all the family stories she heard as a child and to remember those about whom they were told.*
4. Read pages 1 and 2 aloud. Discuss:
 - **Who do you think is the storyteller, "I"?** *Molly*

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

- **Why doesn't the storyteller (narrator) like school?** *Kids laugh at her because she's new, talks funny and looks different.*
 - **How would you imagine someone might feel with people laughing at them?** *Unhappy, embarrassed, stupid, alone, unsure.*
 - **Have any of you seen others laugh at new kids that come into the class? Why?**
 - **What do you notice about the drawing on page three?** *Three girls laughing and eating candy and one looking unhappy. Who do you think that might be? Molly*
 - **How does Molly feel about the song they sing about her?** *She hated it.*
 - **How do you think she felt when Elizabeth gave candy to the other girls and not her?** *Excluded, less important, alone, friendless.*
 - **Give some examples of name calling or prejudiced attitudes mentioned in the book so far (write on board).** *Laughing when she spoke, taunting her by singing, "Jolly Molly. Your eyes are awfully small. Jolly Molly. Your nose is awfully tall," excluding her from the group.*
5. Continue reading pages 5-11 aloud or popcorn read having students switch off reading. Tell the students that the word in the different print (ITALICS) "*Shaynkeit*," (SHān-Kite) means beauty, a beautiful person. Discuss after reading:
- **How does Molly feel about her mother?** *Her mother is a source of physical and emotional comfort; she feels like she can tell her anything.*
 - **Why does Molly ask her mother to take her back to New York City?** *Other Jewish immigrant children were there, and they wouldn't make fun of her.*
 - Tell the students that "*Malkeleh*" (Māl-kē-la) is an affectionate, pet name meaning "Little Molly." Molly and her mother are conversing in Yiddish, a language used by the Jews of Europe in addition to their national language. Some people in America understand it as well.



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

- **Why doesn't Molly's mother want to return to New York City?** *Have students compare life there with that in Winter Hill (p.10).*

NYC

Lived in a tenement with many families

Father worked in a factory

Winter Hill

Live by themselves above where her father works

Father works in a store and has a job with better working conditions

- **Why doesn't her mother want to go back to Russia?** *Explain that the Cossacks were soldiers who didn't like Jews, burned down Jewish homes and religious sites, and took pleasure in killing Jews. If they went back, it would mean more persecution. Also, Russian girls weren't educated; they only learned how to keep house, cook, and sew. Molly's mother can not read and write? She wants more for Molly.*
 - **"Paskudnyak"** (Pas-skoon-yak) is Yiddish for nasty or mean people. **Why didn't Molly want her mother to speak to her teacher Miss Stickley?** *Molly was ashamed of her mother's way of dressing and her inability to speak English, page 13-15. What would you have done if you were in Molly's place?*
6. Using the world map from activity two, have students locate Russia and New York City.
 7. Complete the Cause and Effect and Vocabulary Worksheet.

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

Name _____

Date _____

Molly's Pilgrim

Quiz Pages 1-11

Numbers 1-4 Directions: Fill in the blank lines with the words provided.

English

against

cushion

apartment

When I got to our _____, I burst into tears. It was all right. I

1

could cry in front of my mother. She put her arms around me. I leaned my

head _____ her chest. She felt like a big soft _____.

2

3

“Shaynkeit, what’s the matter?” she asked. My mother didn’t speak much

_____. She talked to me in Yiddish.

4

Numbers 5-10 Directions: Draw lines and match the **cause** column to the **effect** column.

CAUSE

5. The girls in class laughed at Molly
6. Molly’s mother hugged her
7. The country of Russia treated Molly’s family badly
8. The other girls followed Molly singing songs
9. Molly never told the teacher what happened
10. Molly’s father did not have a good job in New York

EFFECT

- A. Molly’s family moved to the U.S.
- B. Molly felt terrible
- C. Molly ran home
- D. Nothing changed in class
- E. Molly’s family moved again
- F. Molly felt better



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY FOUR

Objectives

- To appreciate the significance of being a Pilgrim.
- To learn respect for all fellow classmates.
- To comprehend the novel pages 12-28.
- To practice vocabulary in context and cause and effect.
- To apply concepts of novel in a practice FCAT Writes prompt.

Materials

- Cohen, B. Molly's Pilgrim. New York: Dell Publishing, 1983.
- Handout: Quiz pages 12-28
- Handout: FCAT Writes! Practice Prompt
- Two Handouts: "Schoolhouse," and "Main Idea," in Kilpatrick, S. A Literature Unit for Molly's Pilgrim. Huntington Beach, CA: Teacher Created Materials, 1995.

Novel Activity

1. Read pages 12 through page 15. Discuss:
 - **Explain how Elizabeth treated Molly as if she weren't very smart?** *When Molly couldn't pronounce the word "Thanksgiving" and didn't know what it was, Elizabeth said, "I thought everyone knew that," as well as "I guess you people don't celebrate American holidays."*
 - **Why is using the phrase "you people" so hurtful?** *It further separates Molly from her classmates; it emphasizes that she was different.*
 - **Why doesn't Molly know about Labor Day or the Fourth of July?** *She comes from a place where other national events were celebrated. What holidays do Jewish Russians celebrate?* *Rosh Hashanah, Yom Kippur, Hanukkah*
 - **Do you know of any holidays celebrated in other places and not in America?** *Guy Fawkes Day in Britain, Bastille Day in France.*

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

- **How does the teacher help Molly in the classroom?** *She helps Molly with her reading and realizes that many experiences in the U.S. are foreign to Molly; she's compassionate.*
2. Read pages 16-20. Discuss:
- **When Molly explained her assignment to her mother, what happened that made her realize that her mother understood what she had to do?** *The text says, "Mama's eyes lit up."*
 - **Do you think Molly's Mama knows what the Pilgrim doll was supposed to look like?**
 - **Why are making Pilgrims or Native American dolls assigned to the class?** *They are the two groups involved in the original Thanksgiving celebration.*
 - **Why is this holiday celebrated? How do you and your family celebrate Thanksgiving? Where do you go? What do you eat? Who is there? What makes you feel grateful?**
3. Read pages 20-24. Discuss:
- **Describe Molly's Pilgrim doll.** *It is made from a clothespin, had brown yarn hair covered with a yellow embroidered kerchief, embroidered facial features, dressed in long, full red skirt, black felt boots, and yellow blouse.*
 - **How does Molly react to the doll Mama made?** *She says it doesn't look like the picture in her textbook. In fact, it looks like a picture taken of her mother as a young girl, and her Mama did that on purpose.*
 - **Why did Mama make the Pilgrim doll resemble herself?** *Mama says she's a Pilgrim since she came from the other side to find freedom.*
 - **Why is Molly embarrassed to take this type of doll to school?** *She wants it to look like everyone else's in the classroom.*
4. Refer to the illustration in the book so students can see for themselves.
5. Read pages 25-28. Discuss:
- **What would you have done if you had been Molly?**
 - **Would you have taken the doll to school?**
 - **What does Molly do with the doll?** *She hides it in her desk still in the paper bag in which she brought it to school.*



THIRD GRADE HOLOCAUST STUDIES CURRICULUM

- **What does Elizabeth say when Molly shows her doll?** She tells Molly she is dumb since her doll isn't a Pilgrim and that Miss Stickley will be angry with her.
- **Compare the picture of the other children's dolls on p. 33 with Molly's picture on p. 27. How was Molly's doll different?**
- **How does the class and Miss Stickley respond to Molly's Pilgrim?** *Elizabeth laughs and says it doesn't look like a Pilgrim, while Miss Stickley says it's beautiful and that Molly must have misunderstood the assignment.*
- **How does Molly explain why her doll is so different than the others?** *Her mother said that their family had come to America for religious freedom just as the Pilgrims had and that she also was a pilgrim.*
- **What action did Miss Stickley take when Elizabeth and others hooted?** *She said that Molly's mother was a modern pilgrim because she came to America for the same reasons as the original Pilgrims.*
- **Ask students the same questions Miss Stickley asked Elizabeth.**
- **From where did the idea for Thanksgiving come?** *The Jewish holiday of Sukkot, Fall Harvest Festivals.*
- **Have any of you celebrated this holiday? Describe it.** *The teacher might want to invite a rabbi to speak to the group about the significance and practices of Sukkot.*
- **Why does Miss Stickley place Molly's doll on her desk?** *To remind students that Pilgrims are still coming to America and to show the children how she appreciates Molly's effort.*
- **At the end of the story how do we know that school is probably going to be better for Molly in the future?** *Miss Stickley wants to meet her mother; Emma's praise of Molly's doll opens the door for their friendship.*
- **What does Molly mean when she says in the last sentence in the story, "I decided it takes all kinds of Pilgrims to make a Thanksgiving"?**
- **How have Molly's feelings about Mama changed?** *Miss Stickley has invited her to school as a guest. Molly is proud of rather than embarrassed by her mother. She realizes that even though her mother is different, she's still very wise.*
- **What lesson can be learned from Molly? From her mother? From her father? From the Pilgrim doll?**

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

6. Discuss examples of prejudice from the story. Ask students why prejudice makes people feel lonely or isolated from the group.
 - **What are some of the reasons Molly was excluded by the others? How can we be accepted? What is the responsibility toward others who are different?**
7. For practice, complete the class activity with the handout “Main Idea.”
8. Give students Quiz pages 12-28 and practice writing prompt. You can frame the students’ writing inside of the “Schoolhouse Writing” cut out, after students color and cut the schoolhouse out of red construction paper.

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

Name _____ Date _____

Molly's Pilgrim Quiz Pages 12-28

Numbers 1-4 Directions: Fill in the blank lines with the words provided.

pilgrim	Thanksgiving	faced	freedom
---------	--------------	-------	---------

Miss Stickley marched up to the front of the room. She turned and _____ the class. "Listen to me, Elizabeth," she said in a loud voice, "Listen to me, all of you."

Molly's mother is a _____. She's a modern Pilgrim. She came here, just like the pilgrims long ago, so she could worship God in her own way, in peace and

_____." Miss Stickley stared at Elizabeth. "Elizabeth, do you know where the Pilgrims got the idea for _____?"

Numbers 5-10 Directions: Draw lines and match the **cause** column to the **effect** column.

CAUSE

5. Molly couldn't read the word, *Thanksgiving*.
6. Ms. Stickley was sick of turkeys and pumpkins.
7. Molly told her mother she had to make a pilgrim doll.
8. Molly's pilgrim looked like a Russian girl.
9. The teacher explained that Molly was a pilgrim.
10. Emma told Molly her doll was beautiful.

EFFECT

- A. Molly was embarrassed to show her doll.
- B. Molly's mother made her pilgrim doll.
- C. Molly felt better about being in class.
- D. The class thought she was stupid.
- E. Molly felt better about her doll.
- F. The class made pilgrims and Indians.



In the book, Molly's Pilgrim, there are many ways in which the classmates in Molly's class did NOT make her feel welcome and friendly. Using examples from the story, explain how the classmates in Molly's class made her feel terrible, alone, and sad.

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

PRACTICE FCAT Writes! Prompt

Every year we meet new people in our classroom. Some of them are from different places around the world. Molly, from Molly's Pilgrim was a new student from Russia who felt alone and without friends.

Think about a time when there was a new student in your classroom that felt alone and without friends.

Now write to explain how you could make a new student in your classroom feel welcome and friendly.

THIRD GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY FIVE

Objectives

- Compare and Contrast the Video and Book, Molly's Pilgrim.
- Apply concepts to future projects.

Materials

- Video: *Molly's Pilgrim*
- Handout: "Pocket Chart Patterns" Kilpatrick, S. A Literature Unit for Molly's Pilgrim. Huntington Beach, CA: Teacher Created Materials, 1995.
- Handout: Student Projects

Activities

1. Show the video, "Molly's Pilgrim" and contrast it with the book. If you were to make a film or rewrite the story, what changes might you make? Why?
2. Tell students they are going make a diarama inside of a shoebox of "What is a Pilgrim." Use the "Pocket Chart Patterns" of the pilgrim for help.
3. The teacher may choose to complete any of the other additional activities including using the CD ROM "If your Name was Changed at Ellis Island." It is available through The Holocaust Outreach Center at (561)-297-2929.



STUDENT PROJECTS

- Interview parents about their ethnic backgrounds and do research to create a doll wearing a native costume from the country from which their ancestors came. Teach the class words from the native language.
- Have students create a family tree.
- Do research on ethnic foods and, with parental help, prepare and serve an ethnic meal containing dishes from different ethnic backgrounds.
- Interview family members to learn the location of where the family's U.S. branch entered this country, from where they originated, why they immigrated, why they settled where they did in the U.S. Write this information in paragraph form.
- Look in a telephone book to find one family name for each letter of the alphabet and make a list.
- Do research into holidays unique to the country from which their ancestors originated. Have them present this information orally in class.
- Have the class research how to say "Hello" in as many languages as possible. Make a bulletin board of Hello's around the world.