



# Curriculum Lesson

## Plans for

## "She Wouldn't Take Off Her Boots"

North Carolina's first Women's Holocaust Memorial, "She Wouldn't Take Off Her Boots," an original sculpture by Victoria Milstein honors the strength and resilience of all women. It honors not only the thousands of women and children who were killed in an Einsatzgruppen action in Liepaja, Latvia on December 15, 1941, but also Eva Weiner and Sofia Guralnik, the brave women who saved their children, Shelly Weiner and Raya Kizhnerman, by hiding them in Nazi-occupied Poland for almost two years. Installed on April 18, 2023, in LeBauer Park in Greensboro, NC, the monument is the focus of these lesson plans, created to assist teachers in helping students understand the importance of memorializing the Holocaust and honoring those who suffered during this dark time in history. These classroom-tested lessons were created as a collaborative effort by veteran Holocaust educator and United States Holocaust Memorial Museum Teacher Fellow Laurie Schaefer and renowned artist Victoria Milstein, the creator of the "She Wouldn't Take Off Her Boots" sculpture. These lessons can each be taught on their own or as a unit in English, Social Studies, or Arts classes and can be adapted to both middle and high school classes. Field trip plans are also included as one of the lessons if teachers are able to bring students to the memorial in downtown Greensboro.

### LESSON 3:

## WITNESSING DEFIANCE: VISITING THE MEMORIAL

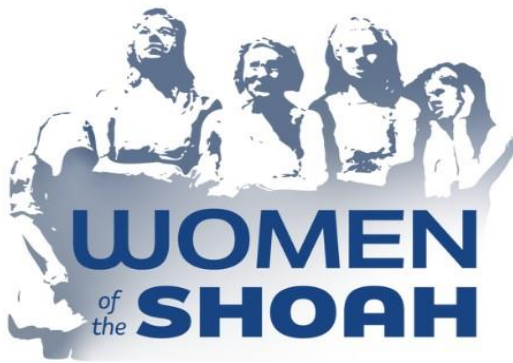
*If you are close enough to Greensboro, NC to visit the memorial, this lesson will provide information about how to organize a field trip to take students to visit the memorial in Lebauer Park and the International Civil Rights Museum in downtown Greensboro, NC. You can also coordinate with the artist, Victoria Milstein, to meet your student group at the memorial. Each school system has its own procedures for organizing field trips, so the guidelines provided here are just suggestions about how to start the process. Since there may be situations where some students cannot go on the field trip or where you are too far away to drive to the memorial, lesson plans and handouts for exploring it in the classroom are also included.*

#### Teacher Prep for the Field Trip:

- Fill out county field trip request form
- Reserve activity buses
- [Reserve tickets at the International Civil Rights Museum](#)
- Find bus drivers
- Get substitutes for yourself, chaperones, and bus drivers
- Contact Victoria Milstein (the artist who did the memorial) to see if she can meet your group at the memorial on the day of the field trip to answer questions ([vcarlin60@gmail.com](mailto:vcarlin60@gmail.com)).
- Send out [Student Permission Form for Field Trip](#) to gather teacher and parent signatures
- Collect money from students to cover cost of tickets to the museum, gas, and bus drivers
- Assign students to buses
- Gather materials (see below) and copy handouts to take on the field trip
- Send email to staff with list of students who are attending the trip and who is absent

#### Materials:

- Felt tip pens of different colors for the visual journal
- Blankets for students to sit on and write or draw
- Face masks for the International Civil Rights Museum
- Journals for students
- [Example Student Permission Form for Field Trip](#)



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### LESSON 3: WITNESSING DEFIANCE: VISITING THE MEMORIAL LESSON PLAN CONTINUED

#### Student Handouts:

- [Witnessing Defiance: Field Trip Itinerary, Visual Journal, Monument QR Codes](#)
- [Witnessing Defiance: Classroom Activity, Visual Journal, Monument QR Codes](#)

#### Objectives:

- Students will explore the memorial, noting the details that convey the message of defiance.
- Students will research related topics about the memorial through the links provided at the memorial.
- Students will learn about the purpose of the memorial, point of view of the artist, and how the memorial helps combat antisemitism.
- Students will reflect on the importance of spiritual resistance not only during the Holocaust but also today through writing and sketching in their visual journals.

#### Length of Lesson:

- 1 full school day for the field trip or 1 class period for the classroom activity

#### USHMM Guidelines:

- #2: The Holocaust was not inevitable.
- #9: Translate statistics into people.

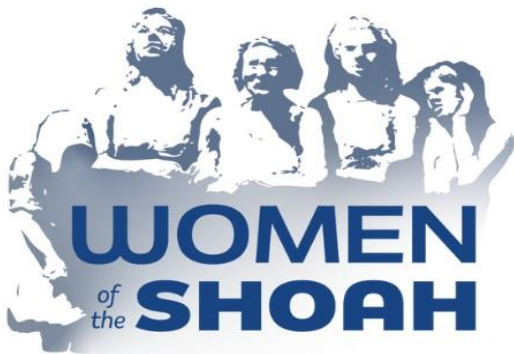
#### Sources:

- [Women of the Shoah](#)
- [International Civil Rights Museum](#)

#### Synopsis of Lesson/Trip:

##### Trip Lesson:

- Use the information in the Teacher Prep for the Field Trip to complete all of the details for the trip, using all of the forms that your school or county requires.
- Have students meet at the buses at the designated time and give them the handouts with the trip itinerary, instructions for what to do at the memorial, and some colored pens.
- When arriving at Lebauer park, drop students off by the food stands and suggest that the bus drivers park at the International Civil Rights Museum.
- Walk to the memorial, which is behind the gated children's park.
- Give students 15-20 minutes just to walk around the memorial, take photos of details that intrigue them, and scan the QR codes to hear the stories and information shared related to the memorial.
- Then, give students 10-15 minutes to reflect on their visual journal pages on the top half of the page, writing their thoughts, reactions, and questions in words or images with their pens. If you brought blankets with you, put them down on the ground for students to sit and reflect.



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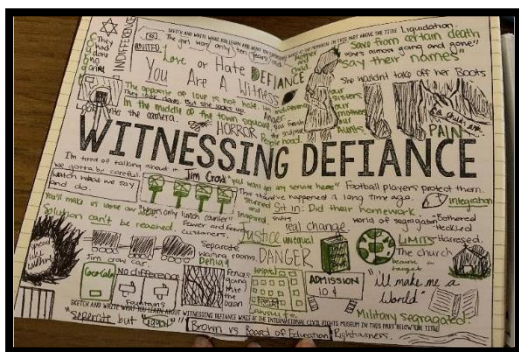
### LESSON 3: WITNESSING DEFIANCE: VISITING THE MEMORIAL LESSON PLAN CONTINUED

- If the artist, Victoria Milstein, is there with you, have students ask her questions and have her share the process for making the memorial as well as what her vision is for maintaining the memorial and how she hopes it will impact visitors.
- It takes about an hour and fifteen minutes at the memorial to do all of this, so time it with your entry to the International Civil Rights Museum so you have 15-20 minutes to walk to the museum from the park.
- Once you walk to the museum (which may still require face masks), check in at the desk and then go watch the introductory film for the exhibit. This film is an hour long, so if you are limited in time, you may want to watch part of it and then go through the exhibit. While watching the film, have students begin to fill in the bottom part of the visual journal with examples of defiance and connections to their study of the Holocaust.
- When exiting the film, walk up the stairs and go to the right all of the way down the hall and begin at the lunch counter. As they go through the exhibit, students should continue to fill in their visual journals with the details of defiance that they see and connections to the Holocaust.
- When everyone gathers in the lobby at the end of the exhibit, have them pair up and share their visual journals and what they have learned today.
- Get back on the bus and go grab lunch before heading back to school! Consider a food court at the mall for lunch if you have a large group.

#### Classroom Lesson:

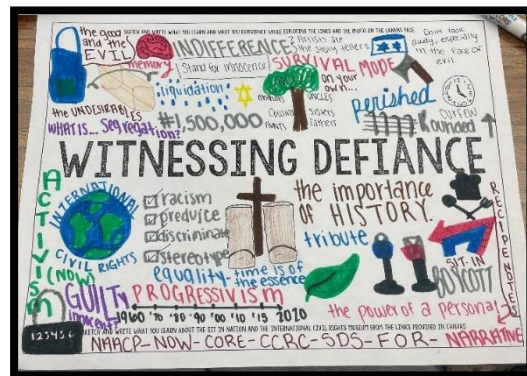
- Using the photograph of the memorial and the handouts provided above, have students use the QR codes and links to explore the resources available at the memorial to fill out the top part of the visual journal about the memorial.
- Then, using the links provided on the instructions page of the handout, have students explore the online exhibits from the International Civil Rights Museum to fill out the bottom part of the visual journal, detailing their thoughts, reactions, questions, and information learned through writing or sketches.
- Debrief with the whole class or pair up students to share their visual journals and explain connections that they drew from the memorial and the Holocaust and the International Civil Rights Museum.

#### Example of Visual Journal from Field Trip:



Shared with permission of Ava Shaw, student at Mount Tabor High School

#### Example of Visual Journal from Classroom Activity:



Shared with permission of Samantha Elliott, student at Mount Tabor High School