



לשמוע  
ללמוד וללמד  
לחיים אהבה



# The Boy with a Dream

## שואה - Holocaust

A joint project between  
**Nefesh B'Nefesh**

The English Inspectorate, Haredi District



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# Unit Objectives for “The Boy with a Dream” – Holocaust Themed Unit

**Students can:**

## Written Reception:

- 1) Understand the main points of a short narrative text about historical events
- 2) Extract specific information from personal accounts and diary entries
- 3) Follow the sequence of events in a simple story
- 4) Identify main themes and characters in short narratives

## Spoken Production:

- 1) Describe feelings and emotions of characters using simple language
- 2) Express personal responses to the text using basic expressions
- 3) Give short, prepared presentations about aspects of the story

## Spoken Interaction:

- 1) Participate in structured discussions about themes of hope, family, and perseverance

## Written Production:

- 1) Write simple diary entries from different perspectives
- 2) Compose short, simple personal responses to the text
- 3) Write basic descriptions of events and experiences related to the story
- 4) Write simple letters using appropriate format

## Vocabulary and Language:

- 1) Use new vocabulary related to family, emotions, and historical contexts
- 2) Apply basic connectors (and, but, because) to link ideas
- 3) Use level-appropriate language to express hopes and dreams



## Pre-Reading Activities:

### Activity 1:

#### Opening Warm-up Question:

"What makes a place feel like home?"

Write 3-5 things that make a place feel like home.

Compare your list with a partner.

What was similar? What was different?

Share 2-3 responses with the class.

### Activity 2:

#### "What Would You Pack?"

- 1) You can only take three things with you on a long journey.
- 2) Write three items you would take with you.
- 3) Share what you chose and why.

### Activity 3:

#### "My Big Dream"

- 1) Draw a picture of your biggest dream.
- 2) Complete the following sentences:
  - "My dream is to..."
  - "I want to do this because..."
  - "What can help me fulfill this dream is..."
- 3) Explain your drawing to a partner.

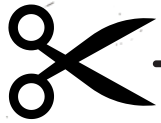
## New Words:

1) separated- הופרד	1) strength- כוח	3) teenagers- בני נוער
4) dream- חלום	5) relatives- קרובי משפחה	6) imagine- מדמיין
7) smell- ריח	8) fresh- טרי	9) proud- גאה
10) free- לשחרר	11) daily- יומי	12) get to- להגיע ל...
13) land- ארץ	14) promise- להבטיח	15) despite- למרות
16) reach- להשיג/להגיע	17) clearly- באופן ברור	

# Vocabulary Practice Activities:

## Activity 1: Picture-Word Match

Match words to pictures in pairs.



dream

strength

teenagers

smell

daily

land

free

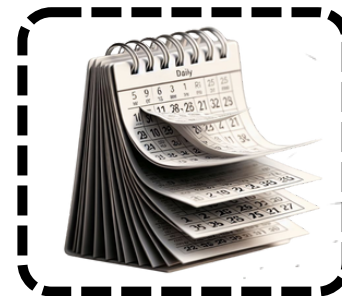
proud

relatives

imagine

separated

fresh



## Vocabulary Practice Activities:

### Activity 2: Memory Chain Vocabulary Activity.

Use the vocabulary cards and pictures from the previous activity.

Each student receives a vocabulary card.

#### Activity Steps:

1) Start the Chain.

The teacher points to a picture and says: "This is \_\_\_\_\_."

Example: "This is fresh bread."

2) Continue the Chain.

The next student repeats and adds one new word

Example: Student 1: "This is fresh bread."

Student 2: "This is fresh bread, and these are my relatives."



## Vocabulary Practice Activities:

### Activity 3: Word Connections

Match words with similar meanings:

\* strength

\* relatives

\* dream

\* teenagers

\* separated

\* imagine

\* smell

\* fresh

\* proud

\* free

\* daily

\* get to

\* land

\* promised

\* despite

\* reach

\* clearly

\* new

\* hope

\* let go

\* family

\* something sensed by the nose

\* power

\* honored

\* not together

\* young people

\* though

\* picture in one's head

\* said will happen

\* obviously

\* arrive at

\* every day

\* country

\* arrive

## Vocabulary Practice Activities:

### Activity 4: Complete the Story

Fill in the blanks with words from the box:



- dream • strength • teenagers • relatives
- separated • imagine • smell • fresh • proud
- free • daily • get to • land • promised • despite
- reach • clearly

Moshe was a young boy who was (1) \_\_\_\_\_ from his family during difficult times. He lived with other (2) \_\_\_\_\_ in the camp, where they followed a (3) \_\_\_\_\_ schedule of work and study.

His biggest (4) \_\_\_\_\_ was to find his (5) \_\_\_\_\_ in Jerusalem.

Every day, he would think and (6) \_\_\_\_\_ what it would be like to (7) \_\_\_\_\_ the (8) \_\_\_\_\_ his grandfather had (9) \_\_\_\_\_ the Jewish people would return to.

He could almost (10) \_\_\_\_\_ the (11) \_\_\_\_\_ air of the mountains.

(12) \_\_\_\_\_ all the challenges, Moshe was (13) \_\_\_\_\_ of his past and worked hard to (14) \_\_\_\_\_ his goals.

His faith gave him (15) \_\_\_\_\_ to continue hoping that one day they would be (16) \_\_\_\_\_. He knew (17) \_\_\_\_\_ that this day would come.

## The Boy with a Dream

Moshe sits quietly in his bed at the displaced persons (DP) camp<sup>1</sup> in Germany, holding the small siddur his father gave him before they were separated. He is fifteen now, but he remembers clearly what his parents told him about their family in Eretz Yisrael. "Your Uncle Chaim and Aunt Sarah live in Yerushalayim," his mother would say with hope in her voice. Every night, Moshe says the Shema and thinks about his uncle and aunt, whom he has never met.

Life in the DP camp is hard, but Moshe keeps his faith<sup>2</sup> strong. He remembers his father's words: "Hashem gave Eretz Yisrael to our people." Now, these words give him strength.

Moshe has daily Hebrew lessons with other Jewish teenagers in the camp. They all share the same dream – to go to Eretz Yisrael, the Jewish homeland<sup>3</sup>. Moshe writes letters to Jewish organizations<sup>4</sup>, asking for help to find his relatives in Yerushalayim. He writes: "Please help me find my Uncle Chaim and Aunt Sarah. They left Poland for Eretz Yisrael in 1935."

At night, Moshe dreams about walking on the streets of Yerushalayim with his uncle and aunt. He imagines the warm sun, the smell of fresh bread, and the sound of Hebrew in the streets. His parents always told him that Eretz Yisrael is where Jews can live proud and free lives.

In his small notebook, Moshe writes a tefilla:

"Dear Hashem, please help me get to Eretz Yisrael.

Help me find Uncle Chaim and Aunt Sarah.

Help me make a new home in the land You promised to our people."

Despite all the sadness<sup>5</sup> in his heart, Moshe believes that Hashem will help him reach Eretz Yisrael and find his family.

### Glossary:

1) Displaced Persons (DP) Camp – מחנה פליטים

2) Faith – אמונה

3) Homeland – מולדת

4) Organization – ארגון

5) Sadness – עצבות

# Understanding the Story

## A: Timeline Activity

Put these events in order (1-6):

- \_\_\_ Moshe writes letters to Jewish organizations.
- \_\_\_ Moshe's parents tell him about relatives in Jerusalem.
- \_\_\_ Moshe learns Hebrew with other teenagers.
- \_\_\_ Moshe's father gives him a Siddur.
- \_\_\_ Moshe writes his tefilla.
- \_\_\_ Moshe and his father are separated.

## B: True or False Questions

Mark each statement T (True) or F (False):

- \_\_\_ Moshe lives in Jerusalem.
- \_\_\_ Moshe has a Siddur from his father.
- \_\_\_ Moshe writes letters to his uncle.
- \_\_\_ Moshe learns English in the camp.
- \_\_\_ Moshe dreams about Jerusalem.

## C: Answer the Following Questions:

1. Where does Moshe live now? \_\_\_\_\_
2. What did his father give him? \_\_\_\_\_
3. What language does he learn? \_\_\_\_\_
4. Who are Moshe's relatives in Jerusalem? \_\_\_\_\_
5. What does he do during the day? \_\_\_\_\_
6. What does he write in his letters? \_\_\_\_\_
7. Why does Moshe want to go to Jerusalem? \_\_\_\_\_
8. How does he stay hopeful? \_\_\_\_\_
9. What helps him stay strong? \_\_\_\_\_

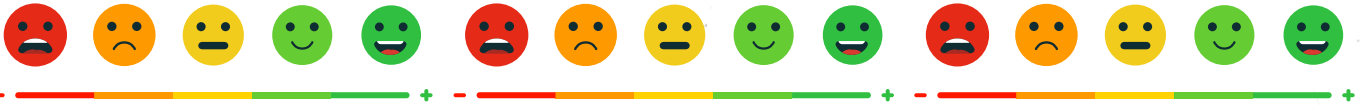


# Understanding the Story

## D: Character Feelings Chart

Word Bank of Feelings (or use your own feelings):

joy/joyful \* hope/hopeful \* excitement/excited \* wonder/wonderful  
 peace/peaceful \* grateful \* lonely \* sad \* brave \* proud



When...	he feels...	because...
Moshe holds his Siddur,		
Moshe learns Hebrew,		
Moshe writes letters,		
Moshe dreams of Jerusalem,		

## E: Reflection:

### Reading Response Journal:

Dear Diary,

Today, I read about Moshe. Here's what I learned:

1. The most important thing was \_\_\_\_\_
2. I was surprised that \_\_\_\_\_
3. I wonder why \_\_\_\_\_



# Creative Writing Activity

## Option 2:

### Postcard from Jerusalem

Describe what you see in Jerusalem.

Dear \_\_\_\_\_,

I am finally in Jerusalem!

I want to tell you about \_\_\_\_\_

\_\_\_\_\_

The most amazing thing is \_\_\_\_\_

\_\_\_\_\_

I wish you could see \_\_\_\_\_

\_\_\_\_\_

Soon you will be here too.

From,

\_\_\_\_\_ (Your name)



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary Bank:

#### Places in Jerusalem:

the Kotel  
 Old City  
 markets  
 streets  
 synagogues

#### Feelings:

joy/joyful  
 hope/hopeful  
 excitement/excited  
 wonder/wonderful  
 peace/peaceful

#### Descriptive Words:

beautiful  
 ancient  
 holy  
 busy  
 peaceful

# Speaking Activities

## Option 1: Role-Playing Dialogue

Act out conversations in pairs based on the story "The Boy with a Dream."

Each pair chooses one situation card.

Each pair has 3-4 minutes to prepare their dialogue.

Each dialogue should last about 2-3 minutes.

Follow the points on the cards. You can also add your own details.

### Situation 1: Moshe and New Friend

#### Student A (Moshe):

- You are new at the DP camp.
- Tell me about your family.
- Share your dream about Jerusalem.
- Ask about their family.

#### Student B (Friend):

- Welcome Moshe to the camp.
- Ask about his family.
- Share your own story.
- Talk about learning Hebrew together.

### Situation 2: Moshe and Aid Worker

#### Student A (Moshe):

- Explain you're looking for relatives.
- Give information about Uncle Chaim.
- Ask for help writing a letter.
- Talk about your hopes.

#### Student B (Aid Worker):

- Ask for information about relatives.
- Offer to help write letters.
- Ask about life in the camp.
- Give encouragement.

### Situation 3: Moshe and His Teacher

#### Student A (Moshe):

- Talk about learning Hebrew.
- Share why it's important to you.
- Ask about Jerusalem.
- Tell me about your dreams.

#### Student B (Teacher):

- Ask about progress in Hebrew.
- Encourage speaking practice.
- Share information about Jerusalem.
- Listen to dreams and answer.

## Option 2: Creative Group Task

In groups of 3-4, discuss one of the topics below.

Everyone must speak at least once.

Each group shares one important idea they discussed.

### Discussion Topics:

#### Topic 1: Dreams and Hopes

##### Guided Questions:

1. What makes a dream important?
2. How can we help each other's dreams?
3. What gives people hope?
4. Why is hope important?

##### Sentence Starters:

- I think dreams are...
- Hope is important because...
- We can help by...
- In my opinion...

#### Topic 2: Family and Home

##### Guided Questions:

1. What makes a place feel like home?
2. How do families stay strong?
3. Why are memories important?
4. How can we help each other?

##### Sentence Starters:

- A home needs...
- Families are strong when...
- Memories help us...
- We can support...



# Reflection and Wrap-Up

## "Three Stars and a Wish"

**Write:**

**3 "stars" (things you remember from the story)**

**1 "wish" (something you hope for, like Moshe)**

**Tell one star or your wish to a partner.**

**Share with the whole class.**

*I remember that...*

*I remember that...*

*I remember that...*

**I wish that...**