



# 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 2: FORGETTING IS DANGEROUS

*This lesson introduces students to the importance of Holocaust monuments and memorials and how artists design them to honor not only the memory of those who suffered, but also to communicate the lessons humanity should learn and apply to our world today. Using four Holocaust memorials from around the world as case studies, students will work in groups to analyze artistic elements, purpose, and persuasive techniques that the artists used to impact visitors. The desire to provide appropriate, meaningful memorials about the Holocaust began even before the end of the war in Europe in May of 1945. The challenge of how to honor the memory of those who were so brutally murdered and move future generations to act when they see human rights violated has been accepted by many artists in the decades following the Holocaust. This lesson helps students understand the importance of memorials by studying four artists or groups and the history and purpose of each memorial crafted for four different communities and shared with the world.*

### Teacher Preparation:

- [Notes from the Artist: Victoria Milstein](#)

### Student Handouts:

- [Presentation: Forgetting is Dangerous: Advocating for Memory](#)
- [Student Handout for Forgetting is Dangerous: Advocating for Memory](#)

### Objectives:

- Students will research four different Holocaust memorials from different countries, evaluating them for purpose, point of view, effectiveness, and core message.
- Students will understand the importance of memorials as a response to the dilemma of how to memorialize the Holocaust.
- Students will learn how memorials about the Holocaust can help combat antisemitism.

### Length of Lesson:

- 1 class period, Approximately 90 minutes

### USHMM Guidelines:

- #7: Avoid romanticizing history.
- #9: Translate statistics into people.



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### LESSON 2: FORGETTING IS DANGEROUS CONTINUED

#### Sources:

- [Holocaust Memorial Miami Beach](#)
- [Architectuur](#)
- [Eisenmann Architects](#)
- [Arch Daily](#)
- [Greensboro News and Record](#)
- [Yad Vashem](#)
- [Gariwo](#)
- [Women of the Shoah](#)

#### Synopsis of Lesson:

- Prepare for the lesson by printing the student handout for the lesson and projecting the Google slides presentation. Also share the Google slides presentation with students through a learning management system such as Canvas or Google Classroom. Begin with the class in one whole group.
- Model a discussion of the first memorial in Miami Beach with the class by first leading them through the questions in the column entitled "Analyzing and Reacting to the Memorial." Use the photo on the first slide and the following three slides to help answer the questions just based on inferences they can draw from the photographs.
- Then play the video on the slide about the creation of the memorial and explore the other links as a class to answer the rest of the questions on the page about the details of the memorial, the author's purpose and point of view, as well as the final question of how this memorial can combat antisemitism.
- Next, divide the class into six groups by having them count off and then move to work with their number group. Give each group one of the memorials to learn about (there will be two groups for each memorial) and have them follow the same pattern as when it was modeled for the class by exploring the photographs, then the links on the first slide for the memorial. They should discuss as a group what they learned and answer the questions together. Give them fifteen minutes to complete this activity.
- Have the groups combine with their partner group with the same memorial and compare their answers to the questions, adjusting as they see different points of view.
- As a class, go through the other three memorials, having the groups report out on their findings and having the other groups take notes and answer the questions as you go through each memorial.
- Finally, have each individual student answer the final question about which memorial do they believe is the most effective in advocating for the memory of the Holocaust and combatting antisemitism.