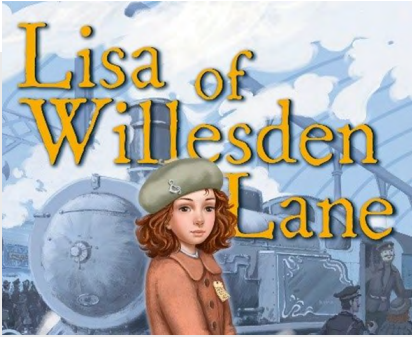


# Taking a Stand for What is Right

## *Lisa of Willesden Lane*



### TOPIC

Taking a Stand for What is Right

### GRADE LEVEL

3rd-5th grade

### DURATION

50 minutes

### SUBJECT AREA

ELA,  
 SEL,  
 Primary Holocaust Education

### DESCRIPTION OF THE LESSON

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.

### STANDARDS ADDRESSED

#### 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.

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

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

#### CASEL's Social and Emotional Learning (SEL) Framework

Social-Awareness Core Competence Area

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

### MATERIALS

- Clip of Testimony - Margaret Lambert Testimony (1:29)
- Margaret Lambert Biography
- Chart Paper
- Markers/Pencils/Pens/Paper

### LEARNING AIMS

As a result of this lesson, students will...

- Analyze the meaning and consequences of injustice.
- Identify a cause or injustice they are passionate about addressing in their own school or community.

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### Consider

**Introduction** Remind students that throughout the book *Lisa of Willesden Lane*, many individuals resisted the injustices of Nazi Germany and helped others such as Lisa Jura to escape and survive the Holocaust. Explain that today students will reflect on the injustices described in the story and will hear another story of survival to help them recognize injustices that still occur today.

#### Lesson Framing Discussion

Begin by displaying the word injustice on the board.

Ask students to define what the word injustice means to them and record their responses on a chart.

Provide a formal definition of the word for the class or have students locate a formal definition on their own (e.g., violation of rights or of the rights of another; unjust or unfair action or treatment; an unjust or unfair act; wrong).

#### Think Pair Share

Display and read aloud the quote: “Injustice anywhere is a threat to justice everywhere.”  
 - Martin Luther King Jr.

Ask students to think about what the quote means to them and any connections they can make between the quote and the story, *Lisa of Willesden Lane*.

Then, ask students to share with a partner their ideas about the quote and any connections they can make between the quote and the story.

Next, ask students to think about a time when they made the decision to help someone who was facing an injustice and describe the circumstance.

If needed, provide a scaffolded language frame such as:

I believe the quote means \_\_\_\_\_. A connection I made between the quote and the story, is \_\_\_\_\_. A time I helped take a stand for someone facing injustice was when I \_\_\_\_\_.

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### Collect

**Audiovisual Testimony** Explain to students that they will now watch a clip of testimony from Margaret Lambert – also a Jewish survivor of the Holocaust – who shares her experience about the anti-Jewish laws, segregation and exclusion she experienced as a young girl in Germany.

Display and read Margaret’s biography to students.

Then inform students that they will watch Margaret’s clip of testimony twice.

- › In the first viewing, ask students to think about the different injustices that Margaret faced. Then, ask them to share what they have learned from her story with a partner.
- › In the second viewing, ask students to draw a connection between an experience(s) from their own lives that relates to Margaret’s experiences and share their ideas with a partner.

**Discussion** Next, ask students to think of some ways someone they could have helped Margaret. Then, ask students to share any connections they made between the injustices that Lisa and Margaret faced during the Holocaust.

#### **Small Group Pre-Writing Activity & Presentation**

- › Have students work in small groups to generate a list on chart paper of all the things that they see as wrong, unfair, or unjust in the world today (e.g., bullying, animal cruelty, poverty, racism, discrimination, homelessness, immigration, pollution, refugee crisis, policing)
- › Have each group take turns presenting their lists to the class.
- › After each group has shared their lists, ask students to point out any commonalities and/or differences they notice between the groups.

#### **Discussion**

- › Then, ask students to think about the consequences for not addressing the injustices they identified?
- › Next, ask them to share any personal connections they may have made to the injustices presented.
- › Then ask students to think about and respond to how stories about injustices from the past can help inform how we treat others today.

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### Construct

**Writing** Now, tell students that they will write about a particular injustice they want to stand up for based on discussions and what they learned about injustice from the story, *Lisa of Willesden Lane*. Display the following instructions for students to follow:

Choose an action from a character in the story that helped you to understand the importance of taking a stand against injustice.

Based on the lists of injustices that were presented earlier, select an injustice you are passionate about standing up for (e.g., bullying, name calling, treating others unfairly, gossip, littering, etc.). Think about why it is important to you and name one action you will take to make a positive difference.

When you are done with your writing, make a drawing to illustrate the injustice that you identified and how you will stand up for what is right.

You may also want to display the following sentence frame for students that require differentiated or modified support.

I believe that the actions of [name of character] in *Lisa of Willesden Lane* took a stand against injustice by [description of character's action against injustice]. An injustice I am passionate about standing up to is [description of injustice]. I believe it is important to take a stand against this injustice because [explanation for reason why it is important]. I will help make things better and create change by [description of action you will take].

### Communicate

**Partner/Share/Discuss** In small groups have students share the injustice they want to stand up for what is right. Create a display in the classroom to share their writing and drawings.

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### Interviewee Biography

**Margaret Lambert** was born to Edwin and Paula Bergmann on April 12, 1914 in Laupheim, Germany. Margaret's love and mastery of sports led to her acceptance to study physical education at a German university in 1933. Unfortunately, she was never able to attend due to the anti-Jewish legislation and antisemitism that led to her exclusion from sports clubs. In the fall of 1933, Margaret began studying in London, England where she won a British track and field championship in the summer of 1934. However, coerced by threats to her family, Margaret returned to train and compete on the German national team. To ensure other nations would not boycott the 1936 Berlin Olympics, Margaret was the only Jewish athlete on the team and was dropped as soon as the games began. In 1937, Margaret followed her older brother to the United States. She helped to sponsor the immigration of a fellow athlete and her future husband, Bruno Lambert, whom she married in 1938. Eight years later, after the war was over, Margaret and Bruno settled in New York. At the time of her interview in Jamaica, New York on May 3, 1995, Margaret had two sons and three grandchildren.

