THE EDUCATION FUND

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Ideas with IMPACT

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Songs of Silence: Memoirs of the Holocaust

Songs of Silence:

Memoirs of the Holocaust

Presenter: Deborah Wong Mar
Email: deborahwmar@gmail.com
School: Southwood Middle School 6861

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:
The Education Fund 305-558-4544, Ext. 113
Email: audrey@educationfund.org www.educationfund.org

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Goals and Objectives

Students will listen to choral music that is new to them and develop strategies to understand the musical ideas presented.

Students will use newly acquired vocabulary to compare the composer's intent with their own musical response.

Students will demonstrate respect and honor to groups throughout history that are different from their own.

Students will explore how music reflects and documents historical events and cultural trends.

Students will make connections between the arts and other curriculum subject areas, transferring skills and knowledge.

Students will examine the event of the Holocaust in an age-appropriate manner, recognizing the persecution of European Jews during World War II, between 1933-1945.

Students will explain how reading passages convey the author's purpose.

Florida Standards*

MUSIC

MU.68.C.1.1. Develop strategies for listening to unfamiliar musical works

MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they lived.

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

SOCIAL STUDIES

SS.68.HE.1.1 Examine 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.

LANGUAGE ARTS

ELA.6.R.2.1, ELA.7.R.2.1, ELA.8.R.2.1 Explain how individual text sections and/or features convey a purpose in texts.

*The Florida standards listed above are specifically for middle school, grades 6-8. Similar standards for elementary grades 1-5 and secondary grades 9-12 can be found at https://www.cpalms.org

Course Overview and Outline

The persecution and discrimination of a group or race of people has repeated itself throughout world history. Anti-Semitism was openly demonstrated by violent acts perpetuated by the Nazis throughout Europe during World War II. The rise of Anti-Semitism today is seen worldwide with the significant increase of extreme ideologies and hate crimes, not only upon the Jewish community but also to other minorities. Studying the Holocaust through the eyes and ears of a musician allows one to feel empathy for those lost and terrorized by this hatred and prejudice.

Lesson Plan 1 is a listening and comparison activity of two similar choral selections. Both I*nscription of Hope* and *When We Are Silent* are based on a text written by a child on the walls of a concentration camp. The first setting is based on a simple child-like melody and the second is composed in beautiful harmony laced with dissonance and tone painting. Students will describe what they hear using musical terms such as melody, harmony, dynamics, phrasing, tempo, etc.

Lesson Plan 2 is a listening activity of a beautiful, ancient Hebrew prayer. *Ani Ma A'min* was sung as the Jewish prisoners were led to their death. It is important that care and guidance be observed when discussing the Holocaust with younger grade levels. Students will describe a time in their lives when they were frightened and used music to calm their fears.

Lesson Plan 3 is a listening activity of *Now is the Time of Peace*, a poem by A.R.D. Fairburn . Students will discuss how the composer used music to convey the message of the poet. Students will compare the first half of the song with vivid descriptions of the Holocaust to the second half of the song speaking of hope and peace. How did the composer alter the musical aspects of the song?

Lesson Plan 4 is a Language Arts activity based upon the reading of *The Children of Willesden Lane.* The true story depicts a young girl's journey as she travels from Vienna to London as part of the Kindertransport, after the rest of her family is taken away by the Nazis. Her musicianship and faith gives her strength and determination to survive the many challenges that she must endure.

Lesson Plan 1

Standards: MU.68.C.1.1-2, MU.68.H.1-3, SS.68.HE.1.1, ELA.6-8.R.2.1

Materials: Inscription of Hope by Z. Randall Stroope
https://www.zrstroope.com/music/inscription-of-hope/

Even When He Is Silent by Kim André Arnesen
https://www.youtube.com/watch?v=wKxFMXaMLe0

Lyrics:
I believe in the sun even when it is not shining.
And I believe in love even when there's no one there.
And I believe in God even when he is silent.
I believe through any trial there is always a way.
But sometimes in this suffering and hopeless despair,
My heart cries for shelter to know someone's there.
But a voice rises within me saying hold on my child.
I'll give you strength, I'll give you hope, just stay a little while.
May there someday be sunshine, may there someday be happiness,
May there someday be love, may there someday be peace.

Vocabulary: choir, unison, harmony, consonance, dissonance, melody, phrase, tempo, dynamics

Guiding Questions:
1. Have you ever left a message for someone, not knowing who will read it or when it will be found? Where was this message of hope found?
2. Where do you find strength when you feel alone and frightened?

Student Activity: Draw a Venn Diagram to contrast and compare the two songs. What is the same? How do they differ in texture and harmony?

Evaluation/Assessment: Students display their Venn diagrams in class.

Lesson Plan 2

Standards: MU.68.C.1.1-2, MU.68.H.1-3, SS.68.HE.1.1, ELA.6-8.R.2.1

Materials: Ani Ma'Amin Arranged by Paul Caldwell
https://www.youtube.com/watch?v=PuGDzta-IuE

English:
I believe with complete faith in the coming of the Messiah,
I believe and even though he may tarry, nonetheless, I will wait for him.
I will wait every day for him to come. I believe.

Hebrew:
Ani ma'amin, Be'emuna shelemah. Beviat hamashiach ani ma'amin.
Ve'af pi sheyitmahmehya. Im kol zeh, achakeh loh. Ani ma'amin.

Vocabulary: melody, violin, descant, minor, slur, phrase, unison, harmony

Guiding Question: Have you ever used music to calm your fears when you were alone and frightened?

Student Activities:

1. Students will explain the difference between unison and harmony. Is the song Ani Ma'Amin in unison or in harmony?
2. Students will listen to and play a minor scale on a virtual keyboard.
3. Students will describe how the composer uses slurs to portray emotions and sadness.

Evaluation/Assessment: Students will make a list of songs that give them hope when they are sad. Students will share their list with the class.

Lesson Plan 3

Standards: MU.68.C.1.1-2, MU.68.H.1-3, SS.68.HE.1.1, ELA.6-8.R.2.1

Materials: Now Is the Time of Peace by Ken Johnston
https://www.sheetmusicplus.com/title/now-is-the-time-of-peace-sheet-music/19506134

Now

Now, when the path crumbles, the rubble echoing in the blackness below,
and the hand trembles, fearful to stay or go;
now, in this night we shall afterwards remember
as a mountain rifted with snow
lit by stars in the gulf of nothing;
now, in this great glory, with the arched branches and the stars between,
and time a burning bush and our spirits passing to heaven;
now when my armed thoughts are withdrawn from the outposts of space
and the warrior sleeps in the shade by the fountain;
now, in this luminous darkness, as we take the tide of the earth,
swing slowly with the creation-
now is the time of peace: let fear be past: and out of peace
let desire rise like a whirlwind in our dust.
First vision of the world, O fire, and fairest light,
unlock my bones, O burn and bless me.

A.R.D. Fairburn (1904-1907)

Vocabulary: crumbles, rubble, rifted, gulf, arched, withdrawn, outposts, luminous, whirlwind, vision

Guiding Questions: This poem was written about the Holocaust. Can you think of other times and places in history that this could be referring to?

Student Activities:

1. Students will take turns dramatically reading the eight phrases.
2. Students will choose a short section of the poem and draw a picture of the descriptive lyrics.

Evaluation/Assessment: Students will share their pictures with the class.

Lesson Plan 4

Standards: MU.68.C.1.1-2, MU.68.H.1-3, SS.68.HE.1.1, ELA.6-8.R.2.1

Materials: *The Children of Willesden Lane:*
A True Story of Hope and Survival During World War II
By Mona Golabek and Lee Cohen, Adapted by Emil Sher

Vocabulary: refugee, prodigy, hostel, immigration, legacy, persecution, concerto, Kindertransport

Guiding Questions:
1.What challenges did young Lisa Jura face during World War II when she was separated from her family?
2. How did her love of classical music help her to deal with her losses?
3. What lessons can we learn today from studying the Holocaust?

Student Activities:
1.Preview The Children of Willesden Lane by watching a short video.
https://www.youtube.com/watch?v=-4AJ-CVGXrU
2. Track Lisa's journey from Vienna, Austria to London, England on a map.
3. Explore the online exhibit about Lisa Jura and her family from the Los Angeles Holocaust Museum. https://www.holocaustmuseumla.org/lisa-jura
4. Read *The Children of Willesden Lane* either individually or as a class.
5. Watch Mona Golabek perform at the piano and narrate her mother's story of survival. https://vimeo.com/266096602
6. List and listen to the piano pieces that Lisa Jura studied and performed.

Assessment/Evaluation:
Write a letter from Lisa to her sister describing her journeys during the war.

Additional Online Resource:
Milken Family Foundation Teacher Study Guide
https://www.mff.org/initiatives/affiliated-organizations/the-children-of-willesden-lane/

2016
SOUTHWOOD MIDDLE SCHOOL
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The Children of Willesden Lane
Roland
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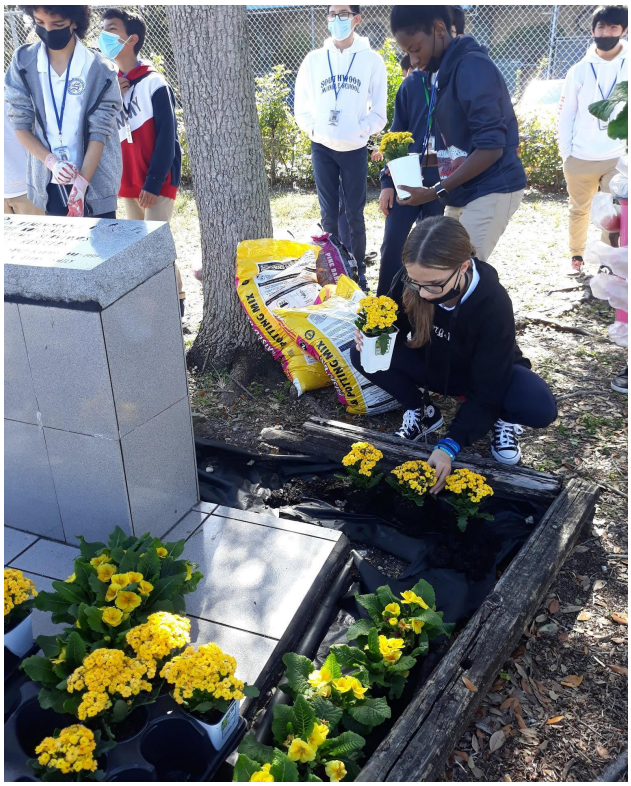
YOU ARE... Players
YOU ARE... LOVED
YOU ARE THE REASON
We are
HERE
The Children of Willesden Lane
KAWAI

Additional Activities

1. Plant and maintain a Holocaust Memorial garden.



2. Discuss other groups throughout history that have suffered persecution. What groups are currently struggling to survive? Where in the world are ethnic groups being persecuted today? What can students do to increase awareness of inhumanity?

3. Present and discuss the Anti-Defamation League Pyramid of Hate
   https://www.adl.org/sites/default/files/The-Pyramid-of-Hate-Student-Edition-web/story.html

   https://www.adl.org/sites/default/files/pyramid-of-hate-web-english_1.pdf

Field Trips and Resources

Holocaust Memorial Miami Beach
1933-1945 Meridian Avenue
Miami Beach, FL 33139
(305) 538-1663
https://holocaustmemorialmiamibeach.org/

The Holocaust Memorial Resource and Education Center of Florida
851 N Maitland Ave, Maitland, FL 32751
(407) 628-0555
https://www.holocaustedu.org/

The Florida Holocaust Museum
55 Fifth Street South
St. Petersburg, FL 33701
(727) 820-0100
https://www.thefhm.org

United States Holocaust Memorial Museum
100 Raoul Wallenberg Pl SW,
Washington, DC 20024
(202) 488-0400
https://www.ushmm.org

Museum of Jewish Heritage - A Living Memorial to the Holocaust
Edmond J. Safra Plaza
36 Battery Place
New York, NY 10280
(646) 437-4202
https://mjhnyc.org

EXIT