

Teaching with Testimony Mini-Guide *Lisa of Willesden Lane* (Grades 3-5)

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Lisa of Willesden Lane: A True Story of Music and Survival During World War II is a story of hope, survival, and determination and is a compelling tribute to a gifted young girl who escaped the Holocaust to become a concert pianist against all odds.

GUIDING PRINCIPLES FOR EFFECTIVE TEACHING WITH TESTIMONY IN THE 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) testimony-based lessons, activities, and [guiding principles for introducing young learners to Holocaust/genocide education](#).

TEACHER GUIDELINES

The teaching with testimony mini guide is organized into a three-part framework, with a designated pre-reading activity, through activity, and post-reading activity for supporting the reading of the book, *Lisa of Willesden Lane*. The framework is designed to connect students to the social emotional elements of the story integrating history, testimony, and music to transcend learning through different academic contexts and real-life situations. All activities are aligned with the established standards for Common Core, CASEL's Social and Emotional Framework in the USA and National Curriculum in England Framework Key Stages 1 and 2.

Pre-Activity	IWitness Activity: "And remember that I love you"
Through Reading 1	Chapters 1-4 - Leaving (pgs. 151)
Through Reading 2	Chapters 5-8 - Belonging (pgs. 52-87)
Through Reading 3	Chapters 9-12 - Perseverance (pgs. 88-119)
Through Reading 4	Chapters 13 & Epilogue - Triumph (pgs. 120 -150)
Post Activity	IWitness Activity: Taking a Stand For What is Right

UNIT DESIGN

Grade Level: 3-5

All testimony-based resources and activities focus on the following learnings that should be displayed and reviewed periodically as students move through the text.

Enduring Understandings

Literature/History/Testimony

Stories can help us make connections between events of the past and present that help us learn about ourselves and the impact our behaviors and actions has on others.

Music

Music is a universal language that has the power to enrich our everyday lives. All music has value even it is different from our own musical preference.

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UNIT DESIGN, CONT'D

Essential Questions

- How can stories and events from the past relate to our current life?
- How can music inspire us?
- What lessons can we take from Lisa Jura's story that can be applied to the needs of the world today?

PRE-READING ACTIVITIES

The pre-reading activity provides an introduction to the text for examining the concept of inspiration and providing students with a brief historical contextualization of events to enhance their understanding of the ideas, circumstances, time-period, and perspectives presented in the reading.

IWitness Activity: Lisa of Willesden Lane – **“And remember that I love you”**

(Level: 3-5; Language: English)

In this activity, students will read an excerpt from *Lisa of Willesden Lane* to consider how individuals can be a source of inspiration and motivation. Students will review the definition of inspiration and interpret a quote from the biographical narrative to develop a deeper understanding of the concept. Then, they will consider how the quote “You must promise me...that you will hold on to your music. Please promise me that.” relates to them and reflect on who/what inspires and motivates them. As a final project, students will construct a simple origami box and enclose their reflections within. This activity is recommended as a pre-activity to reading *Lisa of Willesden Lane*. [Download the Teacher Guide and Student Handout for “And remember that I love you.”](#)



Key Terms, Descriptions of Historical Events and Historical Timeline

Brief descriptions of Historical Events are embedded throughout the book to support students in their comprehension of the story. A glossary of key terms is provided in the appendix to help students build their vocabulary as they move through the pre, though, and post reading activities. For additional historical information, a Historical Timeline of the Holocaust and further information about the Holocaust can be found at the back of the book.

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THROUGH READING ACTIVITIES

The through reading portion helps students to increase their historical understanding, as they build their vocabulary and comprehension skills using meaningful discussions that have students interact and make connections to the text.

Inquiry-Based Journaling

Establish a reading routine: To deepen engagement with the reading, improve comprehension and strengthen meaningful discussions, have students complete an Inquiry-Based Journal for each of the four reading sections highlighted in the chart below. To familiarize students with this routine, distribute the handout “Text-Head-Heart – Inquiry-Based Journaling” available in the Appendix. It is suggested that you model the Reading 1 journal with students.

Reading

The 13 chapters and Epilogue for reading the book are organized by four themes. The reading table below lists when each historical event is introduced in the story as well as discussion questions that can be used to foster further conversations with students for each of the reading themes.

Reading 1: Chapters 1-4 Leaving (pgs. 1-51)	Reading 2: Chapters 5-8 Belonging (pgs.52-87)
<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What circumstances led Lisa Jura’s parents to send her on the Kindertransport? What was the impact of that decision? • What role does music play in Lisa’s life during this time? Why? • What were some of the biggest challenges Lisa faced as a refugee in a new country? What challenges do refugees face in the world today? • What do you think Lisa means when she says she wants to “make something of her life?” <p>Description of Historical Events:</p> <ul style="list-style-type: none"> • What is Nazism? p. 6 • What was the Kindertransport? p.14 • How did World War II Begin? p. 35 	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • How does music or other forms of artistic expression inspire togetherness? • How did Lisa’s music inspire and bring the children of Willesden Lane closer? Why do you think Johnny’s poem resonated so well with Lisa? • Why is Lisa hesitant to audition for a scholarship to the Royal Academy despite her talent? <p>Description of Historical Events:</p> <ul style="list-style-type: none"> • Quakers p.57 • Winston Churchill p.67 • What Were Concentration Camps? p. 69
Reading 3: Chapters 9-12 Perseverance (pgs. 88-119)	Reading 4: Chapters 13 – Epilogue Triumph (pgs. 120-150)
<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does it mean to persevere? • How do Lisa’s actions demonstrate perseverance? • How do people in Lisa’s life support her in preparing for her audition? Describe some examples of the help she receives from the many different people in her life. <p>Description of Historical Events:</p> <ul style="list-style-type: none"> • What Was the Allied Invasion of Europe? p.113 • What was the Holocaust? p.117 	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What inspires individuals to succeed or triumph despite any challenges they may face? How so? • Music plays an important role throughout Lisa’s life. How does music help her during difficult times? What helps you during difficult times?

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POST-READING ACTIVITIES

The post-reading activity will help students to extend their learning of the text by identifying an injustice they passionately care about addressing in their own school or community that will require them to take a stand for what is right.

IWitness Activity: Taking a Stand for What is Right –

Lisa of Willesden Lane

(Level: 3-5; Language: English)

This activity follows the reading of the book, *Lisa of Willesden Lane*, in which students will apply what they have learned about injustice from Lisa Jura's story and the testimony of Margaret Lambert. By the end of this activity, they will identify an injustice that they will stand up for in their own school or community to create change. [Download the Teacher Guide and Student Handout for Taking a Stand for What is Right.](#)



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COMMON CORE ANCHOR STANDARDS

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 emphasize with others, including those from diverse backgrounds, cultures, and contexts.

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APPENDIX

TEXT-HEAD-HEART – INQUIRY-BASED JOURNALING STUDENT HANDOUT

In order to improve reading comprehension and strengthen meaningful discussion, you will think beyond the lines of the text and practice raising your own questions that consider new ideas and new perspective that can inspire change for taking action in your own life.

IN THE TEXT:

What is this about?

HEAD: What's in your head?

What did I notice? What surprised me? What changed, challenged or confirmed my thinking?

HEART: What's in your heart?

How did this text make me feel? What did this text help me to learn about myself or others? What did I take to heart?

Adapted from: *Disruptive Thinking – Why How We Read Matters* by Kylee Beers and Robert E. Probst

APPENDIX

GLOSSARY OF KEY TERMS **STUDENT 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 that was hatched to take children by train across Europe to the safety of Britain following Kristallnacht, The Night of Broken Glass. Over 10,000 children were saved because of the Kindertransport.

Kristallnacht

On the night of November 9 and 10, 1938, mobs 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 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.

My additional words: