

Lilli Tauber- A Suitcase Full of Memories

A lesson plan using  centropa materials.

Teacher's name: Yahel Ox

Grade level: 6th-7th graders (or weak 8th graders) for Hebrew and German speaking students

Participating school: Keshet Primary School, Mazkeret Batya, Israel

Subject: English as a 2nd Language

Total time to teach this lesson: A double lesson (total of 90 minutes) plus homework

Introduction

This lesson plan is based on the movie "Lilli Tabuer - A Suitcase Full of Memories", because audio-visual materials are an invaluable tool for teaching about the Holocaust. This movie will help students by

1. Putting a face to facts, dates, and numbers.
2. Understanding that history has a direct impact on the lives of individuals and their communities.
3. Using a medium that speaks to students with a video and an interactive game as the lesson will be more engaging for them.
4. Developing students' empathy as it enables them to better understand people of varying cultures, or those who have been labeled as "different".

The lesson is based on "Bloom's Taxonomy in the areas of: Remembering, Understanding, Applying and Analyzing

Aims:

To help students develop an interest in history within an ESL class through

1. Revising and learning new vocabulary with flashcards and worksheets.
2. To test students' knowledge of Geography of some of the countries in Europe that were involved in the movie using the Drag and Drop activity.
3. Students will watch the movie "Lilli Tauber - A Suitcase Full of Memories", and after viewing, oral comprehension questions using the WH questions will be asked to check their aural understanding.
4. Students will play the interactive game to test the vocabulary they have learned in the movie.
5. Students will be given homework to reinforce the vocabulary learned in the class.
6. The teacher will give students the "Exit Tickets" as a reflection activity.

Assessment Statements:

By the end of this lesson the students will be able to:

1. Recall and apply the new vocabulary from the flashcards in writing and speaking. For the weaker students, they will be able to translate the vocabulary from English to L1.
2. Show their knowledge in Geography by correctly locating the countries depicted in the movie.
3. Answer the WH comprehension questions regarding the movie.
4. Choose the correct answer from the picture or vocabulary either in Hebrew or English.
5. Understand what is required of them for homework.
6. Reflect on today's class, and will be able to express their opinions and feelings.

Materials needed:**Teacher:**

- A computer or a laptop connected to the internet and a projector
- Dry erase markers, tape, and whiteboard
- Color printer

Students:

- Notebooks, pencil, markers, scissors, and glue
- A Laptop, tablet, computer for each student or between a pair of students.

Primary Source:

[Lilli Tauber - A Suitcase full of Memories](#)

Additional Sources:

[Kindertransport: HOME](#)

<https://encyclopedia.ushmm.org/content/en/article/kindertransport-1938-40>



[Austrian Stories](#)

[Czech Stories](#)



[Pictures and Stories | centropa.org](#)

[The Kindertransport children 80 years on: 'We thought we were going on an adventure'](#)




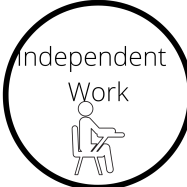

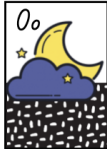






Pre- Class preparations for the teacher:

The teacher will need to print out:  Lilli words for Weaker Students .pdf  Lilli-Picture Reveal Beginners-Yahel Ox .pdf  _Lilli-Picture Reveal Advanced-Yahel Ox .pdf

 Sing and Search Lilli T.pdf  Smart Sketch Lilli T.pdf  Confusing Codes Lilli T.pdf  Yahel Ox Exit Ticket-3.pdf

Teacher will need to cut and laminate:  Lilli Tauber Flashcards Yahel Ox.pdf and  Lilli Go Fish German Yahel Ox .pdf or  Lilli Go Fish Hebrew Yahel Ox .pdf

Lesson Breakdown:

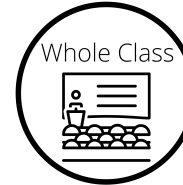
		Brief Description	Mode of Interaction	Materials
O P E N I N G	9 mins. 	<p>Warm-Up - Learning New Words</p> <p>The teacher will hang up the pre-cut and pre-laminated flashcards on the whiteboard. The teacher will ask the whole class to guess the words. They can see the first letter of the words.</p> <p>The teacher will write down the words next to the flashcards and will ask the students to write down the words in their notebooks. For the weaker students, they will be working on a different handout. Students will translate the words into L1 and glue the list in their notebooks.</p>	<div style="text-align: center;">  <p>Whole Class</p> </div> <div style="text-align: center;">  <p>Independent Work</p> </div>	<p>Flash Cards, whiteboard, dry erase marker, and tape.</p> <p> Lilli Tauber Flashcards Yahel Ox.pdf</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Students' notebooks and pencils.</p> <p> Lilli words for Weaker Students ...</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p> Spelling Words</p> <p>crowd _____</p> <p>rules _____</p> <p>curly _____</p> <p>neutral _____</p> <p>police<u>man</u> _____</p> <p>soldier _____</p> <p>tailor _____</p> <p>farewell _____</p> <p>jewellery _____</p> </div> <div style="text-align: center;">  <p>Beginner</p> </div> </div>
	5 mins. 	<p>Pre-movie discussion</p> <p>The teacher will then ask students what they think they will be learning based on the new vocabulary that they reviewed using the phrase "I predict/ I think the movie will be about..."</p>	<div style="text-align: center;">  <p>Whole Class</p> </div>	

5 mins.



Explaining the concept of Kindertransport

The teacher will then show the photos from the presentation and ask students what they can see in the images. The teacher will then explain the concept of Kindertransport. However, the teacher will need to be sensitive when describing the background of this period in history. The teacher can explain by simply stating: "After November 9th-10th, 1938 during The Night of Broken Glass, the British government eased immigration restrictions for Jewish minors under the age of 17 to enter Great Britain from Germany and its territories such as Austria and the Czech Republic". Explain also to students that children traveling on the Kindertransport had to follow strict rules on what they were allowed to bring with them. They could only bring one, small suitcase with no valuables. Girls were advised to take 12 dresses, 2 coats, shoes, nightwear, and toiletries.



A computer connected to the internet and a projector.

Lilli's Lesson -Photos- Yahel Ox

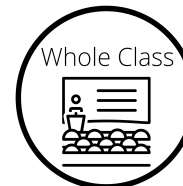
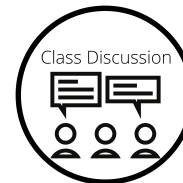


6 mins.



Geography Background

Because students may not know the locations of the countries mentioned in the movie such as The UK, Germany, Luxemburg, Austria, and Israel, the teacher will show them on a map using the "Lilli Lesson - Drag and Drop Countries". The teacher will explain the different roles the countries played such as how Luxemburg was a neutral country and what that means.



A computer connected to the internet and a projector.

Lilli Lesson -Drag and Drop Count...



28
mins.**Watching the film**

"Lilli Tauber - A Suitcase Full of Memories" with English or Hebrew subtitles depending on the level of the students.



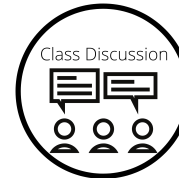
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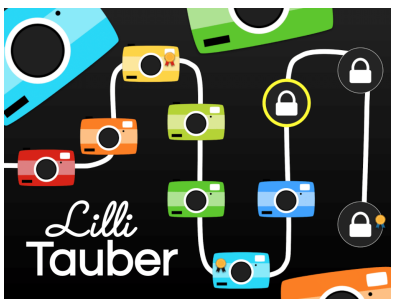




















































[Lilli Tauber - A Suitcase full of Memories](#)

16
mins.**Post-movie Discussion**

The teacher will ask different types of questions based on Bloom's Taxonomy:

- What is the movie about?
- Where does the movie take place?
- What did you learn from this movie?
- What did the parents of the Kindertransport children hope for their children's future?
- What was Lilli's life like before the Nazis came into power in Austria?
- What emotions might Lilli be feeling while waiting for the train to leave?
- What would you have taken in your suitcase? Why did the moviemakers use original photos in the movie?
- What was the relationship between Lilli and her relatives?



		<ul style="list-style-type: none"> • What evidence can you find in the movie of Lilli's gratefulness that her parents sent her to London by herself? • What guesses can you make about Lilli's parents? • How did you feel while watching the film? 																	
C L O S U R E	<p>7 mins.</p> 	<p>Playing an Interactive Game</p> <p>The aim of this game is to open all ten locks by answering the questions from the hyperlink "Game for Hebrew Speakers: Lilli Tauber".. (N.B. There are two versions of this game - one for the Israeli students in English and Hebrew and another for the German students in English and German.)</p>	 	<p>Laptops or tablets or computers for each student or a pair.</p> <p>Game for Hebrew Speakers: Lilli Tauber Game for German Speakers: Lilli Tauber</p> 															
	<p>5 mins</p> 	<p>Go Fish Game Card</p> <p>For the students who finished playing the interactive game, the teacher will hand out the pre-cut and pre-laminated "Go Fish Game Cards". The students will work in pairs and will take four minutes to play. (N.B. There are two versions for this game - one for the Israeli students in English and Hebrew and another for the German students in English and German.)</p>	 	<p>Go Fish Game Cards</p> <p> Lilli Go Fish German Yahel Ox .pdf  Lilli Go Fish Hebrew Yahel Ox .pdf</p> <table border="1"> <tr> <td> שוטר</td> <td> רכבת</td> <td> קטע תחילת</td> <td> עובד</td> <td> POLICEMAN</td> <td> TRAIN</td> <td> CURLY HAIR</td> <td> SAD</td> </tr> <tr> <td> חייל</td> <td> תלמידים</td> <td> תקווה</td> <td> אחות</td> <td> SOLDIER</td> <td> JEWELLERIES</td> <td> HOPE</td> <td> NURSE</td> </tr> </table>	 שוטר	 רכבת	 קטע תחילת	 עובד	 POLICEMAN	 TRAIN	 CURLY HAIR	 SAD	 חייל	 תלמידים	 תקווה	 אחות	 SOLDIER	 JEWELLERIES	 HOPE
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3 mins.



Homework

For the whole class, the teacher will ask students to re-watch the movie.
The teacher will also hand out homework worksheets to the students depending on their levels:

For the beginner students:

- Sing and Search
- Lilli T Beginner Picture Reveal.

For the advanced students:

- Smart Sketch Lilli T
- Confusing Codes Lilli T
- Lilli T Advanced Picture Reveal

Homework



Movie Link:

[Lilli Tauber - A Suitcase full of Memories](#)

Worksheets:

- Lilli-Picture Reveal Beginners-Yahe...
- _Lilli-Picture Reveal Advanced-Yah...
- Sing and Search Lilli T.pdf
- Smart Sketch Lilli T.pdf
- Confusing Codes Lilli T.pdf



Name _____

Confusing Codes

Directions: Crack each code to figure out the spelling word. Write the beginning sound of each picture to crack the code.

Confusing Code	Spelling Word
g p d s o	
e n c o f	
s n i o	
o r n e s c e g	
f e t n c o	
o r p a n	

6 mins.



Exit Ticket

The teacher will give each student an Exit Ticket where students will need to answer the following three questions.

1. "Something I will take with me today",
2. "Something I didn't find interesting today", and
3. "How do I feel about today's lesson?"

Independent Work



Worksheet

- Yahel Ox Exit Ticket-3.pdf

Yahel Ox

EXIT TICKET

Something I will take with me today:



Something I didn't find interesting today:



How do you feel about today's lesson? Color the face.

