

Holocaust Education Week

Lesson Plan

The Butterfly (50 minutes)

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Grades 4-5

STANDARDS:

SS.5.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

LAFS.K12.SL.1.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.R.3.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.SL.1.1

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.

GRADE LEVEL(S): 4-5

ESSENTIAL QUESTION:

How do we honor and remember those who lost their lives during the Holocaust so that part of history is never again repeated?

LEARNING GOALS:

- ✧ Students will understand what the Holocaust was and when it took place.
- ✧ Students will understand how people were part of the resistance movement and how they helped those in need by risking their lives.
- ✧ Student will understand how being an upstander applies to their lives today.
- ✧ Students will understand how symbols represent ideas.
- ✧ Students will understand how important it is to learn from the past so that innocent lives lost will not be forgotten.
- ✧ Students will create symbols to help remember our past and create a kinder future.

RESOURCES/MATERIALS NEEDED:

- ✧ **The Butterfly by Patricia Polacco**
- ✧ **Comprehension Questions (included below)**
- ✧ **Book Companion Activities (included)**
- ✧ **Map Activity (included)**
- ✧ **Butterfly Cut-outs (included below)**
- ✧ **White Cardstock**
- ✧ **Laminator and laminating sheets**
- ✧ **Glue, scissors, string**
- ✧ **Markers, crayons, colored pencils, glitter, tissue paper, colored paper, any decorating materials you are comfortable with**

BEFORE INSTRUCTION:

- ✧ **As a class, discuss what the Holocaust was (**edit for grade level appropriateness**):**
 - **The Holocaust was the systematic, state -sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators.**
 - **<https://www.youtube.com/watch?v=qnEIlhLF6ww> (*preview for appropriateness for your students*)**
 - **The Nazis came into power in Germany in January 1933.**
 - **They believed that the Germans belonged to a race that was “superior” to all others.**
 - **They claimed that the Jews (and others such as Gypsies as well as people who had physical or intellectual disabilities) did not meet the “superior race” criteria and were perceived to be a threat to the German community.**

✧ **Discuss that in order to exterminate the “inferior individuals”, especially the Jews, the Nazi’s, under Hitler’s leadership, created concentration camps, forced-labor camps and death camps.**

- ✧ **Discuss concept of an upstander and people who were part of the resistance movement who helped save thousands of Jews by hiding them in their own homes, helping them find places to hide, and helping them escape to safety in countries outside of Europe.**

DIRECT INSTRUCTION:

- ✧ **Read: The Butterfly by Patricia Polacco**
- ✧ **Throughout the read aloud, use the Before, During and After reading questions to create a meaningful discussion.**
- ✧ **Have the students think about the symbols in the story. Discuss how symbols are objects (living or nonliving), characters, figures, or colors used to represent abstract ideas or concepts. How is the symbol of the “tall boots” and a “butterfly” relate to this time period in history.**
- ✧ **Discuss the resistance movement and what people did to help others because it was right even though it meant risking their own lives.**
- ✧ **Tell students: The Butterfly is a story written by the children’s author Patricia Polacco, who’s great-aunt was part of the underground resistance in France. These French citizens risked their lives to help create a safe haven for Jews escaping to freedom during the horrific Nazi occupation.**

COLLABORATIVE WORK:

- ✦ Have students turn and talk to a partner about how people helped others during the Holocaust and how we can learn from that now. How do lives change through acts of kindness? (2 minutes)
- ✦ Afterwards, discuss as a class what the resistance movement was and how it helped so many. Guide students to understand how acts of kindness can spread.
- ✦ Have students brainstorm examples of acts of kindness.
- ✦ Compare and contrast WWII in France (Europe) to now.

INDEPENDENT PRACTICE:

- ✦ Have the students work on the “Think and Respond” questions to write a meaningful response paragraph.
- ✦ Then students will use the butterfly cut outs as a template for writing an act of kindness or kind words.
- ✦ Have the students create a butterfly with an act or words of kindness written in it. Then decorate them.
- ✦ Have the students tell what their words or acts of kindness are and how these acts help create a community of tolerance for all.
- ✦ The butterflies can be laminated and hung with string or chicken wire.
- ✦ Finally, the butterflies can be hung from the ceiling on string or you can hang them on a tree or fence near the daffodil garden or even just outside for World Kindness Day.
- ✦ The butterflies represent the children lost during the Holocaust.

The Butterfly

K (What we Know)	W (What we Want to Know)	L (What I learned)

The Butterfly

by Patricia Polacco

Before Reading

Based upon the images on the cover of the book and the “The Butterfly” predict what will happen in the story. Consider characters, setting, theme, plot, and mood.

What clues from the cover and the title led you to make these predictions?



During Reading

- 1) What occupied Monique's village and all of France?
- 2) On their way home from school, where did Monique and Denise visit?
- 3) What happened to Monsieur Marks after the girls left his shop?
- 4) What was the ghost's name who came to visit Monique and Pinouff in the middle of the night? Was she really a ghost? Explain.
- 5) Why were there people living in Monique's cellar?
- 6) What is a *papillon*?
- 7) Why did the girls let the butterfly go, through Monique's bedroom window?
- 8) Why did Sevrine's family have to leave Monique's home late one night?

9) When the girls were separated, what did Monique give Sevrine to remember her by? What did Sevrine give Monique?

10) What happened to Monique at the crowded train station?

11) What sign convinced Monique that Sevrine was safe?

After Reading

12) What is a symbol?

13) Identify some symbols with which you are familiar.

14) What do you think the butterfly in this book is a symbol of? What does it represent?

- The first butterfly (that the Nazi squeezes in his fist)?

- The butterfly the girls share in Monique's bedroom?

- The butterflies at the end of the book?

Name: _____

The Butterfly by Patricia Polacco

1. What genre would this book fit into? How do you know?

2. What war was being fought during this time period? Provide evidence from the text.

3. Why do you think Monique's mother was angry when she said there was a "little ghost" in her room?

4. Why do you think the author calls the Nazis “tall boots”?

5. Were you surprised that Monique’s mother didn’t tell her what was going on? Why?

6. Why do you think the book is entitled “The Butterfly”?

7. What did this story teach you about friendship?

Think and Respond:

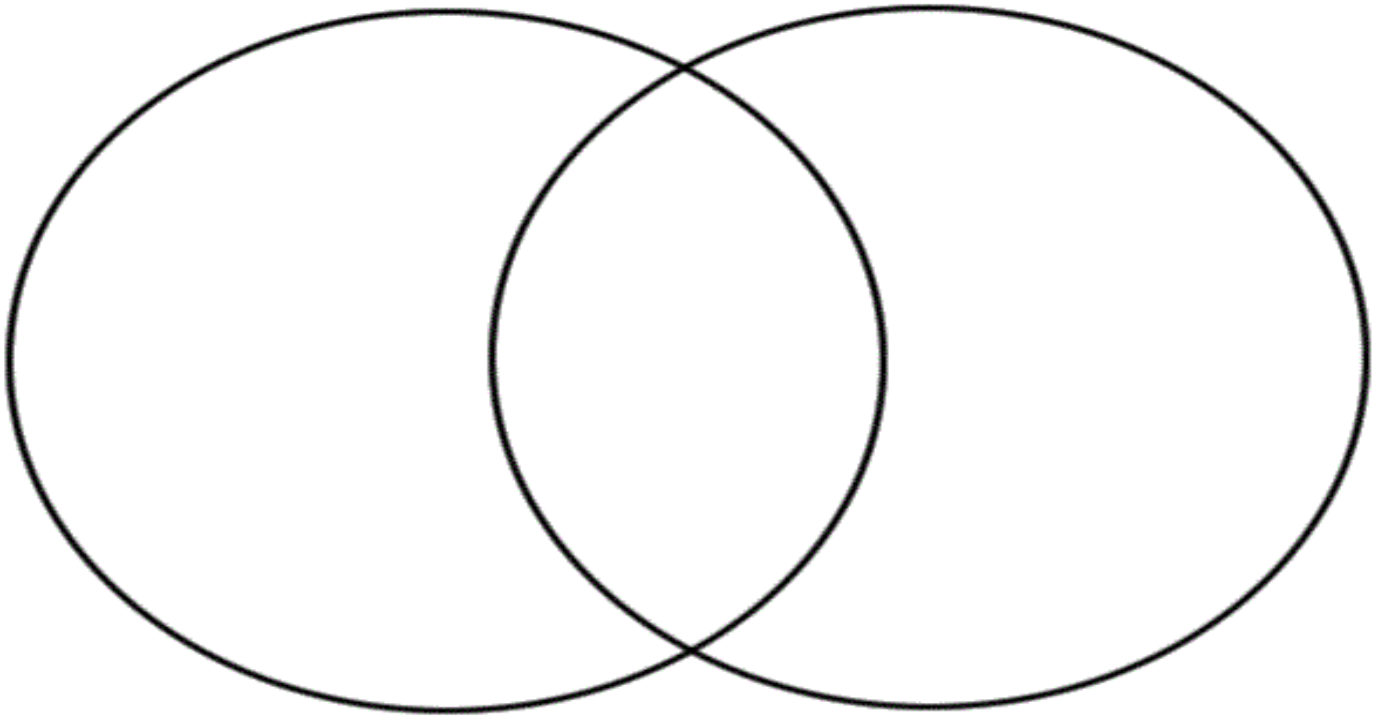
Monique's parents chose to keep Sevrine and her family safe in their home even though they knew there was great risk involved. What does this tell you about their character? Tell about a time when you did something to help someone even though it may have been dangerous. Or, has anyone ever done something like this for you? How can helping others spread kindness in our community and our world?

Think and Respond:

Why did Monique’s family need to leave when the neighbors spotted the girls? What might have happened to both families if they hadn’t left?

▪ World War II France

Present Time



Discussion Menu Questions

<p>Who was Monseieur Marks? Why did the children in his neighborhood think so highly of him? What happened to him?</p>	<p>What is the setting of <u>The Butterfly</u> (time and place) What is unusual about this time?</p>	<p>Summarize what happens when the Nazi soldier crushes the Papillion butterfly.</p>
<p>What do the two friends exchange as a symbol of friendship? How do they become better friends in the small room?</p>	<p>Why is Monique so surprised when she meets the “ghost girl”? Why is she surprised to learn where she lives?</p>	<p>Why does Sevrine and her parents get separated during their escape? What do they do to try to stay safe?</p>
<p>What does it mean when the neighbor sees the girls? Why do you think Madame is not angry at them?</p>	<p>What do the butterflies that Monique sees at the end of the story symbolize?</p>	<p>What dangers are faced during the escape?</p>

Directions: Answer 3 Questions in a line across, down or going diagonal. The answers should be written in complete sentences.

Map of Europe



WHERE IN THE WORLD IS...

Directions: Use google maps or a map of Europe found in an atlas or textbook to locate the countries invaded by Germany during the Holocaust.

- Find France
- Locate the capital. What is the capital of France?

- Run your finger toward Switzerland.
- What direction are you going toward?

- Is Germany closer to Switzerland or France?

During World War II, Germany invaded over 20 countries in Europe and Africa. Locate some of these countries, and highlight each country after you locate it on the map:



Czechoslovakia
Austria
Poland
Denmark
Norway
Belgium
The Netherlands
Italy

