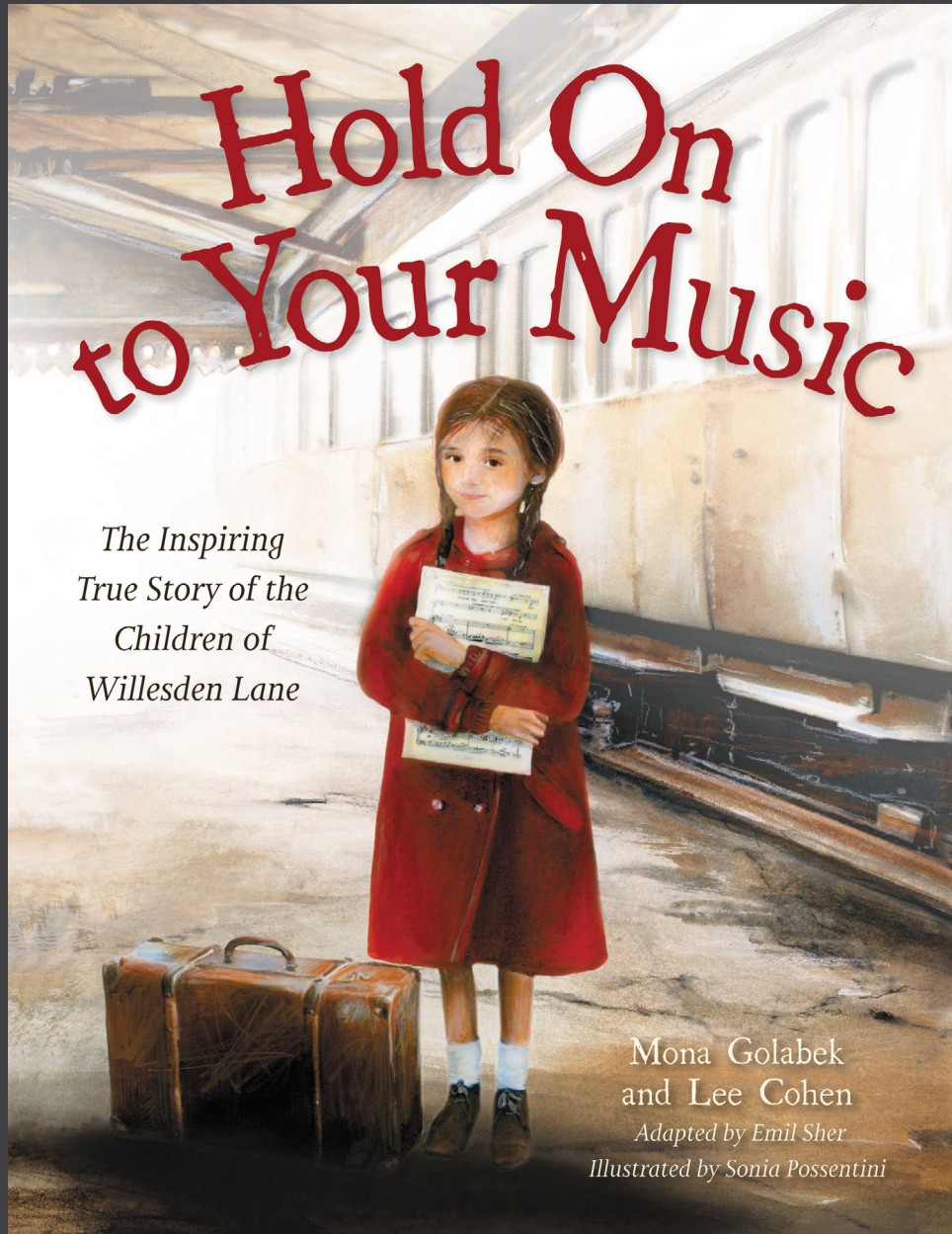


# TEACHING WITH TESTIMONY GUIDE FOR



Cover art by Sonia Possentini

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*Hold On To Your Music: The Inspiring True Story of the Children Of Willesden Lane*, is the inspirational story of 14-year-old Holocaust survivor Lisa Jura, who dreams of becoming a concert pianist. But pre-World War II Vienna is a dangerous place for Jewish people like Lisa and her family. In order to keep Lisa safe her parents decide to send her to London through the *Kindertransport*, a rescue effort for children.

But everything in London is different for Lisa, especially the home she lives in with other refugee children on Willesden Lane. While she longs to be reunited with her family, Lisa holds on to her music, which becomes a beacon of hope for all of her peers.

This true story of hope, survival, and determination is a compelling tribute to a gifted young girl who escaped the Holocaust to become a concert pianist against all odds.



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# Teaching with Testimony Guide

The teaching with testimony guide is organized into a three-part framework, with designated pre-reading, through-reading, and post-reading activities for teaching, *Hold On To Your Music: The Inspiring True Story of The Children of Willesden Lane*. This resource is developed as part of **The Willesden Project**, an initiative of Hold On To Your Music Foundation and USC Shoah Foundation, with support from the Koret Foundation. The Willesden Project offers a groundbreaking, unique constellation of educational elements—rooted in testimony, technology, and music—to open students’ hearts and minds, and expand the ways in which they learn about the history of the Holocaust and related themes.

Grounded in the universality of story, the learning experiences and specially curated audio-visual testimony is presented to students linking the themes and topics connected to Lisa Jura’s story as retold by Mona Gloabek, her daughter. The multidisciplinary approach draws upon learners’ curiosity and integrates a combination of literature, testimony, music, and history to support student learning across multiple experiences, modalities, and disciplines.

All learning activities are designed to meet the emotional and developmental needs for introducing young learners to Holocaust education that fosters inclusion and acceptance that is essential for appreciating cultural, ethnic, and religious diversity. In order to accommodate educational requirements, all activities are aligned with the established standards for Common Core, and CASEL’s Social and Emotional Learning Framework in the USA and National Curriculum in England Framework for key stages 1 to 2.

## UNIT DESIGN

Grade Level: K-2

All testimony-based resources and activities focus on the following learnings:



## ENDURING UNDERSTANDINGS

### LITERATURE/HISTORY/TESTIMONY

Stories can help us make connections between events of the past and present to help us learn about ourselves and the consequences of our actions.

Learning about courage and hope in others can inspire courage and hope in our own life.

### MUSIC

Music is a part of our everyday lives and exposure to it can enrich our lives.

## 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?



# Pre-Reading Activities – Connection to Themes and Historical Contextualization

Providing students with a strong historical contextualization of the events in *Hold On To Your Music: The Inspiring True Story of the Children of Willesden Lane* will spark their curiosity and prepare students to understand the ideas, circumstances, time period and perspectives presented in the reading.

## ENDURING UNDERSTANDING AND ESSENTIAL QUESTIONS



Post the enduring understanding and essential questions in a clear location where you and your students can refer to them often during your study of the book. Encourage students to share their initial thoughts either verbally or in writing. Tell students to keep the questions in mind as they read and learn about the story.

## IWITNESS TESTIMONY – BASED ACTIVITY

Testimony-based resources are embedded through the two K-2 IWitness activities: **Love and Separation** and **Stories of Courage and Hope** that allows students to engage with firsthand accounts of testimony connected to the historical events in the story. Testimony deepens understanding of the human experience of the events by providing a personal perspective that also helps students build historical knowledge.

## LOVE AND SEPARATION IWITNESS ACTIVITY

(Level: K-2; Language: English)



This activity prepares students for reading aloud the book, *Hold On To Your Music: The Inspiring True Story of the Children of Lisa of Willesden Lane*. In the lesson students will identify things that they love and discuss the concept of separation and reflect on a time they have been away from someone they love. Students will listen to a clip of testimony from a survivor who traveled on the *Kindertransport* and then participate in a guided picture walk of the book to make predictions about the story as well as connections to their own lives. Prior to teaching this activity download the Teacher Guide and Student Handout for *Love and Separation: Hold On To Your Music*.  
<https://iwitness.usc.edu/activities/5725>

The lesson activity is designed to be taught in 2 parts.

- In Part 1 of the lesson complete the Consider and Collect sections in which students explore the concepts of love and separation and have a musical



experience that introduces students to the main character of the story, Lisa Jura who loves music and is a gifted pianist. In this segment of the lesson students will also explore the historical context of the story through listening to testimony and making a connection to a time they were separated from a family member or loved one in their own lives.

- In Part 2 of the lesson complete the Construct and Communicate sections in which students will look at 3 images from the book (book cover, title page, and image at train station) to preview and make predictions about what the story is about using the graphic organizer provided in the student handout.

## KEY TERMS AND ABBREVIATED HISTORICAL EVENTS

The glossary of key terms and abbreviated historical events handout for teachers help supports students in building their vocabulary as they move through the pre, through, and post reading activities. Prior to introducing the book with students, refer to the key terms to help guide you planning when to elaborate on particular words that occur in the text. As you read and introduce testimony, you can pause to provide an explanation, demonstration, or example within the context of the text to build students conceptual knowledge with words they are unfamiliar with. Available in the Appendix.

# Through Reading Activities

The through reading portion helps students to build their vocabulary and comprehension skills using meaningful discussions that have students interact with one another through a shared reading and music experience.

## DEAR READER – AUTHOR’S PURPOSE

Identifying the author’s purpose is an important part of reading comprehension. Students need to understand that regardless of the text they are engaged with, every piece of writing has some purpose behind it. Introduce students to the author’s purpose by reading aloud Mona Golabek’s Dear Reader message located in the back of the book. After reading Mona’s letter ask students to think about the question, why did the author write this story?

## ESSENTIAL QUESTIONS

Reintroduce students to the essential questions that are open ended questions that invite a deeper level of critical thinking, discussion and curiosity around the text and subject matter. Ask students to keep these questions in mind throughout the reading activities in the “through” section.

### 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 ALOUD

The read aloud is the perfect opportunity to expose students to texts they can’t yet decode themselves that builds classroom community around shared experiences; develops speaking listening, and attention skills; and widens students’ views of the world. Prior to reading the book with students, practice reading the book aloud to yourself and notice the images, illustrative gestures, or parts of the story you may wish to highlight. Also, refer to the glossary of words provided in the appendix that can help you plan on when to elaborate on unfamiliar words that occur in the text, by providing an





explanation, demonstration, or example of the word's meaning. Don't worry about kids not understanding every word or spending too much time on introducing preliminary vocabulary as you want to have students enjoy and be deeply immersed in the story without too many instructional interruptions.

## MUSIC EXPERIENCE

To better understand the history and time-period of the music that inspired Lisa Jura, remind students that in the story Lisa dreams of one day performing on a grand stage and playing the music of Mozart and Beethoven. Consider playing Beethoven's "**Moonlight Sonata**" (played by Mona Golabek) to help students envision themselves as part of the original setting and to expand their learning. Ask students to write or draw about a story, image, feelings, or thoughts that come to mind as they listen. Following the music experience, you can let students know that Beethoven associated the image of a boat floating over water in the moonlight.

# Post-Reading

The post-reading strategies and activities help students to reflect upon and extend their learning of the text.

## READ ALOUD – HISTORICAL BACKGROUND

To further support students' knowledge and historical background of the story, consider sharing the Historical Background section located at the back of the book. Be sure to read the historical background yourself prior to sharing with your students and consider editing certain portions of the text based on your knowledge of your students and the sensitive nature of the topic.

## LISA'S FAMILY PHOTOS – HISTORICAL BACKGROUND

Share with students the historical photos of Lisa Jura's family, children of Willesden Lane and music artifacts to further enhance their understanding of the story. Consider having students bring in a favorite family photo that they can share with their classmates either verbally or in writing and why they chose the photo they did. Create an area to display family photos to strengthen your classroom community.

## STORIES OF COURAGE AND HOPE IWITNESS ACTIVITY

(Level: K-2; Language: English)

This activity follows the completion of the first read aloud of, *Hold On To Your Music: The Inspiring True Story of the Children of Lisa of Willesden Lane*. In the lesson 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 to strengthen their comprehension and vocabulary development. Prior to teaching this activity download the Teacher Guide and Student Handout from [Stories of Courage and Hope](#).



## EXTENSION: COURAGE & HOPE PROFILE CONNECTION

Consider having 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?

# Common Core Anchor Standards – Addressed In Reading Activities

## READING

### 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.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

### CCSS.ELA-LITERACY.CCRA.R.7

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

## SPEAKING AND LISTENING

### 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.SL.2

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

## WRITING

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

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

## SOCIAL EMOTIONAL LEARNING

CASEL Social and Emotional Learning (SEL) Framework

Social Awareness - Core Competency Area

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

# **Appendix – Teacher Handouts**

## **TEACHING WITH TESTIMONY GUIDE FOR *HOLD ON TO YOUR MUSIC***

# Key Terms and Abbreviated Historical Events

## TEACHER HANDOUT

**discrimination** – Unfair treatment of one person or group of people because of the person or group's identity.

**Holocaust** – A time in history when Jewish people and others were harmed by government run by the Nazi Party.

**Judaism** – A religion practiced by the Jewish people.

**Kindertransport** – The *Kindertransport* was a plan to take children by train across Europe to the safety of Britain following *Kristallnacht*, The Night of Broken Glass. Over 10,000 children, mostly Jewish, were rescued because of the *Kindertransport*.

**Kristallnacht** – On the night of November 9 and 10, 1938, crowds of citizens and Nazi police destroyed Jewish businesses and set synagogues on fire in Austria and Germany. These attacks became known as *Kristallnacht*, the “Night of Broken Glass.”

**Nazi party** – The Nazi party gained power in Germany after World War 1. Their leader, Adolf Hitler, was a powerful dictator who hated Jewish people. The Nazi party passed laws that made it very difficult for Jews to take part in daily life.

**refugee** – A refugee is a person who is seeking a safe haven after being forced to flee violence, persecution, or war.

**synagogue** – A building or place of meeting for worship and religious instruction in the Jewish faith.

# Brief Histories – Kindertransport

## TEACHER HANDOUT

### SETTING THE STAGE

On November 9 -10, 1938, Jewish homes, shops, and houses of worship were destroyed during *Kristallnacht* (The Night of Broken Glass). The Nazi-sponsored violence occurred throughout Germany and in the German annexed territories of Austria and Sudetenland (in Czechoslovakia). Following *Kristallnacht*, and after a debate in the British House of Commons, Great Britain agreed to help an unspecified number of orphans and child refugees. The children had to be under the age of 17 and would have to travel as unaccompanied minors. Organizations in Great Britain helped prepare for the arrival of the children, which became known as the *Kindertransport* (Children's Transport).

### KINDERTRANSPORT

The first *Kindertransport* left Berlin, Germany on December 1, 1938, and arrived in Harwich, Great Britain on December 2, 1938. Most children travelled by train to ports in Belgium and the Netherlands, where they boarded a ship for Harwich. Some children travelled by plane from Czechoslovakia to Great Britain. Transports continued to leave from major cities such as Berlin, Vienna, and Prague, until September 1, 1939, the day World War II began. The last transport left from the Netherlands on May 14, 1940 – four days after the Nazi invasion of the Netherlands.

Once the children arrived in Great Britain, they were sent to live with foster families. If no family had been found for them, the children were sent to hostels, boarding schools, or farms. Between 9,000 to 10,000 children were saved, including 7,500 Jewish children.

### AFTERMATH

When the children left their homes, they believed the separation from their family members would be temporary and they would eventually return home to their families. However, most family members left behind in Nazi-occupied Europe were killed during the Holocaust.



Above: Refugee girl, part of a Children's Transport (*Kindertransport*), shortly after arrival in Harwich, Great Britain, December 2, 1938. Credit: Bibliotheque Historique de la Ville de Paris. Image Provided By: U.S. Holocaust Memorial Museum





## TESTIMONY

USC Shoah Foundation's Visual History Archive preserves over 55,000 testimonies of Holocaust survivors and witnesses, including a dozen curated clips that discuss the *Kindertransport* appropriate for this age range. Since 2013, USC Shoah Foundation has been exploring the use of audiovisual testimony of survivors and witnesses of genocide in primary education that helps situate students from being passive learners to more actively engaged citizens. Testimony provides a developmentally appropriate path for students to strengthen their capacity for perspective taking, empathy, and historical understanding as they uncover the personal stories that are relevant to their daily lives. Guiding Principles for Effective Teaching with Testimony in the Primary Classroom can be found below.

## GUIDING PRINCIPLES FOR EFFECTIVE TEACHING WITH TESTIMONY IN THE PRIMARY CLASSROOM

The Guiding Principles for Effective Teaching with Testimony in the Primary Classroom guide is intended to help educators to teach with testimony responsibly and effectively in their classrooms using the IWitness ([iwitness.usc.edu](http://iwitness.usc.edu)) testimony-based lessons, activities, and [\*\*guiding principles for introducing young learners to Holocaust/genocide education\*\*](#).