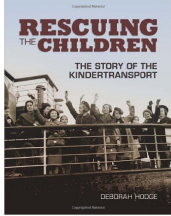


TEACHER'S GUIDE & CLASSROOM ACTIVITIES FOR

RESCUING THE CHILDREN

BY DEBORAH HODGE

ABOUT THIS BOOK



Rescuing the Children: The Story of the Kindertransport tells the story of ten thousand Jewish children who were rescued out of Nazi-ruled Europe and sent to safety in Britain just before the outbreak of World War II. Unlike most of their family members, these children (called "Kinder") survived the Holocaust. Their rescue shines a ray of light on this darkest of times.

ABOUT THE HOLOCAUST

The Holocaust was the state-sponsored persecution and murder of six million European Jews by the Nazi regime and its collaborators between 1933 and 1945. Of the six million put to death, 1.5 million were children. *Source: US Holocaust Memorial Museum.*

To learn more about the Holocaust and find guidelines for teaching, please see the educator's section on the US Holocaust Memorial Museum website at: www.ushmm.org/education/foreducators.

ABOUT THE KINDERTRANSPORT

To learn more about the Kindertransport, please see the website of the Kindertransport Association at: www.kindertransport.org. You can also find additional listings for related books, DVDs and websites in the "Note to Parents and Teachers" on p. 56-57 of *Rescuing the Children*.

NOTE TO TEACHERS

There is no easy way to tell young people about the Holocaust. It is a topic that requires the discretion of educators who will know the best time and approach for discussing this sensitive subject.

CLASSROOM ACTIVITIES

Use the following activities to accompany the book *Rescuing the Children: The Story of the Kindertransport* and to engage your students in thinking about and discussing important issues of discrimination, persecution, diversity and compassion.

Many of the activities will be suitable for Language Arts, Social Studies, Social Responsibility or other studies of ethics. Some activities will also work well in Fine Arts or Math. Feel free to print and share these activities with your colleagues. Thank you for your interest!

FOR PAGES 8-11: "TERROR IN GERMANY" AND "VOICES OF THE CHILDREN"

Discussion Topics: Even though you live in a different time and place, you may have seen bullying or experienced discrimination yourself. How did it make you feel? How would you feel if you were Ruth, Ellen or Joseph?

Using a dictionary, look up the meanings of the following words: discriminate, persecute and anti-Semitism. Give examples that show the meaning of each word.

Ruth, Ellen and Joseph suffered because of Nazi persecution. Make a list of anti-Semitic policies that were put in place in Nazi Germany during the 1930s.

In partners or small groups, describe a situation of bullying, racism or discrimination you have recently seen or experienced. Brainstorm a list of ways that people can stand up for others who are being persecuted or discriminated against.

Take a poll and graph your results. Find out how many students in your class have experienced racism or other forms of bullying in the last month. What kind of bullying was it? Where did it take place?

Write an anti-bullying code of conduct for your classroom or school.

Create an anti-bullying or anti-racism poster.

Find out if there are children in the world today who are suffering from persecution. Write a letter to your government or other agency and ask them to help.

FOR PAGES 12-15: "DESPERATE TIMES" AND "THE NIGHT OF BROKEN GLASS"

Discussion Topics: After Kristallnacht, Jews in Germany and Austria knew they were in terrible danger. Many tried to flee to other countries. Why do you think Jews were turned away almost everywhere? What would have happened if more countries had been willing to accept Jewish refugees?

Do some research to find out which countries agreed to accept Jewish refugees in the 1930s. Make a graph showing how many refugees each country accepted. How many did your country accept?

Interview someone who has survived persecution in another country (past or present). If this is not possible, research an account of someone's refugee experience by reading a newspaper, book or searching the internet.

Share your findings (or personal story) with the class by writing an article or doing an oral presentation.

Research how many refugees are accepted per year in your country today. What countries do they come from? What are their reasons (consider war, persecution, famine or other problems) for leaving their home countries? Present your findings in a written or oral report, or in a chart.

FOR PAGES 20-25: "GETTING READY" AND "SAYING GOODBYE"

Discussion Topics: Imagine you had to leave your family and home, and did not know when you would see them again. What would you pack? What would you leave behind? What would you say to your parents?

Make a collage or list of items you would take with you. Everything must fit into one small suitcase.

Create a drawing or list of the items you must leave behind. Describe how this would make you feel.

Compare your lists with other students. How are they alike? How are they different?

Write a good-bye note to your parents.

Bring a photograph or other possession from home and talk about its importance to you and your family.

FOR PAGES 26-27: "THE JOURNEY"

Discussion Topics: The Kinder escaped a dangerous situation and were greeted by friendly people in a safe place. How did this help them? What are some ways you can welcome newcomers to your school or community?

Of the Kinder who shared their stories in this section, who do you relate to most? Why? Write your answer or share it with the class in a discussion.

Imagine you are one of the Kinder. Write a journal entry that describes your trip.

Make a postcard, with a drawing on one side, and a short message on the other. Write it to a friend or family member you had to leave behind.

Draw a map showing the journey of the Kinder. Or, trace their journey on a classroom wall map.

In a class discussion or in writing, describe ways that a refugee's journey would be the same today. How would it be different?

Find out about organizations or individuals in your area who help refugees settle into their new home.

In partners or small groups, brainstorm ways to welcome newcomers to your classroom or school. Choose one to do over the next week or month.

Host a multicultural day. Cook food from other countries or invite students to bring food that is important to their heritage.

FOR PAGES 29-30: "ARRIVING IN ENGLAND"

Discussion Topics: Picture yourself arriving alone in a new country, where you can't speak the language and you don't know the people you will be living with. How do you think the Kinder felt?

Create a picture or newspaper article that features the Kinder arriving at Liverpool Street Station.

Write and act out a short play of the Kinder arriving in England. Who meets them? Who helps?

Compose a welcome message to the Kinder from the Mayor of London.

Ask your parents or other family members about your background. Where is your family from? If they had to leave their home country, find out why. Consider writing or speaking about their experience and sharing it with the class.

Make a drawing showing something from the Kinder's journey (for example: boys hiding from enemy fire on the SS Bodegraven; the children's train compartment being searched by the Nazi soldiers; or the Kinder being greeted by friendly Dutch citizens).

FOR PAGES 31-35: "PEOPLE WHO HELPED" AND "THE SS BODEGRAVEN"

Discussion Topics: Bertha, Nicholas, Norbert and Truus risked their own lives to help the Kinder. Who of them do you admire the most? Why? Can you think of any equally courageous people who are alive today? What makes them brave?

Using a dictionary, look up the meaning of courageous.

In small groups, or as a class, make a list of people (past or present) you think are brave or courageous. (Consider checking the list of people honoured as "Righteous Among Nations" at Yad Vashem: www.yadvashem.org.)

Choose one courageous person to research. What makes him or her brave? Write a tribute or make a speech about this person.

Select a person or group of people mentioned in the book who helped the Kinder and write them a thank you letter.

Research one of the groups, such as the Society of Friends (Quakers), who helped the Kinder. Find out what work this organization does to help people today. Present your findings to the class in a written report or oral presentation.

Courageous people are often honoured with a statue or other memorial. Make a drawing or a sculpture out of modelling clay to honour someone you believe is courageous.

FOR PAGES 36-37: "LIFE IN BRITAIN"

Discussion Topics: What do you think was the most difficult aspect of the Kinders' new life in Britain? Is there someone in your school or neighborhood who is trying to learn your language or the customs of your country? What are some ways you can help them?

Make a list of problems or challenges the Kinder faced in Britain. Then make a list of problems or challenges that newcomers to your country face today. Compare them.

Our country is home to people from around the world. Create a multicultural collage or mural that celebrates this.

Make a poster, flag, collage or coat of arms that shows something about you and your heritage. As a class, display these together.

Team up with someone who speaks a different language than you. Create a 10 word illustrated dictionary using words from both your languages.

Learn some words and phrases in another language. Hold a conversation with one of your classmates.

FOR PAGES 39-43: "THE WAR YEARS" AND "AFTER THE WAR"

Discussion Topics: After the war, many of the Kinder were the only members of their family who had survived. Put yourself in their place and imagine what feelings they would have experienced on learning this terrible news. What would it be like to have to go on without your family?

Hold a class discussion about war and its effects on people and their families. How can we take steps today to prevent future wars and persecution?

Look back at the paintings in the book by Hans Jackson and at the quilt squares created by the Kinder. Think about how art can communicate strong messages. Choose one of these pieces of art and describe what message you think it is communicating.

Is there a strong message you'd like to communicate in art?

In your own words, explain the meaning of the Jewish saying, "Whoever saves one life saves the world entire."

Is there is a Holocaust Education Centre near you? Consider inviting a Holocaust survivor to your class to speak about his or her experience.

FOR PAGES 44-50: "THE KINDER TODAY," "REUNIONS" AND "REMEMBERING"

Discussion Topics: What lessons do you think we can learn from the story of the Kindertransport? What do you think the Kinder were trying to say in their messages to you? What would you like to say to them?

Look closely at the quilt squares made by the Kinder to describe their experience. Create a similar square (using paper or fabric) that shows something meaningful about your life

On pages 45-46, the Kinder wrote messages to you. Write a message back to one or more of the Kinder you met in this book.

Write a short essay or poem, or create a piece of art that describes the most thing important you learned from the story of the Kindertransport.

Read other children's books about the Holocaust and the Kindertransport. (A few examples are: *Goodbye Marianne* by Irene Watts, *One Small Suitcase* by Barry Turner and *Hana's Suitcase* by Karen Levine.) Write a book review or do a book talk on one of them.

Find out about children in the world today who are suffering from discrimination, persecution or war. Research organizations and individuals who are helping them. Send the helpers a note of support or a message asking what you can do to help.

Hold a bake sale or other fundraiser for an organization such as *Unicef* or *Save the Children* that helps children today.

FOR MORE INFORMATION

For more information on Deborah's books or school visits, please see her website. Thank you for your interest!

WWW.DEBORAHHODGE.COM