

ESSENTIAL QUESTIONS

- What does it mean to compare and contrast?
- What is resilience?

Overview: In this session, families will interact with the chapter book, *Lisa of Willesden Lane: A True Story of Music and Survival During World War II (Lisa of Willesden Lane)* by Mona Golabek and Emil Sher and adapted by Sarah J. Robbins. The theme for the activities is resilience while the literacy focus is on comparing and contrasting.

| Component | Materials | Digital Materials (USC Shoah) |
|--|--|---|
| Children's Education | <ul style="list-style-type: none"> • Book: <i>Lisa of Willesden Lane</i> • Hula hoops - 2 per group of 4 children • <i>Alternative to hula hoops: chart paper, PowerPoint, or jamboard prepared with Venn Diagrams</i> • Index cards/sticky notes • Writing instruments • Color copies of cover art for <i>Hold On to Your Music</i> - 1 per group of 4 children • Copies of <i>Hold on to Your Music</i> and <i>Lisa of Willesden Lane</i> - 1 of each per group of 4 children | <ul style="list-style-type: none"> • Hold On to Your Music book cover • Lisa of Willesden Lane book cover |
| Parent Time | <ul style="list-style-type: none"> • “Parent Time: Compare and Contrast” handout | <ul style="list-style-type: none"> • Clip of subtitled testimony: Marion Blumenthal Lazan https://bit.ly/MBLTestimony (1:18) • Facilitators' resource: Marion Blumenthal Lazan bio and transcription |
| Parent and Child Together (PACT) Time® | <ul style="list-style-type: none"> • “PACT Time: Compare and Contrast” handout | <ul style="list-style-type: none"> • Clip of subtitled testimony: Marion Blumenthal Lazan https://bit.ly/MBLTestimony (1:18) • Optional audio recordings: <ul style="list-style-type: none"> ◊ “Clair de Lune” (performed by Mona Golabek) (5:27) ◊ Grieg “Piano Concerto in A Minor, 2nd Movement (Excerpt)”(performed by Mona Golabek and the Chicago Youth Symphony) (2:57) ◊ “Moonlight Sonata” (performed by Mona Golabek) (5:20) ◊ Rachmaninoff “Prelude in C# Minor” (performed by Mona Golabek) (3:34) |

CHILDREN'S EDUCATION

Learning Goals

- Use compare and contrast strategy to talk about *Lisa of Willesden Lane*.
- Make a Venn diagram to compare and contrast *Lisa of Willesden Lane* with *Hold On to Your Music*.

Welcome

Welcome children to the workshop. Remind them of any expectations for the space (sitting vs. moving around, noise level expectations, etc.).

CONSIDER:

Opening Activity

1. Remind children of what we talked about last session: being separated from things, places, or people we love.
2. Ask if anyone reached out to someone they are separated from and how that went.
3. Explain to children that this week they will use comparing and contrasting to learn more about Lisa and the two books they are reading about her life. They can begin by comparing and contrasting to learn more about their friends!
4. Ask, "What do you want to learn about each other?" Work with children to generate some ideas for "This Versus That" questions that they might ask each other. Examples:
 - a. Do you like rap or pop music best?
 - b. Do you like cats or dogs best?
 - c. Do you like soccer or basketball best?
5. After generating several ideas, present three questions to children and have them move to a designated area in the room to tell which thing they like best. (Try to include at least one question focused on music.)
6. With each question, encourage children to notice who prefers each choice. Ask one or two volunteers from each group to share why they chose what they did.
7. Then, bring all students back together in the center of the space before giving the next question choice.
8. Come back to the large group and ask children to think about who they were like and who they were different from.

COLLECT:

Literacy Skill: Compare and Contrast

1. Explain to children that last session we talked about how we feel during separations. During this session, we will talk about how we get through difficult things like being separated from people, things, or places we love.
2. Explain that this idea is called “resilience.” **Resilience** is how we keep going during difficult times, or when hard things happen. Examples of hard things could include: a move, whether a move across town or across the world; changing schools and missing friends; the loss of someone they love. Invite other examples of hard things, either from their lives or from *Hold On to Your Music*/*Lisa of Willesden Lane*.
3. Ask children what Lisa does in the story to “keep going” when she moves to London without her family. If children do not suggest it, the facilitator should discuss how Lisa “holds on” to her music to help her keep going.
4. Next, invite children to think about and share how they got through difficulties in their lives. What, or who, helped them keep going? Suggestions may include: support from family, new friends, having something to look forward to, being able to continue a favorite activity (music, sports, art, etc.).
5. Help children notice that some of them may have the same things to help them keep going; some may have different ways to keep going.
6. Explain that now they will use compare and contrast to think about the two books they have been reading: *Hold On to Your Music* and *Lisa of Willesden Lane*.
7. Invite children to look at the cover art from both books.
8. Remind children that Lisa was a real person, but she does not look exactly the same on both covers. The illustrators portrayed her in different ways—in some ways she looks the same and in others she looks different. Explain that talking about similarities and differences is called comparing and contrasting.
9. Explain how Venn diagrams work. The overlapping part in the middle is for similarities (“compare”), or how the illustrations/books are the same or alike. The two sides are for differences (“contrast”), or how the books are different from one another. Observations about a book’s differences should go in the side under the picture for the corresponding book.
10. In the large group, model the activity by asking children to help brainstorm at least one similarity and difference. Write them on index cards/sticky notes, and place them where they belong in the Venn diagram.
11. Divide the large group into smaller groups with three or four children in each. Children will write similarities and differences on index cards and put them in the Venn diagram.

12. For each group, place two hula hoops on the ground, overlapping in the middle to make a Venn diagram. Alternative: Draw two large circles on the chart paper, overlapping in the middle to make a Venn diagram. Make a Venn diagram for each group.
13. Place a copy of *Hold On to Your Music* and *Lisa of Willesden Lane* on either side of the diagram. Groups will compare and contrast how Lisa looks on the cover of each book.
14. Children will write/draw each similarity or difference on an index card and place it on the corresponding part of the Venn diagram.
15. Shadow the small groups to assist children.
16. When they are done, have children walk around the room and see what the other groups have added to their Venn diagram
17. Come back to the large group and process.

PARENT TIME

Goals

- Help caregivers understand why compare and contrast is an important skill for children to learn.
- Practice comparing and contrasting with caregivers.
- Help caregivers learn and talk about resilience in their lives and their children's lives.

Welcome

Welcome caregivers to the workshop. Invite questions or comments about the previous session's workshop or anything that came up since the last session. Encourage families to talk to a partner about picture walks: did they try one this week? If so, how did it go? If not, are there any questions we can address about picture walks?

CONSIDER:

Opening Activity

1. Explain that this session, we will be talking about comparing and contrasting as a literacy skill and the life skill of resilience.
2. Invite participants to offer their understanding of **resilience**. If there are no suggestions, define it for the group. Resilience is how we keep going during difficult times, or when hard things happen. Examples of hard things could include: a move, changing jobs and missing family and friends; the loss of someone they love.
3. Ask for possible examples from their own lives, from the book, or from people they know. Where do they see resiliency in others?
4. Then, invite them to discuss in small groups: What do people need to be resilient? What do children need to be resilient? Do adults and children need the same things to be resilient—what are some similarities and differences?
5. Return to the large group and discuss. Invite them to compare and contrast: What happens when people are resilient, and what happens when they are not? What happened to Lisa because she was resilient? What might have happened to her if she were not?

COLLECT:

Literacy Skill: Compare and Contrast

1. In the book, Lisa held on to her music during difficult times. Let's think about what we might hold on to when facing challenges. Brainstorm a list of activities that participants use. Examples might be:
 - a. Exercising
 - b. Being out in nature
 - c. Spending time with family
 - d. Watching a favorite TV program
 - e. Listening to music
 - f. Meditation
 - g. Cooking
2. Explain to caregivers that we will be learning about comparing and contrasting this session. Compare and contrast—finding likenesses and differences—is a skill we use in everyday life, usually without thinking about it! We use it to make decisions, organize information, and remember key details. For example, people might compare and contrast nutrition labels on food packages at the grocery store.
3. One way to visually represent comparing and contrasting is with a Venn diagram. Show participants an example of a Venn diagram and explain how to use one. (Each side is for marking differences; the middle is for marking similarities.) Explain to participants that “compare” means “find similarities” and “contrast” means “find differences.”
4. Participants will be doing a Venn diagram activity where they compare and contrast their use of the strategies brainstormed in step 1.
5. Model this Venn diagram activity with another facilitator or a volunteer participant.
 - a. Discuss the resilience strategies aloud and identify commonalities and differences.
 - b. The Venn diagram should have one person's name on each side. They will list their individual resilience strategies on each side and then identify some common strategies, if any, for the middle.

Facilitators' Note:
 Comparing and contrasting helps improve comprehension by highlighting important details, making abstract ideas more concrete. Comparing and contrasting will not only help students with reading but also in everyday life. It helps them to organize and remember information, and highlights subtle differences between objects or concepts that can help them make better decisions.

- c. As you do so, complete the Venn diagram comparing and contrasting the strategies that the two people use.
6. Invite participants to partner with another participant, preferably someone they do not know well. They will have the opportunity to get to know them a bit more and find out some similarities and differences between them and how they “keep going” through difficult times. Facilitators may want to give participants the “Compare and Contrast” handout or blank paper to help participants remember similarities and differences between themselves and their partners.
7. Give participants a few minutes to talk with each other in small groups of two or three.
8. Then, invite them to share their similarities and differences in resilience strategies with the large group.
9. Ask participants: Is comparing and contrasting a skill you already use, perhaps without thinking about it? If so, how do you use it? If not, do you see how this skill could be useful?

Prepare for PACT Time

1. Introduce participants to the short clip of testimony from a Holocaust survivor, Marion Blumenthal Lazan. Facilitators should display her [brief biography and transcript of her testimony](#).
2. Encourage participants to think about resiliency while they watch her testimony.
3. Play the testimony recording: <https://bit.ly/MBLTestimony>
4. Explain to caregivers that during PACT Time, they will watch testimony with their children and use it (and Marion’s biography) to compare and contrast what helps both Marion and Lisa be resilient.
5. Answer any questions before transitioning from Parent Time to PACT Time.

Parent and Child Together (PACT) Time®

Literacy Skill: Compare and Contrast

1. Welcome families back together. Remind children that they have learned about comparing and contrasting and will continue practicing this skill during PACT Time. They will also learn a little more about resilience.
2. Remind families that resilience means being able to “keep going” during difficulty; being able to get through hard times. Invite families to share with each other/small groups a time that they have shown resilience, or been able to get through something difficult. Shadow groups to encourage participants.
3. Offer the opportunity to share with the larger group, if desired.
4. Introduce the testimony clip of Marion Blumenthal Lazan, a Jewish survivor who was born on December 20, 1934, in Germany. In her testimony, Marion reflects on how welcomed and accepted she felt at her school after she arrived in the United States.
5. Invite families to watch the testimony clip of Marion Blumenthal Lazan. Explain that Marion was a Holocaust survivor, and encourage them to listen for the theme of resilience in her testimony.
6. Play the testimony clip: <https://bit.ly/MBLTestimony>
7. Brainstorm as a large group how Marion was resilient. What helped her be resilient?
8. Pass out the “PACT Time Compare and Contrast” handout and invite families to compare and contrast either Lisa’s experience and their own family’s or Lisa’s and Marion’s experiences.. Some helpful prompts may include:
 - a. How did Lisa/How did you show resilience?
 - b. What support did Lisa have/does your family have?
 - c. How did Lisa’s family help her be resilient? How does your family help each other?
9. Invite families to share their Venn diagrams and reflect on this experience.
 - a. How did this activity help you to better understand Lisa’s experience?
 - b. What did this activity help you to understand about compare and contrast?

CONSTRUCT:

Share Your Story of Resilience

1. Invite families to make art that represents their own story of resilience. Their creation might include written words, images cut from magazines, painted or drawn images, or anything else they might choose.
2. Facilitators may want to show an example of a mixed-media collage to offer inspiration.
3. Offer a variety of supplies from which families can choose to make their artwork.
4. Consider playing music while families are working. Either selections from the story linked in the materials above or music of your own choice.
5. Shadow family groups to offer support.

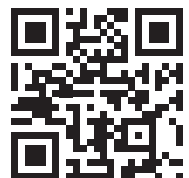
COMMUNICATE:

Share Your Art

1. Invite families to display their art of their family's story. Have half the group stay with their art while the other half walks around to view others' creations. Encourage viewers to ask questions and offer compliments.
2. Then switch the roles.
3. Remind families that these artworks will be added to their final collection at the end of the program.

Wrap-up

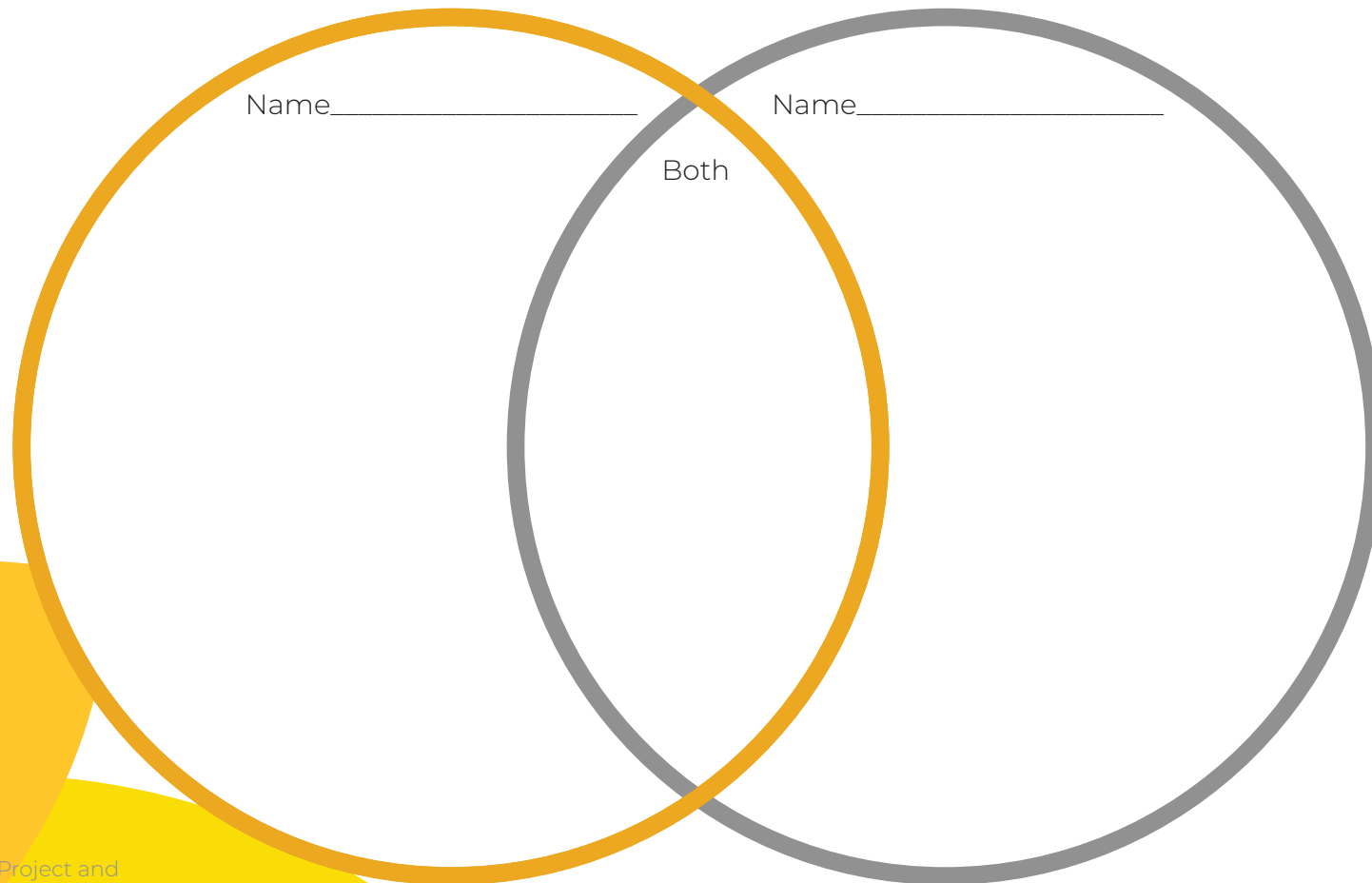
1. Have families gather together for debriefing.
2. Ask families to share their experiences during PACT Time.
3. Answer any questions that families have.
4. Provide reminders about how families can use comparing and contrasting as an entry point to talk about books, but also everyday things like making decisions (what to watch, what to wear, what to eat) or noticing details in the book vs. film version of the same story.
5. Suggest that families read further in Lisa of Willesden Lane for next time; ideally through Chapter 9. Next time they will be learning about point of view and empathy for others!
6. Thank families for attending. Share that our next session will explore how people use empathy to help others through Lisa's story. Families will have the opportunity to think of ways to practice empathy in their lives. Remind them of the date and time of the next session. Encourage families to continue learning about resilience by exploring Wonder of the Day® 1035: "What Inspires You?" <https://bit.ly/WOTD-1035>



Parent Time: Compare and Contrast with a Venn Diagram

Name _____

Use Venn Diagram to show logical relationships between two things.

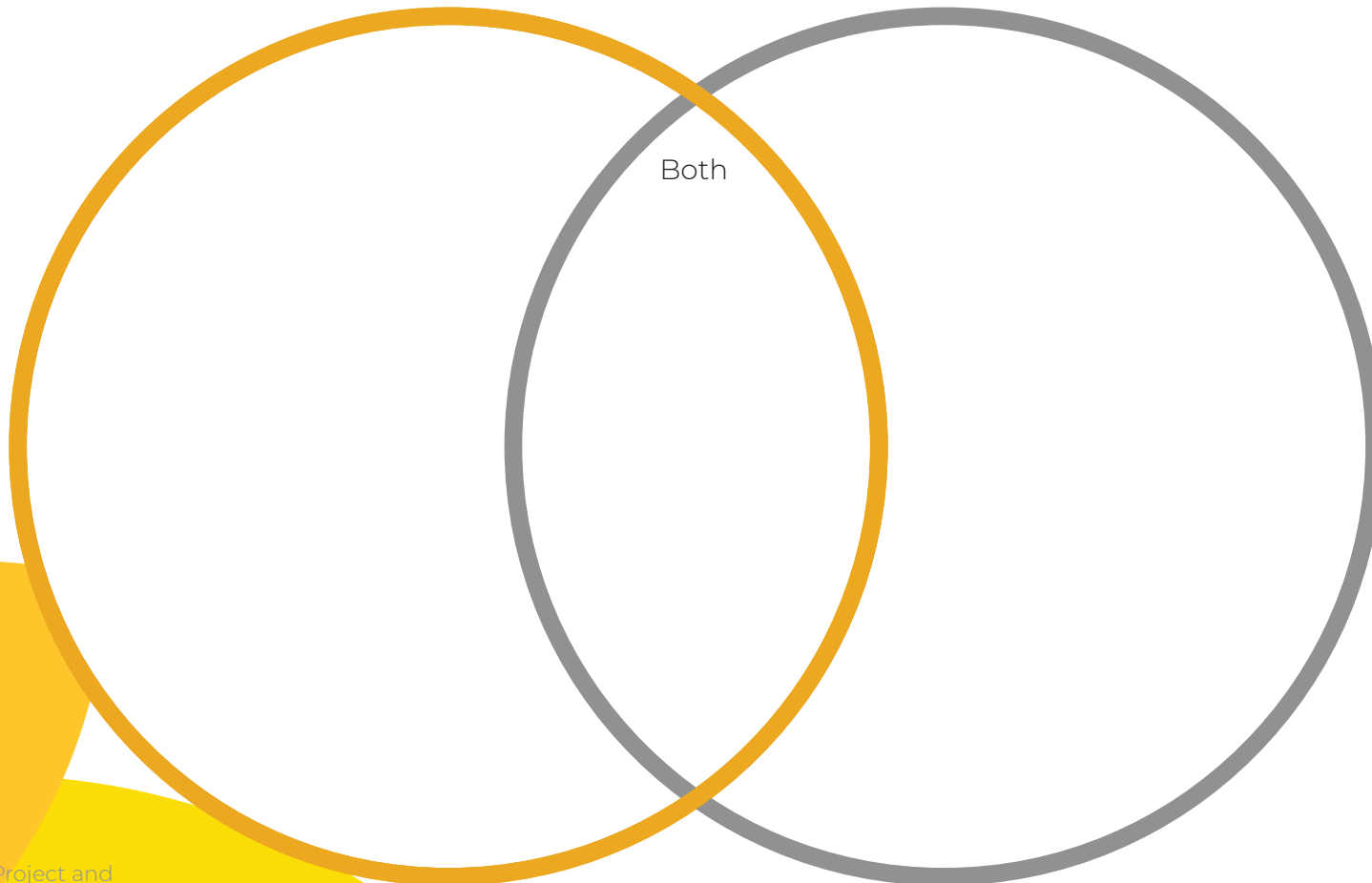


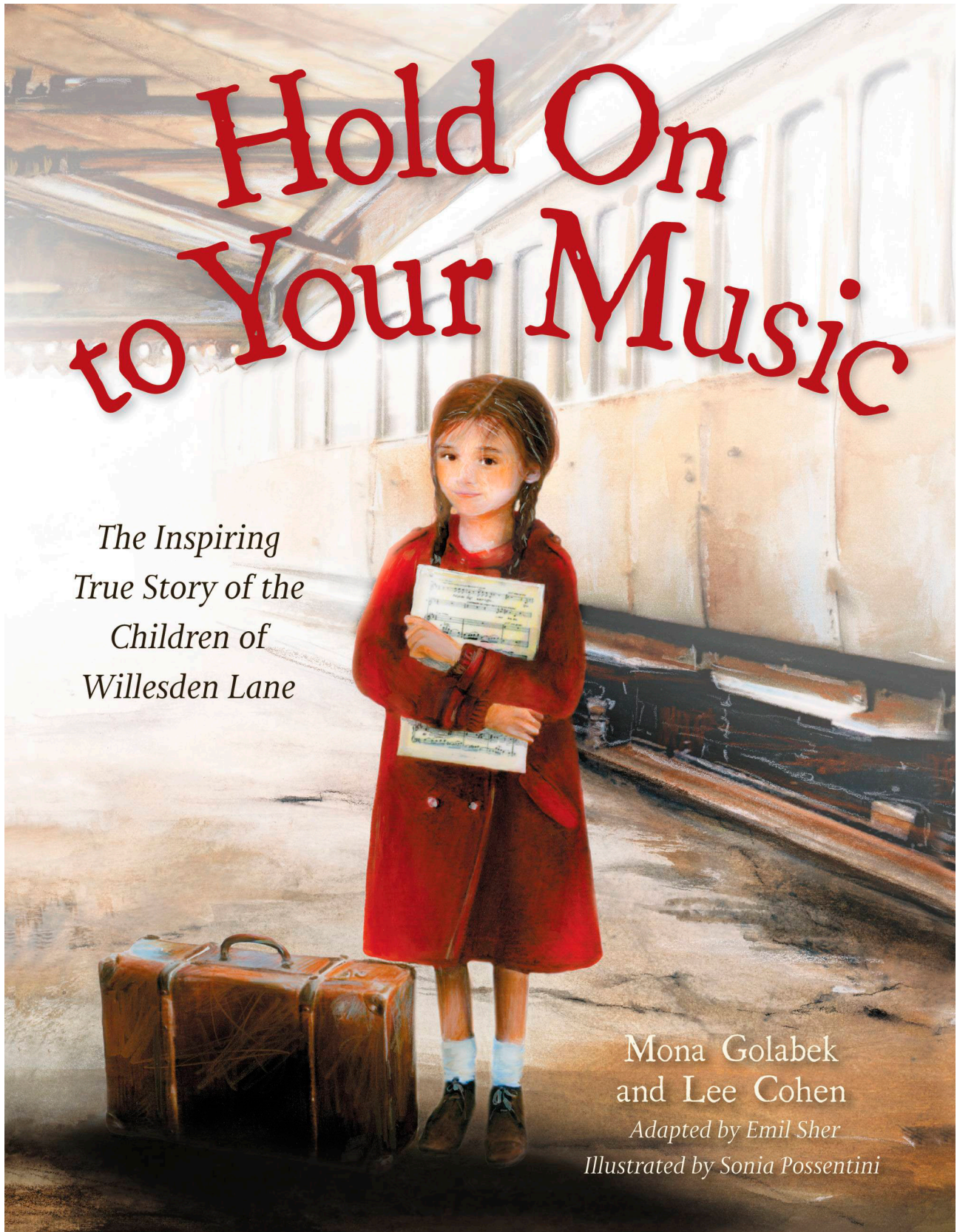
PACT Time: Compare and Contrast with a Venn Diagram

Name _____

Lisa's Experience

My Family OR Marion's Experience





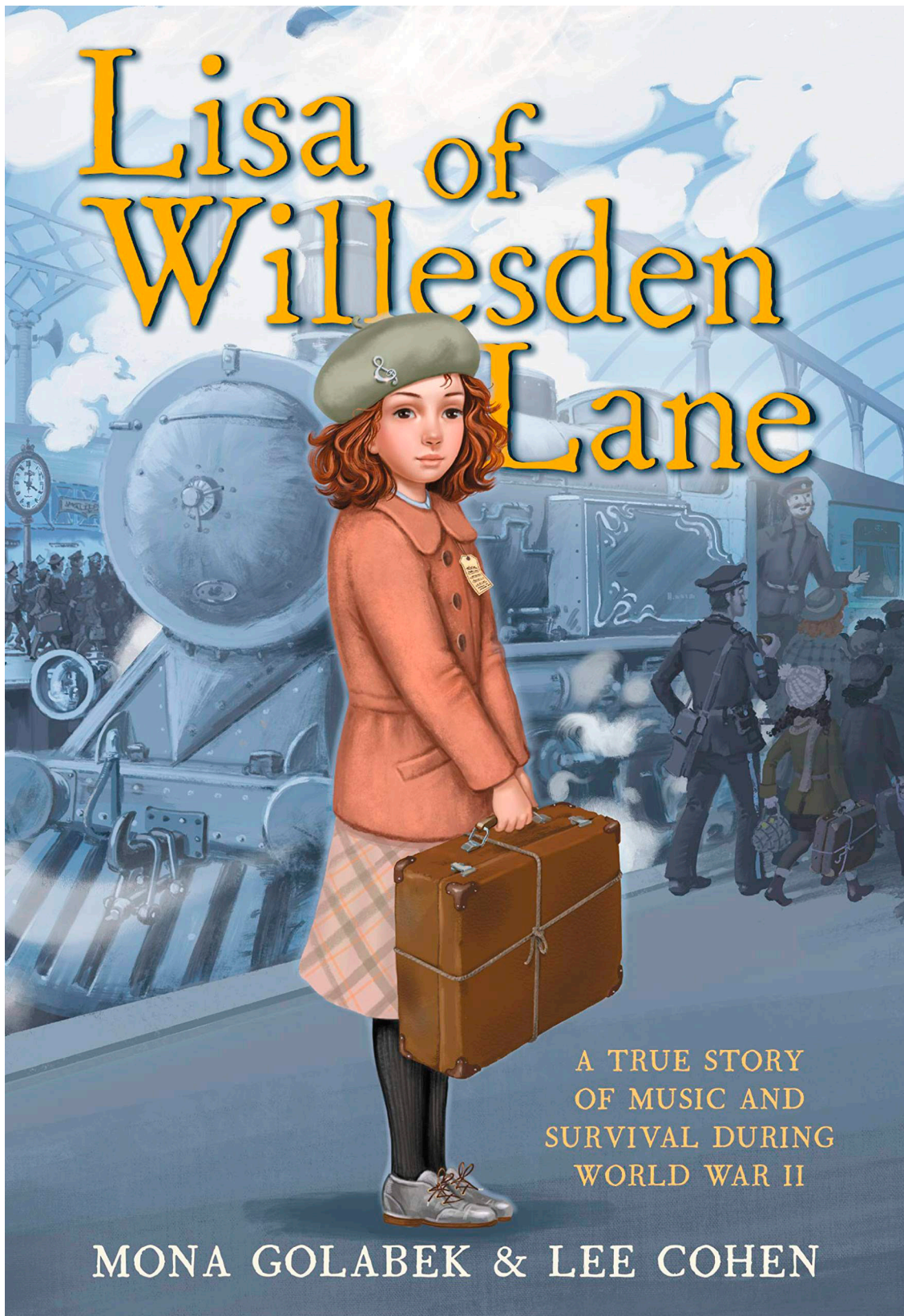
Hold On to Your Music

*The Inspiring
True Story of the
Children of
Willesden Lane*

Mona Golabek
and Lee Cohen

Adapted by Emil Sher

Illustrated by Sonia Possentini



Biography

Marion Blumenthal Lazan, daughter of Walter and Ruth, was born on December 20, 1934 in Bremen, Germany. Marion had an older brother, Albert. Marion grew up in Hoya, and lived with her parents and extended family above the family's shoe business. After the Nazis were elected to power in 1933, the family began to experience antisemitism. Marion's parents wanted to emigrate, but could not leave their ailing parents behind. In 1938, Marion's grandparents died, and her family began to make arrangements to leave Germany. In November 1938, during Kristallnacht (the wave of violent anti-Jewish pogroms which took place throughout Germany, annexed Austria, and the Sudetenland), Marion's father was arrested and sent to Bergen-Belsen, a concentration camp in Germany. Because the family had already begun the process to emigrate, they were able to secure his release. The family moved to Gouda in the Netherlands, where Marion's parents were assigned to take care of 125 children. These children had been sent from areas of Nazi-occupied Europe to the safety of an unoccupied country. On May 10, 1940, the Germany army invaded the Netherlands. Marion and her family, who were only in the Netherlands temporarily, were now stuck there. They were deported to Westerbork, a transit camp in the Netherlands. The family remained there from 1940 until February 1944, when they were deported to Bergen-Belsen, a concentration camp in Germany. In the Spring of 1945, while being transferred to a different concentration camp, the family was liberated by Soviet armed forces. Six weeks after liberation, Marion's father died of typhoid. Marion, her mother and her brother returned to the Netherlands, and they immigrated to the United States in 1948. Marion married her husband, Nathaniel, in 1953, and they had three children. This interview was conducted on February 6, 1995, in Hewlett, New York.



Testimony Transcript

“School started in September, and I was put in fourth grade at the age of 13. Again, because I did not know the language, I was very good in geography, European geography and I was pretty good in arithmetic, but that did not help me here in America. So not knowing the language, not being able to understand any of the instructions in school, they put me in the fourth grade. These children were younger than I am, much younger, and I didn't expect them to understand what I went through. I didn't speak their language. I maybe even looked different than they expected and I spoke different. I acted different. And here they were, helping me. Helping me the best that they could, and more. Helped me with the homework, I'd go over to their house, they came to my house. They were wonderful. It is just amazing how good people, and children, can be to one another. I know it can be otherwise too. But in my case, it was a wonderful experience.”

- Marion Blumenthal Lazan, February 1995