Title: Kindertransport – Tolerance in an Intolerant World

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Course Taught in: English Language Arts

Category: Holocaust

Ages: 11-14

Time: 3 class periods (50 minutes each)

**Purpose**

1. How the event of Kindertransport fitting into the idea of tolerance in an intolerant world
2. Themes to Cover: resistance, upstanders, bystanders, the righteous, courageous acts

**Objectives**

1. Students will be able to explain cause and effect of the Kindertransport on identity and tolerance.
2. Students will be able to determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
3. Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Materials**

1. Centropa Database, “Jewish Soldiers in the Austro-Hungarian Army” (Film)
2. Centropa Database, “Otto and Kitty Suschny: A Few Streets Away” (Film)
3. Teacher-made Kindertransport packet (introductory notes, excerpts from Vienna Jewish Source Book, pages 144-149)
4. Suitcase, similar in size in the 1930s and 1940s

**Before Day 1**

1. As a HW assignment, students will read teacher-made packet, focusing on key terms and reflective questions (found in Day 1).

**Day 1**

1. Briefly discuss the pre-assignment, focusing on key terms.
2. Students will reflect concentrating on the following questions:
   1. What was the Kindertransport?
   2. Who organized it?
   3. How were ordinary people involved?
   4. What are your thoughts about the Kindertransport?
3. Open discussion – reflecting questions specifically focusing on the readings and the idea of Tolerance.
4. Show students a suitcase from the era. What are their thoughts about it in relation to the Kindertransport?
5. HW: Have students take a picture and bring to class of the most important items they’d take on their journey.

**Day 2**

1. Show “Jewish Soldiers in the Austro-Hungarian Army”
   1. Briefly discuss
   2. Guiding questions – ideals of tolerance and how society was affected; Pact of Tolerance
2. Show “Otto and Kitty Suschny: A Few Streets Away”
   1. What are the differences between their experiences of escape prior to WWII?
   2. Kitty left via the Kindertransport, how did she survive in her new home?
   3. What, in your own experiences, is similar to Kitty’s? Why is a tolerant society important? (think back to the differences between both films).
3. Homework: Students will journal, reflecting on the following questions.
   1. How did Kitty live in the England? How does her experience relate to them?
   2. After viewing the video, how have your thoughts changed about the Kindertransport?
   3. What did you choose to take in your suitcase? Explain.

**Day 3**

1. Class discussion: students share picture and journal entry.
2. Write a letter to another international student to share experiences of what they learned about the Kindertransport?
   1. Ideally, write letters to South Africa. After chatting with Mark, they also discuss White Rose Resistance and Sophie Scholl. We also have additional readings in a Scholastic SCOPE Holocaust Sourcebook which discusses Sophie.
   2. Upon receipt of South African pen pal letters, students will create a display showcasing the letters and additional information they’ve learned.

**Additional Notes/Ideas**

1. As you wait for letters to arrive, consider the refugee crisis and incorporate pictures. For example, take Kindertransport photographs and Syrian refugee photographs and compare them in black and white. Photos can be added to the display.