**Introductory Information**

* Lesson Plan Title: Kindertransport during the Holocaust - Connection to American History
* Created by Joshua D. Gaskill, Pamlico County High School in Bayboro, North Carolina
* Primarily taught for American History I students (can be adapted for other courses, American History II or Advanced Placement United States History)
* 10th Grade Students in Standard or Honors-level American History classes
* Time Required - 180 minutes (2, 90 minute block classes)

I teach in a small, rural high school in Eastern North Carolina. My students lack experiences, therefore; this lesson plan will allow them to connect two major issues in history: slavery in the United States and the Holocaust. I came to Centropa to gain experience myself, and through this experience, I hope to share what I have learned with my students. Centropa is allowing me to “pay it forward” as an educator.

This lesson plan seeks to connect and synthesize the topics of Slavery in America and the Holocaust. The lesson will focus specifically on the kindertransport, and the individuals who assisted Jewish children to safety along with specific conductors of the Underground Railroad in the United States. The use of primary source documents, high levels of critical thinking, and the Centropa film featuring Lilli Tauber (see below), will be used to complete the lesson activities.(<http://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?subtitle_language>)

**Background Information**

Context for Lesson - This lesson looks at specific objectives aligned with the Common Core and the NC Standards specifically for high school social studies. Themes relevant to this lesson include historical context, historical chronology, change over time, and synthesis.

Enduring Understanding (EU) - The main “takeaway” behind this lesson is to have students understand the similarities between historical events and topics. The social and political ideas behind the Holocaust and US Slavery had detrimental effects on the people involved in these atrocities.

Goals/objectives - This lesson seeks to have students think outside the box, and look at both American history and World history in a broader context. Students will be able to use and evaluate primary source documents to make relevant connections. In addition, students will be able to provide specific factual information from the texts used to create their own historical analysis through critical thinking.

What Centropa or other resources were used? The following Centropa film was used:

Lilli Tauber (<http://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?subtitle_language>)

The following primary source documents were used focusing on Harriet Tubman and other helpers associated with the Underground Railroad:

<http://www.whispersofangels.com/biographies.html>

Students will need these specific skills or background knowledge:

* Research skills
* Access to technology
* Basic knowledge of both the kindertransport and the Underground Railroad (Harriet Tubman)

**The Lesson**

Motivating Students - I would use the “hook” of having students think about the challenges of escaping from a dangerous situation. What would scare them? What would worry them? I would eventually arrive to the idea of being rescued and how they would feel towards the individuals that helped them escape their dangerous situation. This lesson would be used to elaborate on a larger topic of American slavery, specifically, the Underground Railroad and Harriet Tubman (along with her helpers).

The lesson. Harriet Tubman - The Underground Railroad

Find specific primary source documents related to her adversities/challenges. Who were the people that assisted on the Underground Railroad? What motivated them to help with the abolitionist movement in the United States? This portion would take 45 minutes to complete the research. The link students will need to complete this portion of the activity is provided above.

"Behind the Scenes" - Individuals who adopted/took in Jewish children. This portion would take 45 minutes along with the time needed to show the Lili Tauber film. What adversities/challenges might they have faced? Using the Lili Tauber film, what was the story behind those individuals that assisted in the kindertransport? Are their any interviews about them? This will require research.

Concluding Activity - The concluding activity will take place on the second day, after students have completed their research. Students will be researching both historical events to draw out similarities as well as differences. They will create a chart, outlining their findings. From there, they will be creating a comparative analysis presentation to the rest of the class.

Note - This lesson can be adapted to fit all kinds of minds. If working with a lower level group, the research portion of the lesson plan will need to be very directed. Guiding questions will be needed to scaffold information in order for students to think about the “big picture” between the two topics. If working with a higher-level class, have students create their own guiding questions as a way to make sure they are reaching the desired outcomes. Also, they might create an alternative presentation or write an actual research paper.