



LESSON PLAN

TITLE: KINDERTRANSPORT Lilli Tauber- A Suitcase full of Memories.

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NAME OF SCHOOL: High School of Thessaloniki.

COURSE THE LESSON IS TAUGHT: History and Greek Literature.

LEVEL AND AGE OF STUDENTS: 2nd Class of High School. Age 16-17.

TOTAL REQUIRED TIME TO TEACH THE LESSON: Five hours.

PERSONAL INFORMATION: I am a Greek Literature teacher in a High School in Thessaloniki. In March 2015 I took part with my students in a competition, that was organised by the Ministry of Education and the Jewish Museum in Greece. We made a video about the shoah and we won. As a result, we visited the concentration camps in Auschwitz and Birkenau. I have attended a seminar, that was organised by Yad Vashem in Jerusalem in Israel on 03-10 July 2015. I attended a seminar organised by Centropa in Vienna, Prague and Berlin on 04-13 July 2016 on Holocaust studies. During the last two years I have attended several seminars in Thessaloniki and Kavala, that were organised by Centropa and the Jewish Museum in Greece. In November 2015 I took part with my students in crocus project. In March 2016 I and my students created a video about the Jews, who lived in Thessaloniki and about the Holocaust of Jews.

SUMMARY OF THE LESSON PLAN:

We start by using an extremely touching film by Centropa: Lilli Tauber- A Suitcase full of Memories, due to the fact that it touches different topics, such as consequences of war, bystanders, altruism and refugees crisis. The students will learn about the meaning of the Kristallnacht and the Kindertransport . I use photos of the kindertransport , photos of Lilli Tauber and photos of the children of refugees, who come to Greece unaccompanied. Another material that I shall use is the Lilli Tauber interview and letters that were sent from the children of the Kindertransport who were living in England to their parents, and a document from the Jewish refugee committee. Each group of my students will create one a video, timeline, a map and power point. At the end of the project, they will present their work.

Background information

This lesson fits into the themes of History since Kindertransport was a unique program which ran between November 1938 and September 1939.

Approximately 10,000 children, the majority of whom were Jewish, were sent from their homes and families in Germany, Austria and Czechoslovakia to Great Britain to escape from Nazi Germany. Strict conditions were placed upon the entry of the children and every child. Many of the children did not see their families again. By dealing with this topic, students will understand many values of our lives, such as altruism and helping others, in order to save them.

GOALS.

The students will:

- Learn about the Kristallnacht.
- Gain knowledge about the Holocaust.
- Learn about Kindertransport.
- Improve their historical analysis skills.
- Understand the value of helping each other in contrast in being a bystander.
- Understand that History is being repeated.
- Investigate by exploring letters and other sources.
- Work with different kinds of media .
- Be creative , since they will create timeline, map,video and power point.
- Develop their public speaking and presentation skills.
- Attempt to understand what people had to go through, in order to be saved from Nazis
- Learn to cooperate with other students.
- Learn to help other people in order to save them. This is a significant goal for Greek students due

to the fact that thousands of refugees come to Greece almost every day.

- Understand to respect others regardless of their religion and the country they come from.
- Be open minded and fight against racism, bullying and prejudices.

SOURCES: Lilli Tauber- A Suitcase full of Memories A film by Centropa.
http://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?language=de&subtitle_language=en

Photos of Lilli Tauber and her family.

Photos of the kindertransport:

http://uk.centropa.org/sites/uk.centropa.org/files/resize/features_kindertransport_1-206x114.jpg

Photos of the children of refugees, who come to Greece unaccompanied.

Biography of Lilli Tauber. <http://www.centropa.org/biography/lilli-tauber>.

Centropa 's ebook [.http://www.centropa.org/teaching-materials/centropa-ebook-lilli-tauber](http://www.centropa.org/teaching-materials/centropa-ebook-lilli-tauber)

Chapters and photos from the Centropa Vienna Source Book on the Kindertransport .

Letters that were sent from the children of the Kindertransport who lived in England to their parents.<https://blog.ehri-project.eu/2016/04/20/letters-from-kindertransport-children/>

Document from the Jewish refugee committee.

Worksheets.

MOTIVATING THE STUDENTS.

In the first class the teacher shows these two photos to the students. In order to help them, the teacher asks several questions such as:

What can you see in the photos?

At which point of time could these pictures be taken?

How would you describe these children?

What do you think might have happened to the children on the photos?

Then the teacher explains what these photos portray. The picture on the left shows the arrival of Jewish refugee children at the port of London in February 1939. The picture on the right shows the arrival of unaccompanied refugee children in Greece. Then he explains what Kristallnacht is. He explains that Kristallnacht was a pogrom against Jews throughout Nazi on the 9–10 November 1938. Then he explains that kindertransport, Children's Transport, was the informal name of a series of rescue efforts which brought thousands of refugee Jewish children to Great Britain from Nazi Germany between 1938 and 1940. The first Kindertransport arrived in Harwich, Great Britain, on 2nd December 1938, bringing 200 children from a Jewish orphanage in Berlin which had been destroyed in the Kristallnacht pogrom. Like this convoy, most transports left by train from Berlin, Vienna, Prague, and other major cities in Central Europe. Yet, nowadays with the recent Balkans border closures, Greece is becoming the focal point with over 60,000 people stranded here, whilst huge numbers are still arriving . Families and children are forced to stay in hot spots. Many children, and specifically unaccompanied, come to Greece, in order to be saved.

THE LESSON

In the second class the teacher shows the film Lilli Tauber- A Suitcase full of Memories and he asks several questions to his students such as:

- Which part of the film impressed you the most?
- How did Lilli and her family live in Austria before the Second World War?
- Why Lill 's mother sent her to Great Britain?
- Who took Lilli's family possessions?
- What was the content of the suitcase that her aunt gave to her?
- How did you feel while watching the film?
- Do you think that there are any similarities with the children of the refugees, and specifically the unaccompanied, coming in Greece?
- Which person did you like the most?
- Why do you think did Lilli return to Austria ?

In the third class the teacher divides the students into five groups of four or five .In each group at least one student should have a good level in English. Each group has different worksheets.

WORKSHEETS

1st GROUP. (WRITERS)

- First watch the film : Lilli Tauber- A Suitcase full of Memories http://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?language=de&subtitle_language=en
- Write a text answering the following questions:
 1. Which is the period and the countries the history is referring to?
 2. What was Lilli's Tauber family background?
 3. How did she live before the Second World War started?
 4. What happened in 1938?
 5. Who took her family's possessions?
 6. Where did her brother go?
 7. Where did Lilli go and why?
 8. What is the number 39, that it was written in her suitcase?
 9. Where did she stay, after she arrived in England?
 10. How did she communicate with her parents?
 11. When did she stop communicating with her parents and why?
 12. What was her job in England?
 13. When did she return to Austria ?
 14. Did she see her parents again?
 15. What did her aunt Berta give to her and what was the content of it?
 16. How did you feel while watching the film?
 17. Which part of the film impressed you the most?
 18. Why do you think the film has the title: A Suitcase full of Memories?
 19. Which person did you like the most and why?
 20. How do you think did Lucia feel when she made the journey?
 21. Why should not we forget the Holocaust?
 22. Should we help the victims of the war nowadays? Give examples.
 23. What was the kindertransport and was the purpose of the journeys?
- You will present your work to the whole class.

2nd GROUP.

- Read Lilli Tauber's biography in the Centropa Vienna Source Book on the Kindertransport .

Lilli Tauber was born in Vienna in 1927. Lilli escaped the war by Kindertransport to England, and her brother fled illegally to Palestine. Their parents were deported to the ghetto in Opole and were murdered during the war. When she came back to Vienna after the war, her aunt gave her a leather suitcase filled with letters her parents wrote during the war. Lilli married Max Tauber in 1953 and together they have two sons, Wilhelm and Heinz.

"I didn't experience any antisemitism until March 12, 1938 [the Anschluss]. I was eleven years old and attended the grammar school. Andrea, the daughter of a non-Jewish doctor, picked me up at my parents' place every morning, and we went to school together. Back then everyone went on foot; it wasn't a long walk, anyway. We were good friends but after March 12 she stopped hanging out with me – from one day to the next. It was horrible for me; I was just a child and didn't understand why. As it turned out, she had brothers who had been Nazis illegally, a long time before the Anschluss.

Everything changed. Our shop was aryanized, and my father was advised to sell our house. He did, but we were allowed to stay until he found a new home for us.

This happened during the summer holidays. I was supposed to go back to school in September but I wasn't allowed to go to the regular grammar school any more. The Jewish community in Wiener Neustadt continued to exist a bit longer, and a school was set up in the prayer house, which was close to the big, beautiful synagogue. When I still went to grammar school our religious classes took place in the prayer house, which could be heated in winter.

I remember November 10, 1938 [Reichspogromnacht] very well. It was a Thursday, the sky was cloudy and it was about 10 am when someone came into the classroom and started whispering into our teacher's ear. Afterwards the teacher told us to go home, saying that something was going on. My parents were surprised that I returned from school so early. At about 11 am, the doorbell rang and the Gestapo arrested my father. They took him along with them.

They took us to the synagogue. All Jewish women and children from Wiener Neustadt had been brought there and were searched for money and jewelry. They had to hand in everything; the SA deprived them of all their belongings. Mrs. Gerstl, my friend Trude's mother, didn't want to sign a paper saying that she would hand over her house, so they beat her until she did sign it. I witnessed all of this. At nightfall they led us into the synagogue. The floors were covered with hay and they gave us Torah covers to cover ourselves up. We were locked in for three days. The synagogue had a yard with an iron gate facing the street. There were people outside the gate watching, and people from Wiener Neustadt looked on with amusement as we Jewish children had to go round in circles.

We never returned to our house; all our possessions had been stolen.

My father turned out to be in the police prison on Elisabeth promenade, where they had crammed all Jewish men that had been arrested. He later told us that it was horrible, and that there wasn't even enough room to sit down. Then they made their choice about who would be brought to Dachau, and who would be allowed to go home. My father and Uncle Adolf stood next to each other. My father was told that he could go home, my uncle was deported to the Dachau concentration camp.

There was only one subject of conversation among Jews at the time: How do we get away from here?

My brother fled to Palestine with an illegal transport in October 1938. After that I never saw him again. Traveling was expensive and neither of us had enough money to travel after the war.

No one cared about school anymore. Uncle Gottfried had connections with the Bnei Brith lodge, a Jewish social organization. Bnei Brith means 'Children of the Covenant,' and those lodges exist all across the globe. Back then they helped to save the lives of Jewish children. The procedure was such that someone had to guarantee that the child wouldn't be a burden to the British state. Children who had such a guarantee received a permit and were allowed to immigrate to England with a Kindertransport but without their parents. There were girls, boys, and even babies, in these Kindertransports - it's hard to imagine today what it was like.

Only later, when I had children of my own, did I realize how courageous my parents were. It must have been terrible for them to bring me to the railway station. I was excited back then and understood that it was better for me to go away. I wasn't angry with them for sending me away. At the time I didn't even think of the possibility that I might not see my parents again.

Each child had a red plate with a number put around his or her neck. A plate with the same number was put onto each child's suitcase. That's how I arrived in England. I didn't speak a single word of English. Three children from our convoy were dropped off at the train station in London and taken to a hostel from there. The hostel belonged to the Bnei Brith lodge, and there were mainly children from Germany there, so everyone just spoke German.

I had been raised religiously. Our super-intendent in England was strictly Orthodox and forced us to live an Orthodox way. We weren't even allowed to brush our teeth on Saturday, and had to pray after every single meal. She was horrible. There was a girl called Lotte Levy, who came from a strictly Orthodox family in Cologne. Her father was a shammash [synagogue official]. However, due to the pressure of our superintendent she completely broke away from religion.

In August, school started in England, or, rather, one day we were just told that we had to go to school. It was a regular school and children were admitted to classes appropriate to their age. I was the only émigré in my class and didn't know a single word of English. It was horrible. First, everyone looked at me as if I was somehow spectacular. The teacher had probably explained to the other students who I was, but as I said, I didn't understand English. The teacher did her very best to teach me a little bit of English.

One or two weeks later the war began [1 September, 1939]. We were sent to live in the country, in Cockley Cley, with a certain Lady Roberts. She belonged to the English landed aristocracy and wasn't Jewish. She was about 50 or 60 years old, very nice, and concerned for our well-being. She knew what was happening to Jews and had enough money to help a lot of them. She owned a large plot of land and employed many farm workers who also lived there. It was a huge asparagus farm, and many people worked for Lady Roberts and lived on her estate. There was no school in the village so all the children went to school in Swaffham, the nearest bigger city. Our teachers from London had come with us, and Lady Roberts arranged for a little cottage with two rooms to be transformed into classrooms. None of the teachers knew German so I learned English quickly.

When we moved to Lady Roberts' estate our cook came along. She was strictly kosher and got her own kitchen. Lady Roberts made sure that she would get kosher meat, and so on. Lady Roberts received a certain amount of money for each child that she took on. She gave what remained from that amount to us children, and we could use that money to go to the cinema.

Mr. Harry Watts was Jewish and the owner of a barbershop in London. We all called him Uncle Harry. He was always there for us emigrant children and took care of us in a really touching way. He was a member of the Bnei Brith lodge. He took us on trips. I especially remember a trip to Brighton, a seaside resort. I wrote a letter to my parents in which I described in minute detail what I had seen, what the sea was like, and where we stopped for a break. Uncle Harry bought clothes for us because we quickly grew out of our old clothes, and he also gave us pocket money. Once he came with a truck and brought us all new boots. We all loved him dearly.

In 1942, I was 15 years old and returned to London, where I lived again in a hostel belonging to the Bnei Brith lodge. I wanted to learn a profession. I had an apprenticeship in a tailor's shop and became a

dressmaker. I worked as a dressmaker in London until I returned to Austria.

I wasn't officially informed that my parents had been killed and always hoped that they would still be living somewhere. I first learned about places like Auschwitz in 1944, around Rosh Hashanah, when they spoke about it in the British Parliament. It crossed my mind back then that my parents might not be alive any more. My parents' life gradually became harder: As a qualified tailor, my father managed to earn some money in the beginning. He worked for the 'Damen und Herrenkleiderfabrik Richard Kassin' in Vienna's first district from September 4, 1940 to February 26, 1941. My parents were deported on February 26, 1941. I don't know where they were murdered. I just know that they were deported to the Opole Ghetto in Nazi-occupied Poland from Vienna. I own a large number of letters, which my parents wrote to Aunt Fany, Aunt Berta, and my grandmother from the Opole Ghetto before they were murdered. Aunt Berta gave me a little leather suitcase after the war, which included all documents and letters she had collected before Aunt Fany and my grandmother were deported. That way, all these valuable documents were preserved.

Apart from these letters, my father also sent photos from the Opole Ghetto. Opole was a village that had been sealed off. Jews who lived there weren't allowed to leave, and more and more Jews arrived. There was a bakery, a butcher's shop, a barbershop, restaurants, and a photo shop, just like in any normal village. However, nothing could be brought into the ghetto, so food soon became extremely expensive, and my parents depended on help from their relatives in Vienna. It must have been very important to my father to have life in the ghetto captured on film. The Jewish photographer took pictures of everything my father told him to. My father inscribed things on some of the pictures and sent them to Vienna.

There was a communist organization called Young Austria in London, and all over England, for that matter. Young Austria had been founded by Austrian patriots, who told us that we had to return to Austria after the war and help build a democratic state. I was young, and when you're young you easily get enthusiastic about things, and that's why I returned to Austria. Most of the children who came to England stayed after the war or moved on to America, but I returned to Austria in 1946. However, I wasn't politically involved anymore in Austria."

- After reading Lilli's biography, make a timeline. You will present the facts in chronological form using years and dates. Under these circumstances you will also be able to see that Lilli's Tauber personal past is different in scope from her family's past.
- Draw a map exploring the countries and the places, which Lilli has gone to in order to be saved.
- You will present your work to the whole class.

3rd GROUP. (WRITERS AND ACTORS)

- Read the biography of Lilli Tauber: <http://www.centropa.org/biography/lilli-tauber>.
- Create a monologue in which you will describe how did Lilli Tauber grow up,
- how did she live during the Second World War, what was her family's background and her life, when the war ended.
- One girl of your group will present the monologue to the whole class.

4th GROUP.

- Read the following document from the Jewish refugee committee.

- Then visit <https://blog.ehri-project.eu/2016/04/20/letters-from-kindertransport-children/> and see the map . Explore the cities in which the children were transferred
- Read some of the letters which the children sent to their parents. Some of these letters are the following:

--Dear Parents,

Have been well received in Holland. The people are very good. We were given a midday meal and soda from the Dutch. They are pleased with us. Soon be at the coast. It is 7.30 in the evening. I am writing very badly here. Will write more. It is just a note from me. We are all here. Love your son Horst.

Herr Dr. J., Hamburg – Othmarschen

--My dear Mutti,

I am writing to you from Rotterdam. Another half an hour and we are travelling in the ship. We were received very kindly in Holland and were given food there. I will shortly write you a detailed letter. I am well and cheerful. Love to everyone from me, Tante Erna, Fr., and others and everyone else I know. Kisses from Röschen.

S. B. Family, Frankfurt (Oder).

--Dear Mutti and Opa [Grandpa],

Now it is evening and many children are writing. We were wonderfully received in Holland. We received quite a lot. First there was meat with ..., then lemonade, chocolate. In an hour we are going by ship to England. From E. I will write all about it in a letter to you. My writing is very bad. Much love and kisses your Inge.

Herr Dr. M. Z., Hamburg.

My dear Parents,

We are already in Holland where we have been delightfully and marvellously looked after. The people behave touchingly. We were also photographed. If I receive the newspaper, you will receive a picture. Everything is too beautiful. We think of you a lot. This is just another sign of life which you see shows how magnificently things are going for us. Lots and lots of love, 100 kisses your Pitt. We are very jolly and have been singing. My very best Werner.

Frau R. E., Altona

- Imagine that you are an unaccompanied child of refugees, who came to Greece .
- Write a letter to your parents/ relatives expressing your feelings. In addition, describe the trip that you have made, the difficulties you have faced and your dreams for the future.
- You can also create a document that the committee or your country gave it to you and you had during your trip.
- You will present your work to the whole class.

5th GROUP.

- First visit <http://www.centropa.org/teaching-materials/centropa-ebook-lilli-tauber>
- Then visit [http://www.centropa.org/search/site/lilli%20tauber?f\[0\]=bundle%3Aphoto](http://www.centropa.org/search/site/lilli%20tauber?f[0]=bundle%3Aphoto)
- Take photos from the above websites.
- Make a power point in which you describe with photos and comments Lilli's Tauber life and family.
- Create a video with moviemaker. You can use photos from the above websites. You could use the music from the soundtracks of Schindler's list or The pianist or Book thief.
- You will present your work to the whole class.

In the fourth and fifth hour students will present their work to the whole class.

OTHER ACTIVITIES:

- ◆ The students can also:
- ◆ Visit Centropa's website and read other biographies from the kindertransport such as :Kitty and Otto Suschny, Hannah Fischer, Lucia Heilman. Then they can create power point, maps, videos with the lives of the children, who were transferred to Great Britain, in order to be saved.
- ◆ Take part at crocus project.
- ◆ Present their work on 27th January, the Holocaust Memorial Day, in their school.
- ◆ Create poems /dance/map/song/piece of artwork against War and against antisemitism and share them in their class.
- ◆ Write/draw/sing or create anything they want, in order to express their feelings and their emotions.
- ◆ Find the meaning of the words and create a text with them:
- ◆ deportation, concentration camps, gestapo ,ghetto, Palestine, Great Britain, passover, Resistance, rescue, Auschwitz and Birkenau.
- ◆ Write a letter to the children, that were saved from the Holocaust telling how the biography affected him or her.

Since I was born in Thessaloniki in Greece I suggest to other teachers to use the text, that is below, when the lesson plan finishes:

After describing her life in Saloniki, during the war and in Auschwitz, Erika from Saloniki wrote: "Today I have seven grandchildren: Lior, Iris, Tomer and Omri, Charles, Erika and David.[...] For my grandchildren and all the children of the world of any religion, I have written my testimony 50 years later so that they will be able to reply to anyone who dares to deny there was a Holocaust and so that they will always be on guard to make sure that there will never again be another Holocaust: **NEVER AGAIN.**"

In your opinion, what measures can be taken to ensure that there will never again be another Holocaust: **NEVER AGAIN**”?