

Lesson Plan

Basic info
<p><i>Lesson plan title:</i> Children in the Holocaust Lily Tauber «A Suitcase Full of Memories»</p> <p><i>School:</i> Educational Complex #141 "ORT"</p> <p><i>City:</i> Kyiv</p> <p><i>Teacher(s) name:</i> Maryna Pysanets</p> <p><i>Subject:</i> English as a Second Language</p> <p><i>Length of the lesson (e.g. "two 45-minute lessons"):</i> two 45-minute lessons</p>
Participating students
<p><i>Number of students:</i> 10/10</p> <p><i>Age:</i> 13-14</p> <p><i>Grade:</i> 9th a, b</p>
Resource pack information
<i>Name of resource pack:</i> Children in the Holocaust
Pedagogical goals:
<p><i>What problem/challenge does the lesson try to solve?</i></p> <p>A contemporary man must constantly learn but not only to master and improve his specialty, which gives him his daily bread. A person must be comprehensively educated. The objective of this lesson is to develop the ability to think critically through understanding history and the ability to analyze it. The present history is often the result of the past. Therefore, it is very important to form your own attitude to past events in the history and give your reasons.</p> <p><i>What is the main question you want to answer?</i></p> <p>A man is not alone. When tough times come people give each other a shoulder and even life. People can survive only if they are strong and surrounded by friends and like-minded people. But there are always people who think badly, or unkind. The question is whether the unprecedentedness of such a brutal crime as the Holocaust can be repeated and what can lead to this?</p> <p><i>What curriculum standard or requirement are you trying to meet?</i></p> <p>The use of the so-called "active learning" method, which includes the technique of situational modeling, which contributes to the improvement of speech skills based on the watched film and additional printed material.</p>
Applied online tools & Centropa resources: Which online tools will you use in this lesson? Be specific, and if possible include links.
<ul style="list-style-type: none"> • Centropa film, Lily Tauber – A Suitcase Full of Memories: https://www.youtube.com/watch?v=k3hptkjYnVk&feature=youtu.be • Photograph Analysis Worksheet: https://web.nli.org.il/sites/NLIS/en/Education/Pages/itemPage.aspx?ItemID=EDU_XML_ENGSP28 • Photographs from the film & from the interview: https://www.centropa.org/pictures-stories?type%5B0%5D=photo&donor=60556&biography_person=

[&title=Tauber&field_photo_city_value=&field_photo_country_now_n_tid=All&field_biography_count_ry_tid=All&slider_filter%5Bmin%5D=1860&slider_filter%5Bmax%5D=2012&&&&&s=All](#)

Step-by-step lesson outline. Use bullet points to tell us what students will do each step of the lesson.

Throughout this lesson plan, I used English phrases - that the student can learn by watching the film Lily Tauber "A Suitcase Full of Memories" - as a theme and these phrases lead us through the class.

1. The teacher begins the lesson with a phrase "**There is always calm after a storm**" from the film **Lily Tauber "A Suitcase Full of Memories"** which the students have seen earlier. *(I asked students to watch the film in advance when we were doing online lessons and each lesson lasted 30-minutes only. When we had in-class teaching, we watched the film together during one lesson and discussed it on the second.)* There are times when it is very important to find the right words to support people in difficult times, especially to those who are close to you (relatives, friends). The importance is to inspire hope, and not to let the spirit faint.

Teacher writes up words on the board in advance that can be inspiring (see below). Then students are asked to think about how and when these words are important. The goal is to increase vocabulary by using words they already understand and try to explain each word.

Words on board:

Hope: unbridled, kind, stable

Spirit: strong, freedom-loving,

Fortitude/stamina/endurance: unbelievable

Composure/self-control: enduring, persistent

Strength of will: inexhaustible

Students give their understanding and answers to the question.

2. Teacher shows some scenes of the film and talks about that ominous time in history - the genocide of the Jewish people during the Second World War, and of a universal human catastrophe.

Students are divided into two groups: one group of students represent Children and the other group are Adults. They have to answer the following question with their Children or Adult "hat" on. Their own life is not considered but any way they compare with their own ones.

What is your association with a suitcase?

Still in these groups, after reading Lily's and her parents postcards, students are asked to discuss "**what makes different generations happy**". In the table below, you can see the example students might say.

Children	Adults
Friends	Friends
Relatives	Store
Happy Family	Good profession
Common interests/hobbies	House in the garden
Holidays	Healthy children

School and fascinating study	Common interests/hobbies
	Relatives
	Happy Family
	Holidays (What Holidays are mentioned in this story?)

3. **Teacher** shows scenes of the film and **asks students** to fill in the form with what makes people unhappy. In the table below, you can see the quotations I used from the film to support the discussion.

<u>What makes people unhappy</u>	<u>Quotations from the film</u>
Loss of friends	
Ban on going to school	
misunderstanding what is happening	It never even occurred to her that she might never see her parents again
arrests by the Gestapo	
Rummaging in your private things and house	
To be forced to do something	She wasn't mad to be sent away
To be imprisoned	
To be detained	
Nobody knows where you are	
To be arbitrarily selected	
To be deported to the extermination camp	

4. Teacher suggests the following phrase for thinking **“Chin up and keep a stiff upper lip”**

- What does this phrase mean? Discuss the value of communication through mail and try to answer the questions: What helped to survive? What gave the answer to the question ‘How to get out?’?
- There comes a moment in our life when there is only one opportunity to help and support each other. Words have become not only just words, but a medicine, psychological effect, a method of calming and even a weapon. We often say **“Find the right words”** Have you found them while watching this film? **Matching activity:** Students take two envelopes from a suitcase/box, in one envelope they find cards with the left column's words and in the other they find the right column's expressions. They're asked to pair them.

Postcards	<ol style="list-style-type: none"> 1. Supporting, be patient and strong and Trust in God!! 2. Warmest regards and thousands of kisses from Mom and Dad 3. Caring Lovingly! 4. The time with you were priceless 5. Sweetest parents 6. From the bottom of my heart
Photos	Lily's Dad documented all their life and took photos!!!
Choir	Occupy yourself with anything possible

Drawing	Occupy yourself with anything possible
Friends	Don't feel lonely
Good warm conditions for living	Description of days was splendid
Parks/entertainments	Marvelous-enormous park
Girls' things	Silk dress worn firstly in England
Spirit	1. Lucky 2. God 3. Keep calm! 4. Occupy yourself with anything possible 5. Bear everything with the patience of an angel 6. Never give up the hope and the belief
Parents' example	1. Don't think about us again and again! 2. We have to hold on and survive! 3. Lily's Dad documented all their life and took photos 4. You've taken away our care for our daily bread

5. Primary Source Photograph Analysis Worksheet: This worksheet can be used to analyze different photographs and understand their meaning. Every photograph is unique. Fill out the sections relevant to the item you are analyzing. Observing – What can you learn from observing the item?

Pictures can be used from the film and these two pictures from Centropa website:

<https://www.centropa.org/photo/lilli-tauber-and-other-emigrant-children-cockley-cley-uk>

<https://www.centropa.org/photo/lilli-tauber-and-emigrant-children-brighton-uk>

More family picture from the interview of Lilli Tauber:

https://www.centropa.org/pictures-stories?type%5B0%5D=photo&donor=60556&biography_person=&title=Lilli%20Tauber&field_photo_city_value=&field_photo_country_now_n_tid=All&field_biography_country_tid=All&slider_filter%5Bmin%5D=1860&slider_filter%5Bmax%5D=2012&&&&&s=All

- **1. First impression: What catches your attention when you first look at the photograph?**

- **2. What type of photograph is this? (family portrait, group photo, landscape, event photo, etc.)**

- **3. Describe the people in the photograph.**

- **4. Describe the surroundings.**

- **5. Write three adjectives to describe the photograph.**

- **6. Does the photograph contain text in or around it? What is written? In which language?**

Understanding – Using prior knowledge and analytical skills, reference books and online research to understand the context and meaning of the item.

- 1. What conclusions can be drawn from examining the details of the photograph?

- 2. Why do you think the photographer took the photograph? What was its purpose?

- 3. Why do you think someone kept the photograph? Why might it have been important to them?

- 4. What can be learned from the photograph about when and where it was taken?

5. Give the photograph a title.

6. **Teacher's final words:** There is often a moment in our life when a choice must be made. A mature person who has his own point of view, moral criteria, convictions and a person who is not indifferent to someone else's grief and mental suffering will make the right choice, realizing that cruelty and infringement of human dignity can again lead to the Catastrophe!

- How brave were Lily's parents?
- Was it awful for them watching the train roll out of the station?
- Did they believe they would see their Lily again?

7. **Teacher's last question:** How often do you write your parents CARDS/MESSAGES?

Take your **Phones/Cards** and **write a warm message** to your parents with the warmest words you read in Lily's and her parents' Cards

End products, outputs: *What will the students produce during this lesson plan? Be as specific as possible.*

There is often a moment in our life when a choice must be made. A mature person who firstly is honest to himself and has his own point of view, moral criteria, convictions and a person who is not indifferent to someone else's grief and mental suffering will make the right choice, realizing that cruelty and infringement of human dignity can again lead to the Catastrophe!

Warm messages: Students' cards and warm messages to their parents that they send online or write on a card.

Documentation: *Have you planned to document the lesson in some way? (eg. Photos, videos, essays, etc.) If so, please send to us as soon as you have photographs, videos, or essays to share!*

Photos of the lesson.

Assessment: *How will you assess your students' learning from this lesson?*

I love Centropa's film Lily Tauber «A Suitcase Full of Memories» and hope that I have managed to convey it to my students. Having watched this film, students are expected to realize how important family and relations within it are. It is a true film and this sincerity had begun long before with Lily's parents who brought it throughout their life. I hope my students will understand the real values in their lives and will be good people.

As a teacher, it is important for me to find the right way to pass this relay of memory. Evidently, we move away from those terrible events and modern realities completely take place in the heads and souls of people. In the lesson, I saw the sincere attention and participation of the students, not all of course expressed activity, but most of them watched the film with interest, yes, I told them in advance that the film was 30 minutes long. and this is a serious film, but every Centropa's film is received well, and I can see it. I noticed tears in the girls' eyes.

Reflection: *After teaching the lesson, please give us information on how it went.*

1. What were parts of the lesson that went well?

Watching film. Discussing. Filling in worksheet

2. What was difficult / challenging?

It was the first week at school after two remote/To involve all presented students in speaking because of different level of English

3. How did students react to the lesson?

Definitely most students appreciate such lessons when they can speak on their vision and express their opinion.

What else would it be useful for other teachers to know about your lesson plan?

This Lesson plan can be adopted to other school grades as well