**Introductory Information**

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| **Overview Information**   * **Lesson plan title:** Images and Empathy * **This lesson created by:**   + Rachel Silton (The Emery/Weiner School) - Houston, Texas   + Taylor Stern (Wildwood School) - Los Angeles, California   + Amy Leserman (Verdugo Hills High School) - Los Angeles, California * **The lesson is suitable for these courses:** Literature, History, Holocaust, Visual Arts, Judaic Studies * **Topic:** Holocaust/Refugees/Crises * **Grade level of students and academic level (honors?):** 6-12+ (adapt lesson as needed to meet the needs of various skill levels) * **Total required time to teach lesson:**   + Introduction: photography protocol with [student handout](https://docs.google.com/document/d/1QEq4ivNka5L5wc4XIu26OKcHWXxBlw67fKQqjSpv-xE/edit?usp=sharing)- 15-20 minutes   + Student note-taking- 5-10 minutes   + Viewing of “A Suitcase Full of Memories”- 25 minutes   + Discussion of “A Suitcase Full of Memories”- at least 25 minutes   **Personal information about the authors -** We are three secondary teachers, using our expertise in English, history, humanities, and Judaic studies to further our students’ understanding of the Kindertransport as an example of how human beings take significant risks to improve their lives.  **Summary -** Students develop listening and speaking skills to access empathy for people who take significant risks to improve their lives. Students will apply skills to the analysis of visual primary sources (image study) comparing an image from Holocaust studies to a contemporary, relevant image (ideally one involving refugee/migration movement of some sort). This will introduce the theme of difficult personal choices to protect one or one’s loved ones in times of adversity After the image study, students will watch Centropa Film “A Suitcase Full of Memories” with guided, age-appropriate questions generated by the teacher for the students to make notes about. The teacher will then lead a guided discussion of the video. In furthering the emotional foundation established via the Centropa film student’s hearts and minds will be primed for connecting the history of yesterday to current events of today. Additional extension activities are suggested so that teachers of any grade level between 6-12, and of multiple disciplines can continue the themes as appropriate. |

**Background Information**

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| **Context for Lesson -** Students often approach Holocaust studies from a purely academic perspective, and will benefit by adding social/emotional complexity to the lesson.  **Enduring Understandings (EU)/Essential Questions (EQ)**   * Throughout time and around the world people take significant risk to improve their lives. * What are some of the ways in which people take risks to change to improve their lives?   **Goals/objectives:**   * Students will analyze photographs (From Kindertransport and US Border Detention Centers) using a protocol. * Students will take notes on essential historical information about the Kindertransports. * Students will view a film about a girl who survived the Holocaust because of a Kindertransport, and will answer guiding questions about it. * Students will participate in a class discussion guided by their answers to the guiding questions from the film viewing.   Students will read about and discuss the physical and psychological impact of separating parents from their children.  **What Centropa or other sources were used?**   * List *all* necessary materials:   + Photographs     - <https://www.injustoneday.com/kindertransport/>     - <https://www.hrw.org/news/2019/06/20/children-risk-us-border-jails>     - <https://www.ujs.org.uk/80th_anniversary_of_kindertransport>     - https://www.girlmuseum.org/project/madchen-des-kindertransport/   + Hyperlink web-based resources     - [https://www.kindertransport.org](https://www.kindertransport.org/)     - <https://encyclopedia.ushmm.org/content/en/article/kindertransport-1938-40>     - Images protocol inspired by <https://www.nga.gov/education/teachers/lessons-activities.html>   + Specific Centropa films and interviews.     - “A Suitcase Full of Memories” <https://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories>   + Please attach any readings that are part of this lesson or project.     - Article for extension activity: <https://www.bbc.com/news/world-us-canada-44528900>   **Specific background skills or knowledge students need to successfully learn the concepts, information, and skills in your lesson?**   * Students need age-appropriate fine-motor, visual, and auditory skill for their grade level. This is an introductory lesson, so no knowledge of the Holocaust is necessary. |

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| **Road Map** | **Est. Min.** |
| 1. Introductory Activity: Seven Ways to Look at an Image   * Use the attached protocol and corresponding handout to analyze the two photographs (1st from Kindertransport and 2nd from Migrants crossing the US Border in El Paso, TX) * <https://docs.google.com/presentation/d/1NIWAScUONAWik869UsveFqjBmMnm9IC6UXd8n6Hc1Og/edit?usp=sharing> (photographs) * <https://docs.google.com/document/d/1QEq4ivNka5L5wc4XIu26OKcHWXxBlw67fKQqjSpv-xE/edit?usp=sharing> (protocol) | **15-20** |
| 2. Background Information on the Kindertransport   * Present an overview of important historical information related to the Kindertransport * <https://docs.google.com/presentation/d/1oU9j4fgnp0EZQ0ewzxyH-nNVEEQsJdd1-BFESdP5LEM/edit?usp=sharing> (presentation) | **5-10** |
| 3. Viewing of “A Suitcase Full of Memories”   * Viewing of video on Lilli Tauber and filling out the corresponding questions about the video * <https://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories> * Example Questions:   + What was Lilli’s life like before the Nazi’s came to power?   + What are some of the major turning points of Lilli’s life and experiences?   + What choices did Lilli and her family have to make in response to events unfolding around them?     - What were the motivations and potential consequences for these choices?   + What questions arise after hearing about her life after the war?   + Which emotional wounds heal and which ones remain? | **25** |
| 4. **Discussion of Film**   * The teacher will lead the whole class in a discussion based on his or her teaching style * Suggestions:   + Harkness discussion based off of student-created questions that are written on the board   + Think/Pair/Share with partners and then share with the whole class   + Popcorn discussion | **25+** |

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| **Possible Extension Activities/Projects:**   1. **Research Question Based on Jewish Text:** What attitudes or thoughts help people heal and move on after great loss? Find support from among the Book of \_\_\_\_\_ when constructing your answer. 2. **Literature Connections:**  Read Langston Hughes’s poem, “Mother to Son.” What are some of the significant perspectives on loss that are shared by the speaker in the poem, and Lilli Tauber in the video “A Suitcase Full of Memories.” 3. **Creative Writing Connection:** Write a short story about a character who awakens one day in a strange town, and without a known identity or name. He or she must create a new life from scratch. What kind of situations will arise? Explain what happens. 4. **Writing Letters to Detainees**     1. <https://www.bbc.com/news/world-us-canada-44528900>       1. Depending on individual students, grade level, and class dynamics, read and discuss the article       2. Partnered       3. Read aloud as a group (alternating students or having teacher read)    2. The teacher can find a domestic service that will offer letters written by students to border detainees       1. For example, the organization HIAS, offers such a service       2. Students will write letters |

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| **Initial Room Set Up**   * Projector for selected images and powerpoint presentations   **Materials:**   * Individual copies of one handout:   + Seven Ways of Looking |

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| **Standards & Skills:**   * The teacher will select corresponding standards from their individual school. |