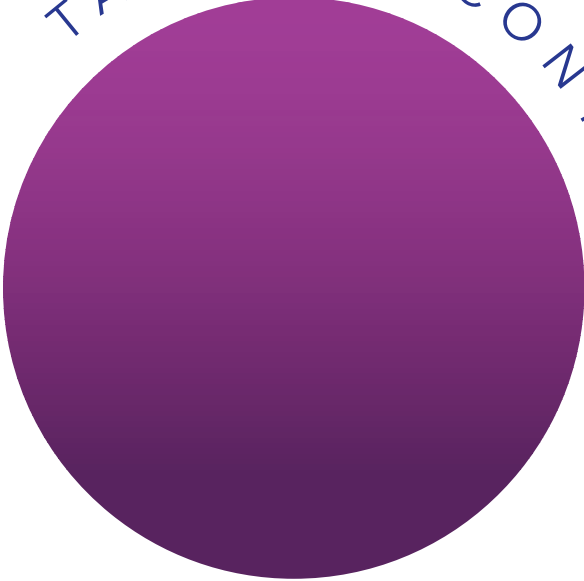


YOUNG UPSTANDERS
TOOLKIT



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CYVIA AND MELVYN WOLFF FAMILY FOUNDATION



This toolkit was created by the Holocaust Museum Houston Education Department, part of the Boniuk Center for the Future of Holocaust, Human Rights, and Genocide Studies.

You can reach the team at education@hnh.org

Please fill out a short survey about your experience with this toolkit by scanning the QR code.





If you have any questions about this toolkit, you can reach the Holocaust Museum Houston Education Department at education@hmh.org.

This toolkit is designed for students in Kindergarten through 5th grade with the goal of encouraging students to become engaged Upstanders in their classrooms, communities, and world.

Holocaust Museum Houston defines an Upstander as: A person who chooses to take positive action in the face of injustice in society or in situations where individuals need assistance.

And as: a person who takes action when they see something wrong that is happening.

An Upstander is someone who is nice, kind, and helpful.

The activities in this toolkit are split into three color-coded sections:

1. What is an Upstander?
2. Upstanders in History
3. How to be an Upstander

Within each section, activities are divided into those for Kindergarten through 2nd grade and 3rd through 5th grade. While the lessons for each grade flow together to create a unit, each activity can also be completed by itself.

All the activities included in this toolkit are aligned to the TEKS for English Language Arts and Social Studies. Specific TEKS are listed by grade level and subject for each of the three sections.

Each section includes any worksheets needed for each activity. These worksheets can be photocopied or printed for use with students.

Several lessons in this toolkit utilize children's literature such as the book *The Whispering Town*. All the books utilized in these lessons can be accessed for free via Holocaust Museum Houston's E-books program. Visit <https://hmh.org/education/ebooks/> for more information. To reserve, please contact ebooks@hmh.org or call 713-527-1611.

TEACHING THE LESSONS OF THE HOLOCAUST IN ELEMENTARY CLASSROOMS

Using the lessons of the Holocaust and other genocides, Holocaust Museum Houston teaches the dangers of hatred, prejudice, and apathy. We believe that the Holocaust holds important lessons for individuals and society, including the fragility of democracy, the dangers posed by authoritarianism, the consequences of individual decisions, and the costs of violence and discrimination. These lessons may look different when taught in an elementary school classroom, but they are no less urgent. Studies show that children between the ages of two and four years old can already internalize biases. Elementary school is a vital time when students are learning about the world around them and forming the values they will hold throughout their lives.

However, most aspects of the Holocaust are not appropriate for elementary school classrooms. Learning about the mass murder perpetrated during the Holocaust too early can traumatize students and lead to their disengagement with the subject in middle and high school. The simplification necessary to make the Holocaust appropriate for elementary schoolers can, when not handled with care, also contribute to the trivialization of the Holocaust.

Instead of teaching directly about the events of the Holocaust, elementary school teachers can teach their students the foundational lessons of the Holocaust by teaching their students concrete steps to becoming engaged Upstanders in their schools, communities, and world.

Holocaust Museum Houston defines an Upstander as: A person who chooses to take positive action in the face of injustice in society or in situations where individuals need assistance.

And as: a person who takes action to help when they see something wrong that is happening. And as: a person who helps others when they need it.

An Upstander is someone who is nice, kind, and helpful.

Examples of Upstander behavior include helping another student who is being bullied, helping cheer up a student who is sad, assisting with classroom or household tasks, befriending a new student, mentoring or aiding other students, and working to create a welcoming environment for everyone.

During the Holocaust, Upstanders helped hide Jews and resisted the Nazis. Studies of rescuers during the Holocaust have shown that one of the only factors many rescuers had in common was that they were engaged Upstanders in small ways before the Holocaust. Their extraordinary actions during the Holocaust began with small, everyday actions before it.

While a small number of people became Upstanders before and during the Holocaust, the majority of people - for a wide variety of reasons - chose to do nothing as the Nazis and their collaborators murdered about six million Jewish people and millions of people from other groups. One of the most important lessons of the Holocaust is that decisions have consequences - and that doing nothing is a choice. If we truly want to prevent genocides like the Holocaust from happening again, the first step is to reconsider the small actions we take every day and the ways we interact with fellow human beings. The activities in this toolkit are designed to start this process in elementary school classrooms.

SECTION 1: WHAT IS AN UPSTANDER?



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) ALIGNMENT FOR WHAT IS AN UPSTANDER?

Grade	English Language Arts	Social Studies
Kindergarten	1(A, B, C, D), 2(D i, ii), 3(B), 5(B, C, E, F, G, H), 6 (B, C, D, F), 7(A, B, C)	13(B), 14(A, C), 15
1 st grade	1(A, B, C, D), 2(D), 3(B), 6(B, C, E, F, G, H), 7(A, C, D, F), 8(A, B, C)	12(A), 16(B), 17 (C, D), 18
2 nd grade	1(A, B, C, D), 3(A, B), 7(A, C, D, F), 8(A, B, C)	10(A, C), 15(A, B), 16(E), 17
3 rd grade	1(A, B, C, D, E), 6(B, C, E, F, G, H), 7(A, C, D, E, F, G), 8(B, C)	9(A, C), 14(B), 15(D), 16
4 th grade	1(A, B, C, D), 6(B, C, E, F, G, H), 7(A, C, D, G), 8(B),	21(B, C), 22
5 th grade	1(A, B, C, D), 6(B, C, E, F, G, H), 7(A, C, D, G), 8(B)	25(B, C), 26

Learning Objectives

Students will:

- ✓ Understand the meaning of the term Upstander
- ✓ Identify the characteristics of an Upstander
- ✓ Be able to apply the meaning of the term Upstander to historical and current-day events
- ✓ Strengthen social studies and ELA skills by learning and incorporating new vocabulary, investigating the characteristics of good citizenship, and synthesizing information

ACTIVITY 1: ANCHORING UPSTANDERS

Recommended grade levels: K-2

Materials needed:

- Worksheet A: Upstander vocabulary card

Teaching Strategy:

1. Show students Worksheet A: Upstander vocabulary card by printing copies for each student, projecting the card on the screen, or writing the different components on the board.
2. Sound out the word Upstander with the students.
3. Ask students to guess what they think the word Upstander means.
4. Introduce the term Upstander to the class by giving the definition and writing it on the Upstander vocabulary card under "Definition" or the board.

You can define an Upstander as: a person who helps others when they need it.

5. List the characteristics of an Upstander on the card above "Characteristics." Characteristics of an Upstander include:
 - Nice
 - Kind
 - Helpful
 - BraveYou can also include additional positive characteristics that you are trying to emphasize in class.
6. Ask students for examples of Upstander behavior. What types of actions would an Upstander take? Have a whole-class discussion and write student responses under "Examples" on the vocabulary card.
7. Ask students to complete the sentence stem "I can be an Upstander by..." by sharing their answers out loud. Write their answers on the vocabulary card.
8. Post the vocabulary card in the classroom so it can be reviewed during later lessons. It can also be used to remind students of characteristics they can exhibit to be Upstanders.

ACTIVITY 2: THE CHARACTERISTICS OF AN UPSTANDER

Recommended grade levels: K-2

Materials needed:

- A copy of the book *The Whispering Town* by Jennifer Elvgren. *You can borrow a single copy or class set of *The Whispering Town*, as well as other books to support elementary students, for free via Holocaust Museum Houston's ebooks program. Visit <https://hmh.org/education/ebooks/> for more information. To reserve *The Whispering Town* or other E-book resources, please contact ebooks@hmh.org or call 713-527-1611.
- Worksheet A: Upstander vocabulary card

Before the activity:

1. To prepare for this activity, the teacher should read the below summary of *The Whispering Town*:

In *The Whispering Town*, it is 1943 in Nazi-occupied Denmark. Anett and her parents are hiding a Jewish woman and her son, Carl, in their cellar until a fishing boat can take them across the sound to safety in neutral Sweden. With the help of the baker, the librarian, the farmer, and her neighbors, Anett keeps Carl and his mother safe even as Nazi soldiers search her street for hidden Jews. With the Nazis closing in, and worried about Carl's safety, Anett thinks of a clever and unusual plan to get Carl and his mother safely to the harbor on a cloudy night without the moon to guide them.

Based on a True Story: On a moonless night in 1943, in the small Danish fishing village of Gilleleje, the town's citizens stood in their doorways and whispered directions to the harbor to their Jewish neighbors.

In 1943, the Nazis took over the Danish government; shortly after, they began to round up the approximately 8,000 Danish Jews and send them to concentration camps. The Danes, who viewed their Jewish neighbors as full Danish citizens, hid Jews in their homes, in warehouses, barns, hotels, and churches. In secrecy, they secured boats to transport them.

Teaching Strategy:

1. Use Worksheet A: Upstander vocabulary card to review the meaning of the term Upstander.
2. Read the book *The Whispering Town* to the class. Check for student understanding and engagement by occasionally asking questions about the reading or asking students to recap what has happened so far.
3. After reading the story, the teacher will return to the Upstander vocabulary card and add examples and characteristics from the story based on student responses. Class discussions can center on the following questions:
 - Anett's papa calls her "Brave Anett." Why does he call her that?
 - How is Anett an Upstander?
 - Who else in the story is an Upstander?
 - What characteristics do these Upstanders have?

ACTIVITY 3: UPSTANDER BRAINSTORMING

Recommended grade levels: 3-5

Materials needed:

- Printed handouts of Worksheet A: Upstander vocabulary card
- Something to write with

Before the activity:

1. Print copies of Worksheet A: Upstander vocabulary card for everyone in the class.

Teaching Strategy:

1. Introduce the term Upstander to the class by giving the definition and writing it on the board and have students write the definition on their handouts.
You can define an upstander as: a person who helps others when they need it.
2. Ask the group what characteristics an Upstander might need to help others when they need it. You can help students out by suggesting:
Nice
Kind
Helpful
Brave
You can also include additional positive characteristics that you are trying to emphasize in class. Write student responses on the board and ask them to write their responses on their handouts.
3. Ask the group for examples of Upstander behavior. Write their examples on the board and have students write their responses on their handouts.
4. Students will complete the sentence stem "I can be an Upstander by..." on their handout.
Alternatively, students can draw a picture showing how they can be an Upstander.
5. Have students share their statements with a partner.
6. Post the students' vocabulary cards around the classroom or in the hallway to allow review during later lessons. They can also be used to remind students of characteristics they can exhibit to be Upstanders.

ACTIVITY 4: THOUGHT BUBBLES

Recommended grade levels: 3-5

Materials needed:

- A copy of the book *The Whispering Town* by Jennifer Elvgren. *You can borrow a single copy or class set of *The Whispering Town*, as well as other books to support elementary students, for free via Holocaust Museum Houston's ebooks program. Visit <https://hmh.org/education/ebooks/> for more information. To reserve *The Whispering Town* or other E-book resources, please contact ebooks@hmh.org or call 713-527-1611.
- Worksheet A: Upstander vocabulary card
- Worksheet B: Thought Bubble Worksheet or blank paper
- Something to write with
- Chart paper (optional)

Before the activity:

1. Print copies of Worksheet B: Thought Bubbles or have blank paper for each student.
2. Write "I Wonder..." and "Answers" next to each other on the board or chart paper to create a T-chart.
3. To prepare for this activity, the teacher should read the below summary of *The Whispering Town*:

In *The Whispering Town*, it is 1943 in Nazi-occupied Denmark. Anett and her parents are hiding a Jewish woman and her son, Carl, in their cellar until a fishing boat can take them across the sound to safety in neutral Sweden. With the help of the baker, the librarian, the farmer, and her neighbors, Anett keeps Carl and his mother safe even as Nazi soldiers search her street for hidden Jews. With the Nazis closing in, and worried about Carl's safety, Anett thinks of a clever and unusual plan to get Carl and his mother safely to the harbor on a cloudy night without the moon to guide them.

Based on a True Story: On a moonless night in 1943, in the small Danish fishing village of Gilleleje, the town's citizens stood in their doorways and whispered directions to the harbor to their Jewish neighbors.

In 1943, the Nazis took over the Danish government; shortly after, they began to round up the approximately 8,000 Danish Jews and send them to concentration camps. The Danes, who viewed their Jewish neighbors as full Danish citizens, hid Jews in their homes, in warehouses, barns, hotels, and churches. In secrecy, they secured boats to transport them.

Teaching Strategy:

1. Before reading the book, share the title with the class and ask them to come up with questions based on the title. Write student responses on the T-chart on the board or chart paper under the "I Wonder..." heading.
2. The teacher will read *The Whispering Town* to the class. While reading, stop when a question from the T-chart is answered and write the answers under the heading "Answers."
3. After completing the book, review the questions and answers with the class.

4. Return to the Vocabulary Card for the term Upstander and discuss the role of upstanders during the story. What characteristics listed on the vocabulary card did students see in the book?
5. Pass out a copy of Worksheet B: Thought Bubbles or a blank piece of paper to each student.
6. Read the directions for the activity to the students. Students will pick three Upstanders from *The Whispering Town* (Anett, Anett's father, Anett's mother, Carl, the Baker, the Farmer, the Librarian). For each character, students will draw the character's facial expressions and write their thoughts as they helped others or were helped.

Guiding Questions:

- What were their thoughts as the Nazis arrived in town?
- Reveal their thoughts and feelings as they take action.

WORKSHEETS FOR SECTION 1:
WHAT IS AN UPSTANDER WORKSHEET A: UPSTANDER VOCABULARY CARD



DEFINITION

EXAMPLE



CHARACTERISTICS

I CAN BE AN UPSTANDER BY...

WORKSHEET B: THOUGHT BUBBLES



Directions:

Pick three characters from *The Whispering Town* who helped others

(Characters: Anett, Anett's father, Anett's mother, Carl, the Baker, the Farmer, the Librarian)

Draw the character's face and their thoughts as they helped others or were helped.

Character 1:

Character 2:

Character 3:

SECTION 2: UPSTANDERS IN HISTORY



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) ALIGNMENT FOR WHAT IS AN UPSTANDER?

Grade	English Language Arts	Social Studies
Kindergarten	1(A, B, C, D), 2(D i, ii), 3(B), 5(B, C, E, F, G, H), 6(B, C, D, F), 7(A, B, C)	13(B), 14(A, C), 15
1 st grade	1(A, B, C, D), 2(D, F), 3(B), 6(B, C, E, F, G, H), 7(A, C, D, F), 8(A, B, C)	2(A), 12(A, B), 16(B), 17(C, D), 18
2 nd grade	1(A, B, C, D), 3(A, B), 7(A, C, D, F), 8(A, B, C)	2(A), 10(A, B, C), 15(B), 16(A, B, E, F)
3 rd grade	1(A, B, C, D, E), 6(B, C, E, F, G, H), 7(A, B, C, D, E, F, G), 8(B, C), 12(A)	1(A), 9(A, B), 11(B), 14(B, C, D), 15(D, E)
4 th grade	1(A, B, C, D), 6(B, C, E, F, G, H), 7(A, B, C, D, G), 8(B), 12(A)	5(A), 15(A, D), 16(B), 19(B, C), 21(B, C, D)
5 th grade	1(A, B, C, D), 6(B, C, E, F, G, H), 7(A, B, C, D, G), 8(B), 12(A)	5(A, C), 18(B), 23(A, B, C, E), 25(B, C, D)

Learning Objectives

Students will:

- ✓ Explore the stories and contributions of Upstanders who have shaped Texas and United States history
- ✓ Understand the characteristics of leadership and Upstander behavior such as good citizenship, truthfulness, justice, equality, respect, and participation in government
- ✓ Read texts with adult assistance and independently to make connections, summarize main events and themes, and explore characters and their motivations
- ✓ Strengthen social studies and ELA skills by analyzing materials, expressing ideas, and creating fine arts projects in visual and written forms

ACTIVITY 1: AMERICAN UPSTANDERS

Recommended grade levels: K-2

Materials needed:

- Art Supplies (markers, crayons, colored pencils)
- Blank paper
- Upstander book:

As an entire class, students will read the story of an Upstander who has shaped state and/or national history. Teachers can select any of the following books for this activity. To access these books for free, educators can sign up for HMH's E-Books Program by contacting ebooks@hmh.org to set up their free account.

Book 1: *Be a King: Dr. Martin Luther King Jr.'s Dream and You*

Book 2: *Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story*

Book 3: *The Highest Tribute: Thurgood Marshall's Life, Leadership, and Legacy*

Book 4: *Who Was Eleanor Roosevelt?*

Book 5: *So Tall Within: Sojourner Truth's Long Walk Toward Freedom*

Teaching Strategy:

1. Before reading the book, discuss the following questions as a class (teachers are welcome to post the students' responses on chart paper for reference):
 - What is an Upstander?
 - What is a leader?
 - What does a leader say or do?
 - Why is it important to be a leader?
 - Can you give an example of someone from history who made the world a better place?
2. Read the book aloud to the students. Check for student understanding and engagement by occasionally asking questions about the reading or asking students to recap what has happened so far.
3. After students have finished reading the book, discuss the following questions as a class:
 - Who was an Upstander or leader in the book?
 - What did they do to make the world a better place?
 - How can you be a leader in your class or in your school?
 - What is one thing you can do to make the world a better place?
 - How can we show respect, kindness, and fairness to others?
4. Have students draw a picture of an Upstander from the book showing the action(s) they took to make the world a better place.

ACTIVITY 2: SUMMARIZATION STEMS

Recommended grade levels: K-2

Materials needed:

- Blank paper
- Art Supplies (whatever is available: pencils, pens, markers, crayons, colored pencils)
- Upstander book:

As an entire class, students will read the story of an Upstander who has shaped state and/or national history. Teachers can select any of the following books for this activity. To access these books for free, educators can sign up for HMH's E-Books Program by contacting ebooks@hmh.org to set up their free account.

Book 1: *Be a King: Dr. Martin Luther King Jr.'s Dream and You*

Book 2: *Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story*

Book 3: *The Highest Tribute: Thurgood Marshall's Life, Leadership, and Legacy*

Book 4: *Who Was Eleanor Roosevelt?*

Book 5: *So Tall Within: Sojourner Truth's Long Walk Toward Freedom*

Before the activity:

1. On the board or projector, write or type the following summarization stems:
 - Somebody
 - Somewhere
 - Wanted
 - But
 - So
2. Guide the students through each element of the book using the somebody-somewhere-wanted-but-so strategy. Discuss each element with the class and fill in their answers. When the discussion is over, the class will have created a one-sentence summary of the book.
 - Somebody (characters)
 - Somewhere (the setting of the book)
 - Wanted (plot motivation)
 - But (the main conflict of the book)
 - So (resolution - what did the main character do to overcome the conflict?)
3. Keep the summary visible for all of the students and pass out paper and art supplies. Students will now illustrate each of the different parts of the summary (somebody-somewhere-wanted-but-so). You can allow students to pick which aspect they would like to illustrate or give them specific assignments.
4. If desired, display the students' artwork in the classroom or hallway in the form of a timeline, labeled with somebody-somewhere-wanted-but-so and in order, so the summary of the book is available in visual form.

ACTIVITY 3: SENSORY FIGURE

Recommended grade levels: 3-5

Materials needed:

- Art supplies (markers, crayons, colored pencils, etc.)
- Worksheet C: Sensory Figure
- Chart Paper (optional)
- Upstander book(s):

As an entire class, in small groups, or independently, students will read the story of an Upstander who has shaped state and/or national history. Teachers can select any of the following books for this activity. To access these books for free, educators can sign up for HMH's E-Books Program by contacting [ebooks@hmh.org](mailto: ebooks@hmh.org) to set up their free account.

Book 1: *This Is Your Time*

Book 2: *Bessie Coleman: Bold Pilot Who Gave Women Wings*

Book 3: *Someday Is Now: Clara Luper and the 1958 Oklahoma City Sit-Ins*

Book 4: *Harvesting Hope: The Story of Cesar Chavez*

Book 5: *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*

Book 6: *Barbara Jordan: Civil Rights Leader*

Book 7: *That's Not Fair/No Es Justo: Emma Tenayuca's Struggle for Justice/La Lucha de Emma Tenayuca por la justicia*

Teaching Strategy:

1. Before reading the book(s), discuss the following questions as a class (teachers are welcome to post the students' responses on chart paper for reference):
 - What is an Upstander?
 - What does it mean to be a leader?
 - What qualities or characteristics does a leader possess?
 - Why are Upstanders important, especially in history?
2. Using HMH's E-books program, students are able to choose their preferred book from the Young Upstanders Toolkit collection. Alternatively, you can have each student read the same book independently or read a book aloud.
3. After students have finished reading the book, discuss the following questions as a class:
 - Who was/were the Upstander(s) in your book?
 - Why were they an Upstander(s)?
 - What motivated them to become an Upstander? Why did they want to get involved?
 - As a leader, what qualities or characteristics did they possess?
 - How did their actions improve society?
 - What can you do to be a leader in your school, community, or world today?
 - How can everyday people support democracy, equality, and respect for others? What are our civic responsibilities?
4. Pass out Worksheet C: Sensory Figure to each student.

5. Students will use their worksheet to create a sensory figure based on the main character/Upstander from their book or another Upstander that was featured in the book. Students will draw a picture of the Upstander or a scene from the book that includes the Upstander. Encourage students to be creative - they can draw their Upstander's face, whole body, or whatever they prefer. Next, students will write and complete the following sentence stems on their sensory figure from their selected character's point of view (students can write their sentence stems on the front of their sensory figure or on the back of the page):
- I say...(what did the character say about what was happening around them - can use quotes or phrases from the book)
 - I see...(what did the character see happening around them; what problems/issues did they see or notice)
 - I hear...(what did the character hear happening around them - what words, phrases, sounds did they hear)
 - I feel...(what did the character feel about what was happening around them - what emotions did they have themselves and/or for others)
 - I stand for (what values or principles did the character believe in or advocate for)

ACTIVITY 4: BIOPOEM

Recommended grade levels: 3-5

Materials needed:

- Art supplies (markers, crayons, colored pencils, etc.)
- Blank white paper
- Worksheet D: Bio Poem
- Chart Paper (optional)
- Upstander book(s)

As an entire class, in small groups, or independently, students will read the story of an Upstander who has shaped state and/or national history. Teachers can select any of the following books for this activity. To access these books for free, educators can sign up for HMH's E-Books Program by contacting ebooks@hmh.org to set up their free account.

Book 1: *This Is Your Time*

Book 2: *Bessie Coleman: Bold Pilot Who Gave Women Wings*

Book 3: *Someday Is Now: Clara Luper and the 1958 Oklahoma City Sit-Ins*

Book 4: *Harvesting Hope: The Story of Cesar Chavez*

Book 5: *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*

Book 6: *Barbara Jordan: Civil Rights Leader*

Book 7: *That's Not Fair/No Es Justo: Emma Tenayuca's Struggle for Justice/La lucha de Emma Tenayuca por la justicia*

Teaching Strategy:

1. Before reading the book, discuss the following questions as a class (teachers are welcome to post the students' responses on chart paper for reference):
 - What is an Upstander?
 - What does it mean to be a leader?
 - What qualities or characteristics does a leader possess?
 - Why are Upstanders important, especially in history?
2. Using HMH's E-books program, students are able to choose their preferred book from the Young Upstanders Toolkit collection. Alternatively, you can have each student read the same book independently or read a book aloud.
3. After students have finished reading the book, discuss the following questions as a class:
 - Who was/were the Upstander(s) in their book?
 - Why were they an Upstander(s)?
 - What motivated them to become an Upstander? Why did they want to get involved?
 - As a leader, what qualities or characteristics did they possess?
 - How did their actions improve society?
 - What can you do to be a leader in your school, community, or world today?
 - How can everyday people support democracy, equality, and respect for others? What are our civic responsibilities?

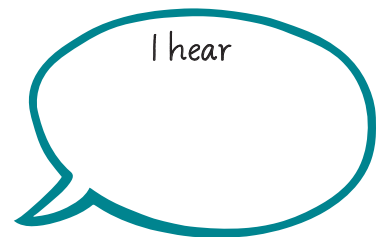
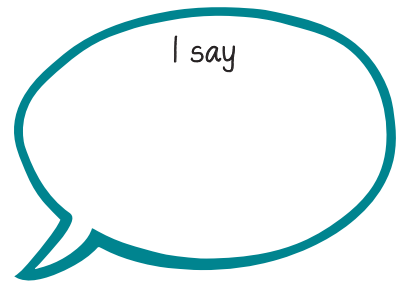
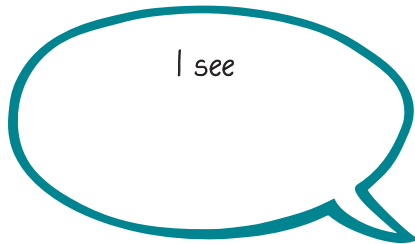
4. Pass out a copy of Worksheet D: Bio Poem to each student.
5. Students will use their worksheet to write a bio poem based on the main character/Upstander from the book. They will use the sentence stems on the worksheet to write a poem about their Upstander's life based on what they learned in the book. Students will use the following prompts/sentence stems to complete their bio poem:
 - Upstander's First Name
 - Four adjectives that describe the person's character (attributes, qualities)
 - Who saw...(2 problems/issues they were concerned about or passionate about)
 - Who said...(what did the character say about these problems/issues - can use quotes or phrases from the book)
 - Who stood up for (3 values/principles/issues they believed in or advocated for)
 - By...(how did the character stand up for these issues/values/principles - what actions did they take)
 - Who was a change maker because...(what changed in society or history because of their actions - what did they accomplish or contribute to)
 - Upstander's Last Name
6. After completing their bio poem, students should flip their paper over and draw a picture of their Upstander on the back.
7. After students have completed their bio poem, students can share/present their bio poems in front of the whole class.

WORKSHEETS FOR SECTION 2: UPSTANDERS IN HISTORY

WORKSHEET C: SENSORY FIGURE

Directions:

Draw a picture of your Upstander in the middle of the page and write their name at the bottom. Then complete the following sentences describing the Upstander from your book. Tell the story from their perspective/through their eyes.



Upstander Name: _____

WORKSHEET D: BIO POEM

Directions:

A bio poem is a poem that describes a historical figure using key ideas and events related to that person and their achievements. Use the sentence stems below to create your poem. Then turn your paper over and draw a picture of your Upstander on the back.

Your **Upstander's** first name:

Four adjectives (describing words) that describe their character:

Who saw (2 problems they saw around them):

Who said (what did they say about the problems they saw?):

Who stood up for (the issues/values they believed in):

By (how did they take action?):

Who was a change maker because (what did they accomplish and change?):

Your **Upstander's** Last name:

SECTION 3: HOW TO BE AN UPSTANDER



ALIGNMENT WITH TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOW TO BE AN UPSTANDER

Grade	English Language Arts	Social Studies
Kindergarten	1(A, B, C, D)	13(B), 14(A, C), 15
1 st grade	1(A, B, C, D), 2(F), 3(B), 7(F)	12(A), 16(B), 17 (C, D), 18
2 nd grade	1(A, B, C, D), 3(B), 7(F)	10(A, C), 15(A, B), 16(E), 17
3 rd grade	1(A, B, C, D, E), 6(B, C, E, F, H), 7(F), 8(B)	9(A, C), 14(B), 15(D), 16
4 th grade	1(A, B, C, D), 6(B, C, E, F, H)	21(B, C), 22
5 th grade	1(A, B, C, D), 6(B, C, E, F, H), 8(B)	25(B, C), 26

Learning Objectives

Students will:

- ✓ Be able to identify the emotions of others and consider appropriate responses to those emotions
- ✓ Understand concrete steps they can take to be Upstanders
- ✓ Strengthen their emotional intelligence by considering how their actions and inactions impact the people around them

ACTIVITY 1: SMALL ACTS OF KINDNESS

Recommended grade levels: K-2

Materials needed:

- Blank paper
- Art supplies or something to write with (whatever you have available: markers, colored pencils, crayons, pens, pencils, etc.)

Teaching Strategy:

1. Pass out a blank sheet of paper to each student and make sure they have access to art supplies or something to write with.
2. Instruct students to draw a picture of a time when they were helpful. This could be a time when they were helpful at home, in school, or in their community.
3. When students have finished drawing, ask for volunteers to share out. If time permits, allow as many students as possible to share their drawing and what they did to be helpful.
4. Once students have shared out, pass out another sheet of blank paper. Have each student write "Upstander" at the top of the page. If needed, remind students of the definition of an Upstander using the Upstander vocabulary card. Then ask students to draw an action they could take to be helpful tomorrow (or this week) at home, in school, or in their community. If students aren't sure what to draw, remind them that they just heard lots of good examples from fellow students.
5. Provide students with another opportunity to share out.
6. Encourage students to actually take the action they have drawn.

ACTIVITY 2: EMOTIONAL CHECK IN

Recommended grade levels: K-2

Materials needed:

- Worksheet E: Picture My Emotions
- Something to write with

Before the Activity:

1. Print copies of Worksheet E: Picture My Emotions for each student.

Teaching Strategy:

1. Hand out Worksheet E: Picture My Emotions to each student.
2. As a class, read each word in the word bank together. For each word, ask students what it means. Ask students to make a face that matches that emotion. After students answer, ask students to draw a line from the word to the picture of someone feeling that emotion.
3. Instruct students to circle the picture that best expresses how they are feeling right now.
4. Pick one of the negative emotions from the worksheet (tired, upset, angry, confused, nervous, shy, or scared). Ask students to point to the picture showing that emotion and make a face that matches that emotion. Then ask students to brainstorm how they could help another student who is feeling that way. Ask students to share their ideas with the class.
5. Pick one positive emotion from the worksheet (happy, silly, excited, or proud). Ask students to point to the picture showing that emotion and make a face that matches that emotion. Then ask students to brainstorm how they can respond positively when a friend is feeling that emotion.

If you have more time, you can repeat steps 4 and 5 with different emotions.

ACTIVITY 3: WHAT'S THAT EMOTION

Recommended grade levels: 3-5

Materials needed:

- Worksheet F: Name That Emotion
- Worksheet G: Bullying Scenario
- Something to write with

Before the Activity:

1. Print copies of Worksheet F: Name That Emotion for each student.

Teaching Strategy:

1. Hand out copies of Worksheet F: Name That Emotion to each student.
2. Students will use the word bank to label each picture on the worksheet with the emotion the person in the picture is feeling.
3. Ask students to put a circle around how they are feeling right now.
4. Hand out Worksheet G: Bullying Scenario to the students. Ask for a volunteer to read the scenario description - "David is walking through the hallway at school. When he turns the corner to go up the stairs, David sees another student bullying Riley."
5. Students will complete the sentence stems on the worksheet. They can use the word bank from the emotions worksheet to complete these sentence stems or they can use their own words.
6. Ask students to share out.

ACTIVITY 4: CHOOSE YOUR OWN UPSTANDER

Recommended grade levels: 3-5

Materials needed:

- Worksheet G: Bullying Scenario
- Worksheet H: Bystander Intervention Scenarios
- Worksheet I: Choose Your Own Upstander worksheet
- Something to write with

Before the Activity:

1. Print copies of Worksheet G: Bullying Scenario for each student.
2. Print a copy of Worksheet H: Bystander Intervention Scenarios and cut out each intervention strategy. Print more as needed so each student or group has a scenario.
3. Print a copy of Worksheet I: Choose Your Own Upstander Worksheet for each student or group

Teaching Strategy:

1. Hand out Worksheet G: Bullying Scenario. Ask for a volunteer to read the scenario description - "David is walking through the hallway at school. When he turns the corner to go up the stairs, David sees another student bullying Riley."
2. As a group, discuss the answers to the sentence stems listed on the worksheet.
3. Split the students into groups (this activity can also be completed by students working individually). Provide each group or student with one of the scenarios from Worksheet H: Bystander Intervention Scenarios.
4. Hand out Worksheet I: Choose Your Own Upstander worksheet to each student or group.
5. In their groups (or individually), students will fill in the worksheet based on the bystander intervention scenario they received. On the worksheet, students will draw two pictures to show what happens next in their scenario (comic book style). In one box, they will draw what happens to David. In the other box, they will draw what happens to Riley. Finally, they will draw a picture or emoji to show how David feels about his choice.
6. Ask each group or student to share out. They should start by reading their bystander intervention scenario, then explain the pictures that they drew.
7. If possible, hang up the pictures in the classroom or hallway to show students the different choices they have when they see bullying happening.

WORKSHEETS FOR SECTION 3: HOW TO BE AN UPSTANDER

WORKSHEET E: PICTURE MY EMOTIONS

Directions:

Draw a line from the word to the picture that shows the correct emotion.



Confused

Tired

Happy

Upset

Angry

Silly

Excited

Nervous

Proud

Shy

Scared

WORKSHEET F: NAME THAT EMOTION

Directions:

Use the word bank to match the words to each emotion. Write your answer under each picture.

Word Bank

Confused Tired Happy Upset Angry Silly Excited Nervous Proud Shy Scared























WORKSHEET G: BULLYING SCENARIO

David is walking through the hallway at school. When he turns the corner to go up the stairs, David sees another student bullying a fellow student named Riley.



Riley is feeling _____

The bully is feeling _____

David is feeling _____

What should David do next? _____

WORKSHEET H: BYSTANDER INTERVENTION SCENARIOS

Teacher Instructions:

Cut out the below scenarios. Provide one scenario to each student or group to complete the Choose Your Own Upstander Activity.

David tells the bully to stop

David tells a teacher what is happening

David walks away and doesn't say or do anything

After the bully leaves, David asks Riley if they are okay

David tells the bully that the principal is coming

David gets three of his friends and together they tell the bully to stop

WORKSHEET 1: CHOOSE YOUR OWN UPSTANDER

Directions:

David sees Riley being bullied by another student. There are many different actions David can take. Using the option from your teacher, decide what happens next in the story by writing and drawing your answer below:

Draw what happens to David:

Draw what happens to Riley:



Write what happens to David:

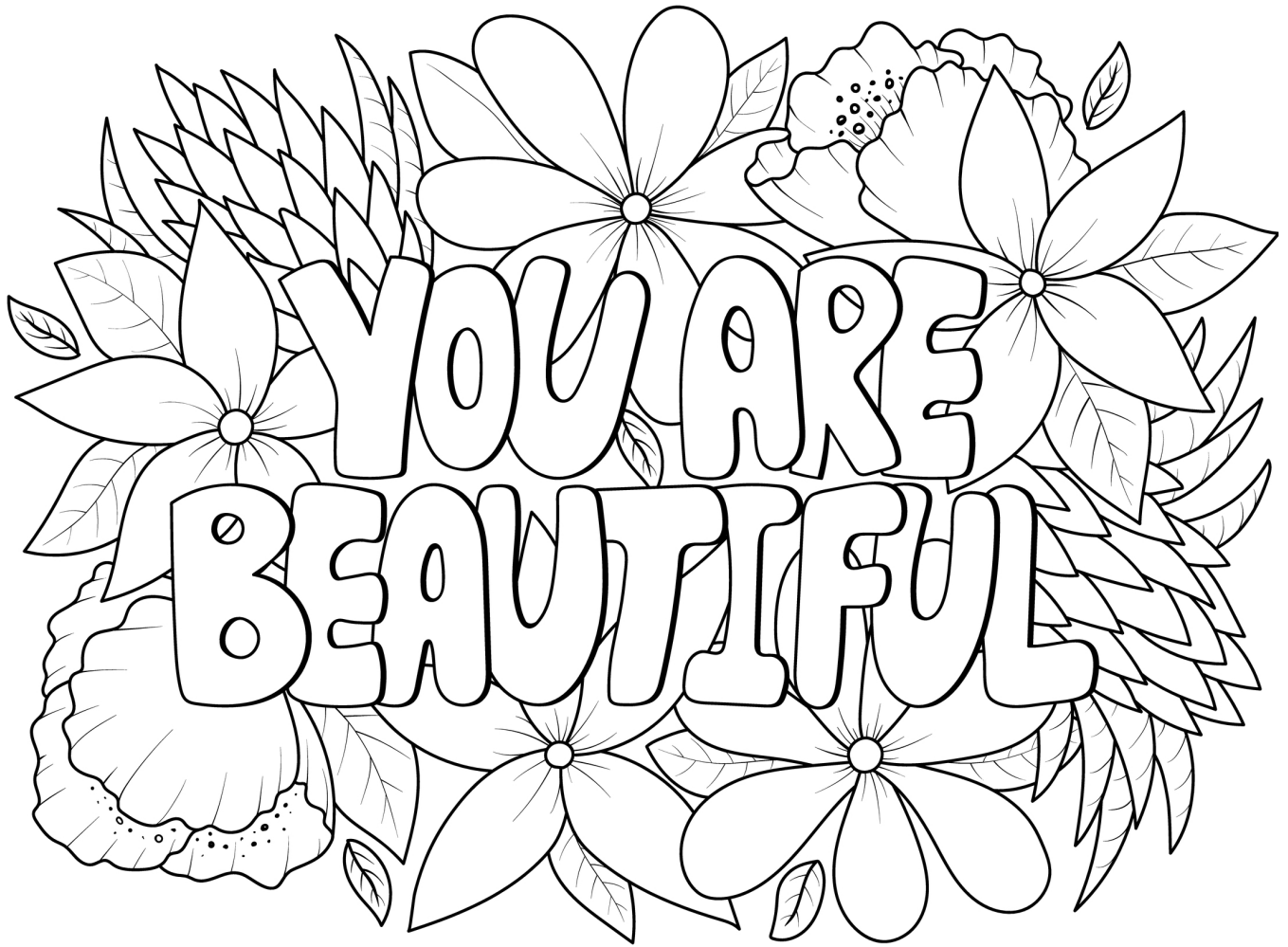
Write what happens to Riley:

Draw an emoji (a face with an expression) 😊 😐 😞 😏 to show how David feels about his choice:

COLORING PAGES









HOLOCAUST MUSEUM HOUSTON EDUCATION PROGRAMS OVERVIEW

All of the below programs from Holocaust Museum Houston are free resources for educators. To learn more about our programs, visit <https://hmh.org/Classroom> or scan the QR code.



E-BOOKS

The E-Books program is a **FREE** school program that uses literature to support Holocaust, Human Rights, and Character education in K-12 classrooms. Our elementary, middle, and high school collections feature picture books, novels, diaries, poetry, graphic novels, and memoirs with supplemental lesson plans and resources to accompany the titles. E-Books are available digitally in English E-Book or Spanish E-Book format. Select titles are available in English or Spanish Audiobook format. Teachers can borrow class sets of E-Books for FREE for up to 3 weeks. Teachers and students can access the title(s) digitally on personal electronic devices. Additionally, students will have access to the entire HMH Boniuk Library catalog and can borrow extra titles from our Library at no extra cost. Teachers can request a Digital Curriculum Trunk to use in conjunction with the E-Books should they need a class set of electronic devices for their classroom.

For more information, please visit: <https://hmh.org/education/ebooks/>

EDUCATOR IN MOTION

The Educator in Motion program is a FREE initiative that sends museum educators to schools to provide educational programming on active citizenship, standing up to bullying, and building upstanders. In elementary classrooms, students work directly with a museum educator and participate in interactive activities that explore the lessons of the Holocaust through the lens of upstander behavior. Each program is designed to be presented in a class period and can be adapted to fit your classroom schedule. EIM programs can be presented in English or Spanish and are in alignment with Texas Essential Knowledge and Skills (TEKS) standards. In person and virtual presentations are available.

For more information, please visit: <https://hmh.org/education/programs-and-curriculum/educator-in-motion/>

EDUCATOR WORKSHOPS

HMH Educator Workshops explore the Holocaust, human rights, and social justice education using cross-curricular lessons integrating social studies, language arts, and fine arts concepts together. Through our interactive workshops, teachers have the opportunity to view our Museum galleries, engage in activities and instructional strategies designed for the classroom, and learn about free programs and resources available at the Museum. Full-day, half-day, and by-the-hour workshops are available. Workshops can be hosted in person at the Museum, in person at schools within the Greater Houston area, or virtually. Educator Workshops are free and include workshop materials and supplies at no extra cost. Educators earn CPE & GT credits for participating in the workshops and receive a certificate of completion at the end of each program.

For more information, please visit: <https://hmh.org/education/professional-development/>

EDUCATOR DAYS

The first Saturday of every month is an Educator Day at Holocaust Museum Houston. That means anyone with a school ID gets free admission to the museum all day. The museum is open from 10 a.m. to 5 p.m. on Saturdays. Reserve your free ticket by visiting <https://hmh.org/visit/> and clicking "purchase tickets."