



The Daughter We Had Always Wanted

For Grade 8

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Give the story of the Holocaust a personal face with the true story of a child in hiding.

Estimated time: 15 to 30 minutes per week, for 6 to 8 weeks

Essential questions:

- What was the impact on Jewish children of hiding by pretending to be non-Jews?

Essential lessons:

- Children in hiding sometimes had to deny their Judaism and even pretend to be antisemitic to fit in with the non-Jews around them.
- Some of these children had difficulty reclaiming their Jewish identity after the war.

Materials:

- *The Daughter We Had Always Wanted*, by Naomi Morgenstern

Procedure:

- Each week, read a section of the story. Gear how much you read to the students' attention span and the time you have in class. Try to end at the end of a chapter.

Here is one suggested breakdown:

1. Marta (p5-16): *Instead of starting with the past; Once upon a time; Happy memories; Life changes;*
2. Separations (p17-28): *An opportunity to save Lunia; Where did Dusha Go?; One day I went with mother to the pharmacy*
3. Kryshya (p29-39): *We must part; Kryshya; Lydka; Who will be there when I arrive?*
4. Becoming Kryshya (p40-50): *How to behave in Warsaw?; How does one play in the courtyard?; Kryshya is a student in school*
5. Being Kryshya (p51-68): *I can be counted on; Mrs. Czaplinska saves my life; The war is over; Returning to Warsaw*
6. Kryshya or Marta? (p69-83): *Grandfather wants me; I want to go to Mrs. Czaplinska; Marta or Kryshya; In the children's home*
7. Israel – reclaiming Marta (p84-100): *En route to the land of Israel; Alone with everyone; Michael; Leiser and Pesya; From 1948 until today*



- After the first week, begin each week by discussing what you read the previous week.
- End each reading with a discussion of what is happening in the story. Allow the students to ask questions and comment. In the later chapters, be sure to talk about the difficulties Marta is having reclaiming her Jewish identity.

Notes for the ISJL and other curricula with 8th grade Holocaust programs:

- Many religious school curriculum sets include an in-depth Holocaust unit in the 8th grade, including the curriculum from the Institute for Southern Jewish Learning (ISJL).
- *We recommend using this unit as part of the in-depth Holocaust curriculum.*
 - By giving the students a single individual to follow, they are drawn into the story.
 - This story is can help kick-start discussion within the more in-depth curriculum.