



I Wanted to Fly like a Butterfly

For Grade 3

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation based on Yad Vashem's teacher's guide.

Objective: Introduce the complexities of hiding during the Holocaust.

Estimated time: 30 minutes per class, for 6 to 8 classes

Essential questions:

- How sort of difficulties did children in hiding have to deal with?
- What was the impact on the people who were hiding them?

Essential lessons:

- Children in hiding had to learn to be quiet and unnoticeable.
- Hiding Jews had a big impact on the lives of the non-Jews hiding them.

Materials:

- *I Wanted to Fly like a Butterfly: A Child's Recollections of the Holocaust* by Naomi Morgenstern

Procedure

- *Note: this book is divided into color-coded chapters to help you organize your reading.*
- Start by introducing Hannah as an adult who is grown up now living in Israel. She wants to tell the children a story about something that happened to her when she was young.
 - *You can do this by reading the blue-grey chapter on pages 36-38 first.*
- Each week, read a few sections of the story. Here is one possible breakdown (*but gear the time to your students' attention spans*):
 1. Pages 3 to 6 (blue, gold) – before the war and the yellow star
 2. Pages 9 to 11 (dark blue, tan) – moving to the ghetto, the synagogue
 3. Pages 12 to 15 (light green, grey) – school is closed, deportation
 4. Pages 16 to 20 (brown) – escape and hiding in the forest
 5. Pages 20 to 23 (dark grey) – parting from father
 6. Pages 24 to 29 (purple, amber, light brown) – hiding in Warsaw
 7. Pages 30 to 36 (green, yellow, blue-grey) – the end of the war and life after
- Pause to discuss the questions in the teacher's guide for each section as you read.
 - *Be careful, however, because some of the descriptions in the teacher's guide are not age-appropriate for your students. Do not read these descriptions to the students – use them as context for yourself.*



Extension activities:

- Write a letter to Hannah at her address in the back of the book. She will send you a picture of herself with her grandchildren (now all grown up).
- Make a megillah of the story, drawing pictures for each section.

Notes on staying age-appropriate:

- If there are sections that seem difficult or beyond the maturity level of your students (e.g. the burning of the synagogue), you have two options:
 - If the section does not directly impact the flow of the story, skip the section.
 - Read the section but do not stop to ask questions. That part of the story will then flow over the students and they will be less likely to focus on the specifics.
- Be sure to stay within the children's normal attention span and not try to read too much each week.
- Never ask them to think about what they would do in Hannah's place. Ask instead what they think Hannah did.
 - Do not, for instance, try to have them imagine or play out what it was like to pretend to be a potato. Instead, have them consider what it felt like for Hannah.
- Discuss this as a story that Hannah, who is now an old woman, wants to tell them about what happened when she was young. By starting in this way, we make it clear that Hannah survives whatever happens to her and grows up.
- Talk about this as something that happened to Hannah *a long time ago in a faraway place*. This prevents them from fearing it might happen to them.