

ESSENTIAL QUESTIONS

- What is a family legacy?
- Why do we share family stories?

Facilitators' Note:

A family legacy is a set of beliefs, values and attitudes that are passed from one generation to the next through the messages and stories children receive from family members.

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, and the short animated film *Music Dreams*. The theme for the activities is family legacy while the literacy focus is on retelling.

Component	Materials	Digital Materials
Children's Education	<ul style="list-style-type: none"> • Book: <i>Lisa of Willesden Lane</i> • Facilitator: 6 large picture story tiles • Handout with small story tiles for children • scissors 	<ul style="list-style-type: none"> • Animated short film: <i>Music Dreams</i> https://bit.ly/MusicDreamsHOTYM (6:58)
Parent Time	<ul style="list-style-type: none"> • Book: <i>Lisa of Willesden Lane</i> • Facilitator: 6 large picture story tiles • Handout with small story tiles for caregivers • scissors 	<ul style="list-style-type: none"> • Animated short film: <i>Music Dreams</i> https://bit.ly/MusicDreamsHOTYM (6:58) • Facilitator Resource: Jiryar Zorthian bio and transcription • Testimony clip: Jiryar Zorthian https://bit.ly/JZorthian-Testimony (2:19)
Parent and Child Together (PACT) Time®	<ul style="list-style-type: none"> • Book: <i>Lisa of Willesden Lane</i> • Handout: "Retelling: <i>Lisa of Willesden Lane</i>" 	<ul style="list-style-type: none"> • Testimony clip: Jiryar Zorthian https://bit.ly/JZorthian-Testimony (2:19)

CHILDREN'S EDUCATION

Learning Goals

- Retell a story to remember details and demonstrate comprehension.
- Begin to identify a family story that is important to them/their family.

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 that in the previous session, we learned about perspective and empathy.
2. Ask if they saw any examples of empathy in books, media, or their world since the last meeting. How did they try to practice empathy?
3. Explain to children that this week, they will practice retelling a story. Share an appropriate example of a small event from the facilitator's life. (Example: On my birthday, my sister baked me a cake and decorated it with blue and white frosting. She lit the candles, and I blew them out. I made a wish.)
4. Divide children into pairs. Ask children to think of a brief story about their life to tell their partner. (Examples could include: story about a birthday celebration, something that happened at school, or an adventure you had with your family)
5. Children will take turns telling their partner a brief story about their life.
6. After a few minutes, invite children to retell their partner's story to the large group. *(Facilitators may want to eliminate this step if time is short.)*

COLLECT:

Literacy Skill: Retelling

1. Remind children that last session, we learned about perspective and having empathy for others. This week, we will learn to retell a story from another perspective and start to tell our own stories as well!
2. Introduce the picture story tiles. We have read two books about Lisa, and this is another way to tell Lisa's story. **We are retelling Lisa's life story, not a specific book we have read.** Each child should receive a handout with picture tiles to cut apart.
3. Use the picture story tiles to retell Lisa's story.
 - a. Facilitator will lead the whole group in this activity, holding up their set of cards, and each child will have their own set of cards to manipulate.
 - b. Hold up each card, one at a time, and ask children to describe the part of the story that is illustrated in each card.
 - c. Ask, "What happened first?" Encourage children to talk with a partner about what happened first.
 - d. As children offer suggestions, restate adding details or addressing misconceptions.
 - e. Continue retelling the story using the cards. Alternate between the facilitator stating what happened next and asking the participants, "Then what happened?"
4. Remind children that in session 1, they watched the short animated film, *Music Dreams*. Invite children to watch the film again: <https://bit.ly/MusicDreamsHOTYM>. Explain that while watching the film, students will check their sequence to make sure that they have their story cards in the correct order.
5. Reflect with children on how the activity went.
 - a. Did the pictures help them remember the story?
 - b. What was hard about retelling the story?
 - c. What was easy?
6. Invite children to think about stories from their lives (as in the opening activity) or stories that they have heard from family or friends. Are there family stories that they could retell? Let children know that in PACT Time, they will talk more about family stories.

PARENT TIME

Goals

- Help caregivers understand how to use sequencing and retelling as a comprehension strategy with their children.
- Encourage caregivers to develop their own family stories and retell them as a family.

Welcome

Welcome caregivers to the workshop. Invite questions or comments about the last workshop or anything that came up since the last session. Encourage families to talk to a partner about perspective: did they see any examples of empathy? Did they discuss perspective? If so, how did it go? If not, are there any questions we can address about perspective? Remind caregivers that perspective can be an entry point to talking about many different kinds of texts—TikTok videos, Instagram posts, news stories—beyond books.

CONSIDER:

Opening Activity

1. Remind caregivers that last session, they learned about perspective and empathy. During this session, they will tell a story from their own perspective and retell the stories of others.
2. Ask caregivers to pair off. Ask them to share a brief story from their life that they do not mind sharing with the large group. Examples might include: a memorable day recently; their favorite memory about their child/children; a memory from their childhood; a story that has been passed down through generations. Explain that family stories like these may be part of their family legacy (a set of beliefs, values and attitudes that are passed from one generation to the next through the messages and stories children receive from family members).
3. Invite caregivers to take turns telling their partner a brief story from their lives. Encourage each partner to listen carefully so that they will be able to recount their partners' story to the larger group.
4. After a few minutes, ask caregivers to join with another pair and to take turns briefly retelling their partners' stories to the other pair.
5. If time allows, process with the large group:
 - a. When you told your partner's story, did you include more, fewer, or the same amount of details as your partner did?
 - b. Why do you think that was?
 - c. Did your partner retell your story accurately?
6. Wrap-up this activity by explaining the importance of retelling as children learn to read and comprehend text. Sequencing and retelling stories shows that children remember and understand stories that they have listened to or read.

COLLECT:

Literacy Skill: Retelling

1. Remind caregivers that last session, we learned about perspective and having empathy for others. This week, we will learn to retell a story from another perspective and start to tell our own stories as well!
2. Introduce the picture story tiles. We have read two books about Lisa, and this is another way to tell Lisa's story. **We are retelling Lisa's life story, not a specific book we have read.** Each caregiver should receive a handout with picture tiles to cut apart.
3. Use the picture story tiles to retell Lisa's story.
 - a. Facilitator will lead the whole group in this activity, holding up their set of cards, and each caregiver will have their own set of cards to manipulate.
 - b. Hold up each card, one at a time, and ask caregivers to describe the part of the story that is illustrated in each card.
 - c. Ask, "What happened first?" Encourage caregivers to talk with a partner about what happened first.
 - d. As caregivers offer suggestions, restate adding details or addressing misconceptions.
 - e. Continue retelling the story using the cards. Alternate between the facilitator stating what happened next and asking the participants, "Then what happened?"
4. Remind participants that in session 1, they watched the short animated film, *Music Dreams*. Invite caregivers to watch the film again: <https://bit.ly/MusicDreamsHOTYM>. Explain that while watching the film, participants will check their sequence to make sure that they have their story cards in the correct order.
5. Facilitate discussion among parents and caregivers:
 - a. What connections do you see between The Children of Willesden Lane books and the film?
 - b. What would your child think of this retelling activity?
 - c. How might a retelling activity work in your home?
 - d. How might you retell books or videos even when you do not have picture cards?
6. Wrap-up this activity by explaining the importance of supporting children as they learn to remember and retell stories that they have listened to or read.

PREPARE FOR PACT TIME

1. Introduce a short clip of testimony of an Armenian Genocide survivor named Jiryar Zorthian. Jiryar will share some happy memories of his culture in this clip. Remind caregivers that telling family stories as Jiryar does is one way of creating a family legacy.
2. Display the [biography of Jiryar and the testimony transcript](#).
3. Play the testimony recording of Jiryar Zorthian. <https://bit.ly/JZorthian-Testimony>
4. Invite discussion from participants:
 - a. Do you retell family stories that you were told as a child? If yes, why?
 - b. What memories specific to your family and/or culture would you like your children to know?
 - c. What messages do your family stories tell us about your family legacy? What messages are most important for your family to preserve through the generations?
 - d. How do you share family stories with your children?
 - e. Why do we/should we tell family stories? What might your children gain from hearing them? Why might we want to share our stories with people outside of our families like Mona Golabek did?
5. Let caregivers know that during PACT Time, they will practice retelling *Lisa of Willesden Lane* with their children. They will then have the opportunity to share a family story with their child and support them in retelling it to the larger group.

Facilitators' Note:

Crimes against the Armenian people in the Ottoman Empire during World War I are referred to as the Armenian Genocide. Between 1915 and 1918, the Ottoman government—known as the Young Turks—forced Armenians from their homes and into the Syrian desert. Along the way, Armenians experienced extreme conditions, including starvation, abduction, abuse and violence. Much like Lisa Jura's story and the Jewish people under Nazi rule, the Armenian Christians were considered religious others and were treated as second-class citizens. After the war, violence against Armenians was renewed between 1920 to 1923. Firsthand experiences and memories of the Armenian Genocide are preserved in USC Shoah Foundation's Visual History Archive.

Parent and Child Together (PACT) Time®

Literacy Skill: Retelling

1. Welcome families back together. Remind children that we have been practicing sequencing and retelling, and that we will try more activities during PACT Time.
2. Give families the handout “Retelling: *Lisa of Willesden Lane*.” Explain that the prompts in boxes on the handout are just a guide to help them remember what events in the book come in what order. Invite them to use the handout as an aid in verbally retelling the story.
3. Invite families to work together, using the handout and their copy of *Lisa of Willesden Lane*, to retell the story.
4. Shadow families to offer assistance.
5. Encourage children to use the handout to retell *Lisa of Willesden Lane* to their caregivers. Encourage caregivers to celebrate their child’s success retelling the story!

CONSTRUCT:

Tell a Family Story

1. Introduce the testimony clip of Jiryar Zorthian—an Armenian-American artist—born on April 14, 1911, in Kutahya, Western Anatolia, Ottoman Empire. In this testimony he describes the happy memories of Armenian culture, such as cultural performances and foods, from before the Armenian Genocide began.
2. Play the testimony clip. <https://bit.ly/JZorthian-Testimony>
3. Remind families that over the last five sessions, our group has read Lisa’s story as told by Mona Golabek and listened to testimony clips to learn other people’s stories. Ask: Why is it important for people to share their stories?
4. Invite families to think about memories of family stories shared with them or experiences from their lives.
 - a. What stories would you like to share with others?
 - b. Are there family stories that you already tell?
 - c. If not, are there stories you would like to tell?
5. Encourage caregivers to tell a family story to their children (in their heart language, if they would like) and encourage children to listen carefully so that they will be able to retell the story. Invite their children to try retelling it to their caregiver. (Stories should be fairly brief, no more than five minutes long.)

COMMUNICATE:

Share Your Experience

Programs should plan an appropriate culminating event that celebrates the learning that has taken place. Some suggestions that you may want to include are:

1. Gallery walk: display participants' creations so that families can walk through and celebrate. If participants agree, create your gallery in a public space to share with your community.
2. Each family choose one experience to present to the group (a piece they created, or a favorite activity). Be sure to set a time limit for each family to share.
3. Present a collection of their creations: a book, table display, slideshow.
4. Enjoy a collaborative music playlist (could be combined with other activities).

Wrap-up

1. Have families gather together for debriefing.
2. Invite families to share their favorite part of the program.
3. Remind families of the skills they have learned during this program: digital literacy, picture walks, comparing and contrasting, identifying perspective, and sequencing and retelling. Encourage families to keep using and practicing these skills with all kinds of texts!
4. Answer any questions that families have about continuing these skills after the program ends.
5. Complete any feedback forms your site/program may require.
6. Share any other programs your site provides.
7. Thank families for attending. Encourage families to continue learning about the Holocaust by exploring Wonder of the Day® 1439: "What Was the Holocaust?" <https://bit.ly/WOTD-1439>



Retelling: *Lisa of Willesden Lane*

In the beginning,

Next,

When Lisa first came to England, she

Then,

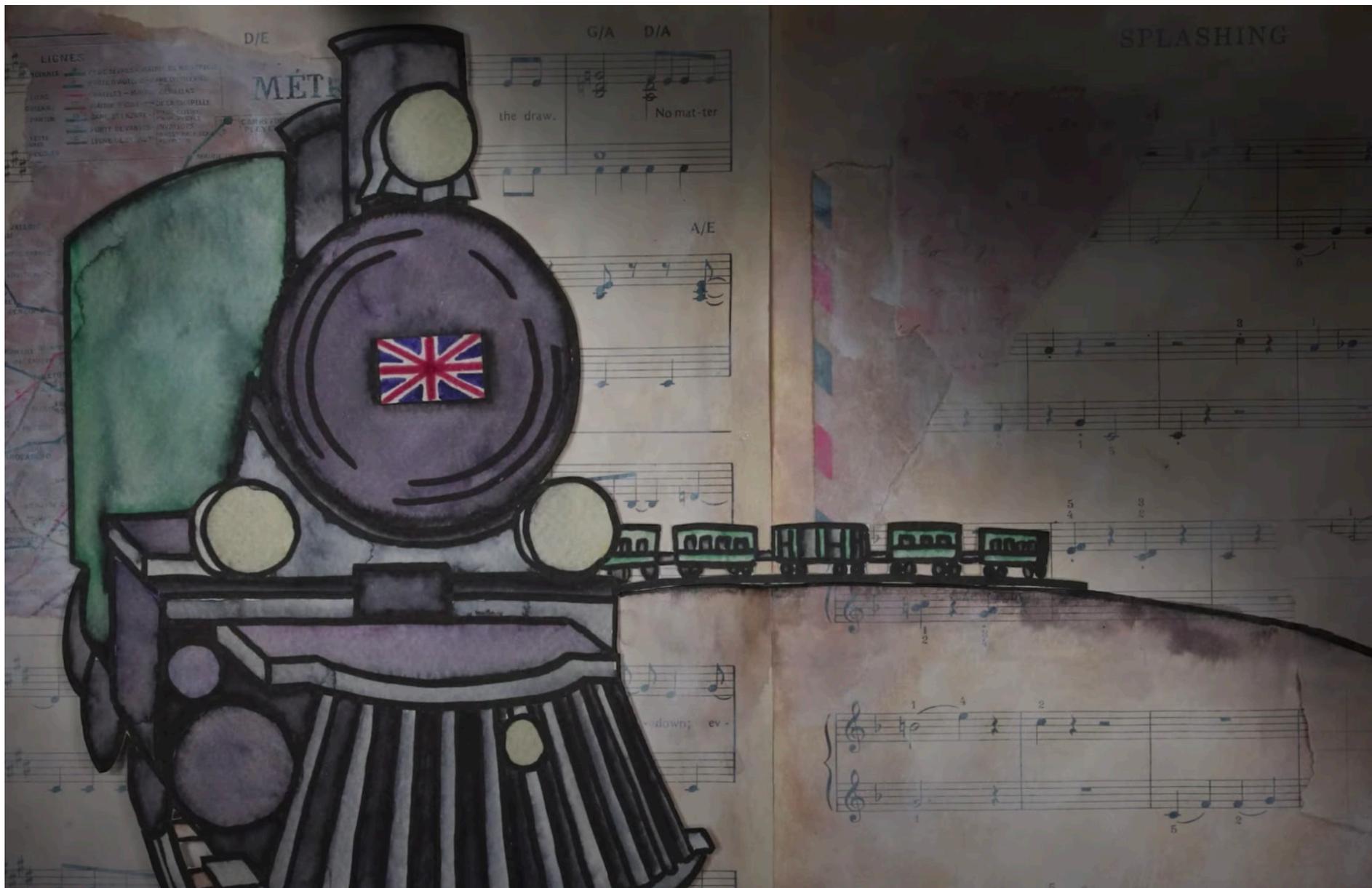
Lisa kept up with her music by

After the war,















Biography

Jiryar Zorthian was an Armenian-American artist, born on April 14, 1911, in Kutahya, Western Anatolia, Ottoman Empire, the oldest sibling of three boys. Zorthian and his family survived the Armenian Genocide and after the liberation they moved to Bursa (Ottoman Empire), later Constantinople and finally to Italy. After living in Italy for a year, they immigrated to the United States in 1922 settling in New Haven, Connecticut. He graduated from Yale University with Master of Fine Arts. Jiryar died January 6, 2004, at 92 years old. He spent the past 57 years of his life working on his ranch. This interview took place on February 15, 1991, in the United States.



Testimony Transcript

“My mother used to cook all types of Armenian dishes, which were great, wonderful and nostalgic memories of my past, and I loved the Armenian things that were not, that are not “restaurant-able” today, they took an awful long time to do. Many of our hanteses [performances] had to do with gatherings where we children were always taken, we weren’t left home. And then, we would also have these hanteses [performances] where the elderly would tell these wonderful old stories that were sometimes made usually for adult people, and when we were supposed to be sleeping in another room with a babysitter, I would wake up and walk to the door and listen to these fascinating stories. Also we had picnics. Long, long just incredible number of people, where we’d go up into the mountains, we’d dig a hole and put this huge crock with all types of vegetables and meats and so on and cook it semi-underground. And all through the day people would eat mezze [appetizer] it’s called, hors d’oeuvres, drinking Raki [alcoholic drink], and we’d dance on Oriental rugs, and then certain groups of people would be in one place, and then other groups would be in a hill next to it and so on. At night we would start singing some Armenian songs. We would sing certain stanzas of it, and groups in the other mountain would echo and sing the second verses et cetera. Anyway, these are the pleasant things that happened in Armenia.”

- Jiryar Zorthian, February 1991