



Upstander Stone Project for Schools

PURPOSE OF LESSON: to sensitize the hearts of children on the issues of the Holocaust by familiarizing them with the need to stand up for what is right, particularly in situations where others are stereotyped, bullied, victimized, or persecuted

CONTEXT FOR LESSON: The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. *Holocaust* is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community. During the era of the Holocaust, German authorities also targeted other groups because of their perceived racial and biological inferiority: Roma (Gypsies), people with disabilities, some of the Slavic peoples (Poles, Russians, and others), Soviet prisoners of war, and blacks. Other groups were persecuted on political, ideological, and behavioral grounds, among them communists, socialists, Jehovah's Witnesses, and homosexuals.

BACKGROUND MATERIALS: Use any of the following materials to present the Holocaust, depending on the age of your students (K-12).

Books: *Hidden: A Child's Story of the Holocaust* by Loic Dauvillier, Marc Lizano

Survivors: True Stories of Children in the Holocaust by Allan Zullo & Mara Bovsun

Number the Stars by Lois Lowry

The Boy on the Wooden Box by Leon Leyson with Marilyn J. Harran & Elisabeth B. Leyson

When Hitler Stole Pink Rabbit by Judith Kerr

The Boy in the Striped Pajamas by John Boyne

Milkweed by Jerry Spinelli

The Book Thief by Marcus Zusak

The Upstairs Room by Johanna Reiss

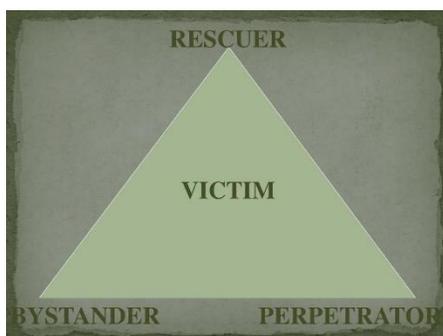
[Non-Fiction Holocaust Books for Children](#)

Film: Show portions of this [introductory Holocaust film](#) (select age-appropriate excerpts)

Lessons: <https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

Implement any appropriate [lesson resources](#)

Indispensable for discussion and processing of any and all lesson content:



[Holocaust Teaching Triangle: Which Role Do You Choose?](#)

RATIONALE FOR PROJECT: Stones have long been and continue to be used as historical grave markers; Jewish people bring small stones to leave on their loved ones' gravesites, as stones are permanent (as opposed to flowers) and serve as a reminder that memories of our loved ones last forever.

MATERIALS FOR PROJECT: 3-inch stones, preferably with one flat surface (we will provide rocks) acrylic paints and acrylic markers

1 (or more) pages of 20 children's names who were murdered in the Holocaust

SCOPE AND SEQUENCE:

1. **Introduce the subject:** Spend one (or more) class period(s) introducing the historical facts of the Holocaust, including age-appropriate material from the above lesson resources. You might assign a portion of one or more of the books from the book list for the children to read; you might also read a section of one of the books aloud.
2. **Process:** Spend another class period teaching the Holocaust Teaching Triangle to encourage the students to understand the importance of speaking up (as opposed to remaining silent) when they see someone being bullied, mocked, or persecuted in any way. Define what those terms actually mean. Spend some discussion time to allow the students to answer age-appropriate questions, such as: How might you feel if your best friend were not allowed to sit in your class with you? How would you feel if YOU could not sit with your classmates? How would you feel if you were required to wear a badge on all your clothes that stated something about you: GLASSES, FALSE TOOTH, BLONDE HAIR, GREEN EYES, SHORT, TALL, FAT, SKINNY, UNATHLETIC, etc. What could you do to speak up for someone who is persecuted? What is an upstander? What is a rescuer?
3. **Respond:** Using permanent markers or waterproof paints, invite each student to decorate a stone.

Start by asking each child to select a name from the list(s) provided to you of Holocaust victims, liberators or rescuers taken from the following website: [United States Holocaust Memorial Museum](https://www.ushmm.org/).

Each student writes the first name of his or her selected person on one side of a stone. The student may also wish to add the person's country of origin and/or age, in the case of a victim who perished. (Stones can be painted before or after adding the name and other written information.) Students are also free to paint or draw a small picture on the other side of the stone.

Optional response: Students could also research additional information about the person.

4. **Assess:** Invite students to explain why they decorated their stones in a particular way. Discuss the fact that suffering takes many different forms; talk about the importance of gratitude and kindness; address the value of every person, regardless of disabilities, skin color, problems, misfortunes, etc.
5. **Follow up: Explain to the students that the stones will be returned to the Holocaust Garden of Hope in Kingwood, Texas, to be placed in a special area commemorating Holocaust victims, survivors, rescuers, and liberators.** * Return the box of stones to:

Holocaust Remembrance Association
c/o The Nathaniel Center
804 Russell Palmer Rd.
Kingwood, TX 77339
www.hra18.org
Tel. (888) 546-8111

*If your school would like to invite a local Holocaust survivor or descendant to speak, the above project could be done prior to or before the visit. Contact Rozalie Jerome, a second-generation descendant of survivors, to arrange a speaker for your classroom. Rozalie is the executive director of the Holocaust Garden of Hope in Kingwood.

NOTE: Painted stones will be placed in a special area of the Holocaust Garden of Hope in Kingwood, Texas, at King's Harbor. Exceptional stones will be incorporated into HGOH traveling exhibits for display to the public.