

Alicia: My Story
Lesson Plan for Chapter 17
“Struggle to Survive”

Title	“You must go on living...”
Rationale	It is important for students to understand that we all can be victims of life and society not mattering where we come from. This lesson is for students to be able to walk away with a Strength, value and faith in themselves.
Instructional Objectives	The student will be able to: <ul style="list-style-type: none"> • Understand the importance of “not giving up”; how, throughout history, other people have gone through insane amounts of pain and survived. • Realize the importance of self-analyzing and history.
Next Generation Sunshine State Standards	SS.912.A.6.3 <i>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</i>
Common Core State Standards	CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Materials and Resources	<ul style="list-style-type: none"> • Paper & pencil for the foldable. • <i>Alicia: My Story</i> by Alicia Appleman-Jurman. • <i>The Holocaust: A Concise History</i> by Doris L. Bergen & Frida Kahlo, <i>1907-1954: Pain and Passion</i>. • YouTube video on Michael Oher: http://www.youtube.com/watch?v=zg5zmfYXEE0 • PowerPoint presentation
Preparations	<ul style="list-style-type: none"> • Ensure the foldable will work according to what is planned for the lesson. Make a sample ahead of time to show to students (this will help them get an idea). • Make sure the YouTube link works. • Teacher should be familiar with the following books: <i>Alicia: My Story</i> by Alicia Appleman-Jurman; <i>The Holocaust: A Concise History</i> by Doris L. Bergen & Frida Kahlo, <i>1907-1954: Pain and Passion</i>. These books will offer the teacher the necessary background knowledge to be able to succeed in this lecture. Sufficient information has been provided for each of the historical figures, but additional information might be required.
Introduction (5 minutes)	<ol style="list-style-type: none"> 1. Show image of iron or steel being fired, being made stronger and harder (PowerPoint slide 1). 2. Ask: “What do you see?” 3. Allow for student responses. 4. Then say: “Steel, when fire is added, the hotter it is, the stronger it becomes. And we are like that: the more life gives us, the stronger we become; it is overcoming obstacles which give us that strength and survival achievement.”

**Procedures
30 minutes**

- Explain that the day's lecture will be about two women who survived the Jewish Holocaust. Ask students if they are familiar with either Alicia Appleman-Jurman or Frida Kahlo; allow responses.
- Make use of their knowledge by incorporating what you know into what they know.
- A foldable will be used to make the note-taking easier and more fun; it will also serve as a study guide.
 - STEPS (see example in PowerPoint):
 - fold a piece of paper in half
 - cut in the middle of one side
 - on tab 1, write "The Fight"; on tab 2, "Survival"
 - also on tab 1, write "Alicia"; on tab 2, "Frida"
 - Under both tabs, students write "strength", "valor", "faith" – leaving room under each for notes.
 - Ensure all the students are following instructions and have the foldable correct. Remind students that their foldable is their own notes system, and so they need to write down whatever qualities they think fit best and in a way that will be the easiest to remember.

5. Lecture – Strength:

- Ask students what comes to mind when they hear the word "strength"; allow responses.
- Then ask them "What is inner strength? Can anyone provide an example?"
- Inner strength, often called resilience, is the ability to cope with stressful situations life throws at us.
- Present events from Alicia's life that show strength. Use pages 234-235 in *Alicia: My Story* to present characteristics of strength. Students could be called on to provide other examples from other parts of the book as well: e.g., setting up an orphanage for children who'd survived death camps, working for the underground organization Brecha to smuggle Jews to the West and Eretz Israel, her illness & stay at the UNRR displaced persons camp in Belgium, her trip aboard the *Theodor Herzl* from Marseilles to Israel & the ship's subsequent capture, her internment in Cyprus, her service in the Israeli Navy.
- Information provided in the *Alicia: My Story* online exhibit could also be presented, such as her marriage & children, and how she has dedicated her life to bearing witness to others of her time during the Holocaust.
- Present events from Frida's life that show strength. She suffered serious injuries as a result of an accident, including a broken spinal column, collarbone, ribs, and pelvis; 11 fractures in her right leg; a crushed and dislocated right foot; and a dislocated shoulder. Also, an iron handrail pierced her abdomen and her uterus, compromising her reproductive capacity. She had as many as thirty-five operations as a result of the accident, mainly on her back, her right leg, and her right foot. The injuries also prevented Kahlo from having a child; though she conceived three times, all her pregnancies had to be terminated.
- Ask students what can be said about the strength of these two women. Do we consider them strong?

6. Lecture – Valor:

- Ask students what comes to mind when they hear the word "valor"; allow for responses.
- Have a student use a dictionary to look up actual definition. Then ask students what other words (synonyms) could be used to describe what valor is; ask them for opposites as well.

- Ask students if anyone has ever heard the phrase “When life gives you lemons, made lemonade”; allow for responses; then, if no student got it “right”, explain.
- Explain that, when faced with adversity, people can come out triumphant; when life treats people badly or is thought to be unfair, yet people still get up every day and go about their lives, that’s valor.
- Present events from *Alicia: My Story* that show valor, including those surrounding the Germans showing up at her house: her mother being shot, Alicia herself being taken to prison & told she’d be shot the next day, her journey outside the city, and her escape.
- Ask students if they think these events show signs of valor in Alicia.
- Remind students of Frida’s injuries, then connect them to how they might show her valor. Point out that, despite her injuries & years of pain, suffering, surgeries, etc., that she still continued to paint and live her life.

7. Lecture – Faith:

- Ask students what they think is/are good definition(s) for the word “faith”; allow for responses.
- Present actual definitions:
 - confidence or trust in a person or thing; faith in another’s ability.
 - belief that is not based on proof.
 - belief in God or in the doctrines or teachings of religion.
 - belief in anything, as a code of ethics, standards of merit, etc..
 - a system of religious belief.
- The focus definition for the lecture will be the first one, “confidence or trust in a person”. Confidence or trust in one’s self, in one’s own abilities to do what is right, to show valor and prove our inner-strength. (In a multicultural classroom, there are many faiths when it comes to religion &/or God, plus it would delve into a different subject; therefore, for the purpose of this lecture, the focus is on one’s inner faith.)
- Present events from Alicia’s life that show faith, including her attitudes about human goodness even after witnessing her mother’s brutal murder, her believing the words (warnings) & actions of others she encounters – that German soldiers are approaching, the loaf of bread, and Wujciu. Events from later chapters of the book could be presented as well. Remind students that Appleman-Jurman swore on her brother’s grave that if she lived she would speak for her silenced family.
- Present events from Frida’s life that show her faith coming from within, how she uses it to guide her brush & create paintings that reflect her suffering but, her ability to overcome it and survive...her valor.

8. Conclude by asking students if they would give up in the face of such severe adversity, or would they fight like Alicia & Frida? Ask if anyone can give an example of someone in today’s times who embodies these same three characteristics of strength, valor, faith. Ask if anyone has heard of Michael Oher or seen the movie *The Blind Side*.

9. Show YouTube video giving brief overview of Michael Oher – his strength, valor, & faith.

<http://www.youtube.com/watch?v=zg5zmfYXEE0>

Closure	Show quote by Steve Goodier (PowerPoint slide 12) and give students one minute to reflect on the three qualities discussed. Have them think about a time in their lives when they used them to overcome a situation, and remember that, just like a metal that gets stronger the more heated it becomes, students become stronger in the face of hard situations & overcome them.
Assessment	Students will be taking notes on the foldable during the lecture. Have students turn in that foldable for grade, which will be returned afterward as a study guide.
Extensions / Modifications for Differentiated Instruction	<ul style="list-style-type: none"> · This lesson can take students well beyond the classroom. It will teach them to see others in a different light, to want to help, want to foster better relationships and connections. It can be used in a history class a way to introduce the Holocaust or teach about Mexican art or history, ethics to discuss morals and virtues, philosophy in the idea of man & acts towards others, and psychology in terms of how can some people help where others turned a blind eye. · Because of the historical background necessary for the understanding of this lesson (even though is basic), it would be hard for ELLs who have not been introduced. Once ELLs have been introduced to the history of the characters, the lesson itself is fitted to cater to them: lots of images, big letter words with a simple language tone.
References	<p><i>Alicia Appleman-Jurman: Survival and Heroism of a Young Girl During the Holocaust.</i> (n.d.). Retrieved from http://www.datasync.com/~davidg59/alicia.html</p> <p><i>Alicia: My Story</i> « <i>Alicia: My Story</i>. (n.d.). Retrieved from http://aliciamystory.com/alicia-my-story/</p> <p>Appleman-Jurman, A. (1988). <i>Alicia: My story</i>. Toronto: Bantam Books.</p> <p><i>The Blind Side Trailer 2.</i> (n.d.). Retrieved from http://www.youtube.com/watch?v=zg5zmfYXEE0</p> <p><i>El valor de Frida Kahlo 5064 Letras Libres.</i> (n.d.). Retrieved from http://www.letraslibres.com/imagenes/el-valor-de-frida-kahlo-5064?orden=autor</p> <p><i>Faith Define Faith at Dictionary.com.</i> (n.d.). Retrieved from http://dictionary.reference.com/browse/faith?s=t</p> <p><i>Frida Kahlo Quotes (Author of The Diary of Frida Kahlo).</i> (n.d.). Retrieved from https://www.goodreads.com/author/quotes/52760.Frida_Kahlo</p> <p><i>Helping Your Child Build Inner Strength-What Is Inner Strength?</i> (n.d.). Retrieved from http://www.webmd.com/parenting/tc/helping-your-child-build-inner-strength-what-is-inner-strength</p> <p><i>Hitler Invades Poland September 1 1939.</i> (n.d.). Retrieved from https://www.youtube.com/watch?v=5Y9NexpibEo</p> <p><i>The Strongest Steel is forged from the Hottest Fires.</i> (n.d.). Retrieved from http://extremefitnessmartialarts.com/the-strongest-steel-is-forged-from-the-hottest-fires/</p>

ATTACHMENTS

- PowerPoint Slides
- Foldable “final look”

Slide 1

“You must go on living...”
Alicia: My Story, 1988, p. 235

Chapter 17: “Struggle to Survive”

Slide 2



Image: Iron / steel being fired and therefore made harder & stronger.

Slide 3

OBJECTIVES

Through the study of historical facts, events, and people, students will:

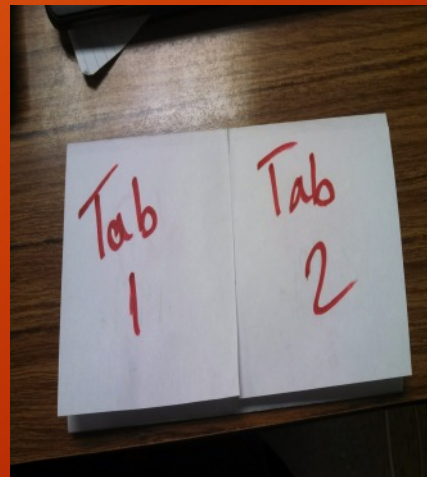
- describe individuals who embody strength, valor, and faith;
- understand the importance of tenacity;
- develop empathy;
- reflect on personal values and characteristics.

Slide 4

FOLDABLE

Alicia Appleman-Jurman

Frida Kahlo



Slide 5



Slide 6



Slide 7

VALOR

Slide 8



Slide 9

FAITH

Slide 10

“In the relative safety of the forest I know began to feel the effects of the last two weeks. Whenever I closed my eyes I saw the two Gestapo men and the gun with which they’d killed my mother; I heard the sound it made when it pointed at me and misfired.”

“Get up, Alicia!” she was calling to me. “Get up from the ground. You must not lie there and grieve. You must go on living; you must live! You must live, Alicia! Take my hands, sweetheart. Get up and go away from here.”

Slide 11

“Nothing is absolute. Everything changes, everything moves, everything revolves, everything flies and goes away.”

— Frida Kahlo



"I paint myself because I am often alone and I am the subject I know best".

Slide 12

“Our paths are not written, we are the writers of our life. When faced with adversity, one must keep his head up and move forward.”

Slide 13

PRESENT

Slide 14

Michael Oher



The Blind Side

Slide 15

“My scars remind me that I did indeed survive my deepest wounds...They remind me that the damage life has inflicted on me has, in many places, left me stronger and more resilient. What hurt me in the past has actually made me better equipped to face the present.”

— Steve Goodier,
author of *One Minute can Change a Life*

Foldable Final Look



On the left



On the right

On the inside of the page under Frida Kahlo

- Strength (inner): ability to overcome life hardships. Her medical problems
- Valor (brave): even with all her illness she continued to paint, never giving up
- Faith (in one's self): inner-strength is her faith; herself.

On the inside of the page under Alicia Appleman-Jurman

- Strength (inner): her mom got killed in front of her and she continued to live; survived numerous close to death encounters; helped other even when she needed the help
- Valor (brave): Her mom died, she was alone and continued to live
- Faith (in one's self): Believes in herself to move forward and help others

This information may vary depending on the student.