

# Kindertransport: Cultural Comparison of Urban Areas

**Author** Suzanne Buffington  
**Grade Level** 9-10  
**Duration** 3 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### Element 2: Places and Regions

4. The physical and human characteristics of places  
6. How culture and experience influence people's perception of places and regions.

## AZ Standards

### ELA

#### Reading

9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.

#### Writing

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### Technology

#### High School

#### Strand 1: Creativity and Innovation

#### Concept 4: Original Works

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

**Human-environment interactions are essential aspects of human life in all societies.**

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

### HISTORY

Kindertransport: Cultural Comparison of Urban Areas

PO 2. Use digital collaborative tools to synthesize information, produce original works, and express ideas.

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

HS.H1.4 Analyze the impact of cultural diffusion.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

HS.H2.1 Explain multiple causes of conflict.

HS.H2.3 Evaluate the short- and long-term impacts of conflicts and their resolutions.

**SLOP Elements**

<p><b>Preparation</b>  <b>Adapting content</b>  <b>Linking to background</b>                  Linking to past learning                  Strategies used</p>	<p><b>Scaffolding</b>  <b>Modeling</b>                  Guided practice                  Independent practice  <b>Comprehensible input</b></p>	<p><b>Grouping Option</b>  <b>Whole class</b>  <b>Small groups</b>                  Partners                  Independent</p>
<p><b>Integrating Processes</b>  <b>Reading</b>  <b>Writing</b>  <b>Speaking</b>  <b>Listening</b></p>	<p><b>Application</b>                  Hands on  <b>Meaningful</b>                  Linked to objectives                  Promotes engagement</p>	<p><b>Assessment</b>  <b>Individual</b>                  Group  <b>Written</b>                  Oral</p>

**Arizona English Language Proficiency Standards**

**Grade 9-12**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using text evidence.

B-2: recount a text including specific details and information.

B-5: utilize visual information to understand the text.

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-3 compose informational text that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.

B-4: integrate graphics or multimedia when useful.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

**Listening, Speaking, Reading, and Writing**

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about grade-appropriate topics and texts.

## Kindertransport: Cultural Comparison of Urban Areas

B-5: review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.

B-7: summarize the key points expressed.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: summarize the main idea using evidence from text or presentations.

B-3: paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-4: cite sources used in research appropriately.

### Overview

Throughout their lifetimes, people may move from one location to another. While some moves may be from a like region to another; other moves might require adaption to new cultures, new climates, and new environments.

### Purpose

In this lesson students will read portions of a novel, *The Children of Willesden Lane* by Mona Golabek and Lee Cohen. They will then apply the elements of culture to get a better understanding of life in urban European cities during WWII. They will become experts on one city and will share the information with their peers in order to create a comparison between two European urban environments: London and Vienna. This lesson contains strategies for diverse learners (EIs)

### Key Vocabulary

**compare:** things that are the same

**contrast:** things that are different

**Kindertransport:** organized rescue effort to get 10,000 Jewish children out of Austria, Germany and Czechoslovakia and into England via train

**refugee:** someone who has been forced to flee his or her country due to persecution, war, or violence

**urban area:** a region surrounding a city. The area is developed meaning there are many people and has buildings, bridges, highways and homes.

### Materials

- *Children of Willesden Lane* novels (1/student)
- eMapMaker Handout
- Pages to Read (made into table tents)
- Quickwrite Mind Map
- Vocabulary Cards
- Vocabulary Quiz and Answer Key
- Cultural Comparison of Lisa's Two Worlds

- Writing Assignment Sentence Organizer (optional)
- Compare and Contrast Essay Rubric

### Objectives

The student will be able to:

1. Read and listen to a section of literature to identify the elements of culture found in an urban European setting during WWII.
2. Work cooperatively to carry out a social discussion (summarize, report, question, listen).
3. Identify features that are similar and different between two urban cultures.
4. Write a compare and contrast essay arguing which element of difference is the most important.

### Procedures

*Prior Knowledge: Students should have been introduced to the Holocaust. They should have an understanding of push/pull factors in migration.*

#### SESSION ONE

##### Engage:

- a. Distribute the Quickwrite: Mind Map and introduce the lesson by asking the students to create a mind map answering the question, "What choices did the Jewish people have in Austria/Germany during WWII? Ask a student to share one answer as a whole class model, then the class will think/pair/share. (**Preparation: Adapting content, Linking to background**) Possible answers could include: resist Nazi-control; join a movement; obey the law; get along with their daily lives. (**Grouping Option: Small groups and Whole class**)
- b. Ask if anyone has heard of the Kindertransport. Explain the definition of the compound word (child/movement) and describe how some Jewish families were given tickets to send their children to the safety of England. Watch the trailer for *Into the Arms of Stranger*.

trailer: <https://www.youtube.com/watch?v=J6asjV9r41s>

## Kindertransport: Cultural Comparison of Urban Areas

- c. Have students write down one or two things that stood out for them. **(Scaffolding: Comprehensible input)**
- d. Ask students what caught their attention. Explain the word “refugees”. Explain how the children on the kindertransport are refugees.

### Explore:

- a. Now ask students to volunteer and share an experience in moving from one place (perhaps country) to another. Have students share a few personal stories. **(Preparation: Linking to background)**
- b. Then explain that this lesson will be about a Jewish girl on the kindertransport who leaves one urban city and moves to another to escape war. During this lesson, they will be reading about the cultures of these cities and then comparing and contrasting them.
- c. Pass out the Vocabulary Cards and introduce the vocabulary. (For ELL class: say each word once and have them repeat it. Ask for syllable count and tell what part of speech it is) **(Scaffolding: Modeling)**
- d. Explain to the class that they will be working in a small group to identify the elements of culture found in Vienna, Austria, or London, England. So before reading the book, let’s review the elements of culture. Have students volunteer their answers such as: religion, clothing, ways to show respect/reverence, recreational activities, foods, government, military, dancing and music, death practices, ways to show love, education, roles in the family, child rearing practices, arts and crafts, and language.
- e. Compose a comparison for the students to discuss: How is Mesa different from Flagstaff? Or how is the United States different from Russia? Have students share their ideas with their table. Ask one student from each table to share ideas to the whole group. **(Preparation: Linking to background; Integrating Processes: Speaking and Listening)**

### SESSION TWO

*Prior to the lesson, take Pages to Read and create table tents with multicolor paper.*

### Explain:

- a. Distribute the books, the Cultural Comparison of Lisa’s Two Worlds, one table tent per table team, and one book per student.
- b. Ask if there’s anyone who would prefer to read the pages silently rather than reading aloud in a small group. If so, group those students together, so they can be their own team.
- c. Create groups of 3 or 4 students with one person reading the page aloud while the other team members are listing elements of culture found in the

text. Explain that they will be an “expert group,” and they are responsible for sharing their findings to the whole class. **(Integrating Processes: Reading and Listening)**

d. As a way of introducing the book to the class, say, “Lisa is a child prodigy whose life has completely changed moving from Vienna to London. Not only did she have to leave her family behind, she left her home, her school, and her city. As you’re reading, think about the cultural struggles she’s facing moving to a safe, but still foreign city.”

### (Application: Meaningful)

e. To model what to do, read page 12 aloud and asks the class to write down which elements of Viennese culture they hear. Use a projection device or whiteboard to record the answers given. Possible answers include: where she lives- second story apartment, holiday – Hanukkah, etc. **(Scaffolding: Modeling)**

f. Demonstrate how the table tents include the pages to read for each group. Each team will have two sections to read.

g. Support students as they read. While students are reading in their expert groups, they need to record 2-3 elements of culture on the worksheet.

h. If time, students should discuss and compare answers with table partners. **(Integrating Processes: Reading, Writing, Speaking, Listening)**

### Elaborate:

a. Students will report to the class the findings from their close reading pages. They will need to choose one person from the team to be the speaker to present their findings to the whole class. (Choose ELL student for this if possible, since they will have support and answers from several students.)

b. Project the Cultural Comparison of Lisa’s Two Worlds worksheet and record the information shared by the students. **(Integrating Processes: Speaking and Writing)**

c. In order to form a mental map of where the story is happening, tell students that they will be mapping the urban locations (London and Vienna) plus adding adding labels or links about the culture of each location.

d. Have students will log onto MapMakerNationalGeographic.org and tell the students they will be creating a map. To create this map they will need to follow the directions on the eMapMaker Handout

e. Distribute the eMapMaker Handout and begin working on the map assignment. **(Application: Hands on)**

### SESSION THREE

### Evaluate:

## Kindertransport: Cultural Comparison of Urban Areas

a. Explain the Writing Assignment and the Compare and Contrast Essay Rubric. Individualize the assessments so English proficient students can use only their graphic organizer (Cultural Comparison of Lisa's Two Worlds) and language learners can use the Writing Assignment worksheet to organize their sentences and paragraph. **(Assessment: Written and Individual)**

### Assessment

#### Writing and Social Science

The final writing assessment completed by English proficient students can be graded using the Compare and Contrast Essay Rubric. Mastery will be considered a score of 6 or higher on each criteria of the rubric.

The optional Writing Assignment Sentence Organizer can be graded for completeness and accuracy. Mastery will be considered as 80% of the answers are found acceptable.

#### Reading

The Vocabulary Test can measure language acquisition. Mastery will be considered 80% or higher on the test.

#### Geography

The Cultural Comparison of Lisa's Two Worlds graphic organizer can be used to evaluate geographic learning. Mastery will be considered a score of 80% or higher.

#### Technology and Geography

The map created using the interactive mapping program can be graded. The distance chart, labels and commentary on London and Vienna should be present with 100% accuracy.

### Extensions

Have students read pages 50-63 when Lisa has to move to the countryside. Have them compare her rural life to her urban life.

Students can finish the book as an independent novel study.

### Sources

Cohen, Lee and Mona Golabek. *The Children of Willesden Lane*. New York: Werner Books, Inc, 2002.

"Teaching The Children of Willesden Lane: Home." *Annenberg Learner*, [www.learner.org/series/cowl/](http://www.learner.org/series/cowl/).

Harris, Mark Jonathan. "Into the Arms of Strangers." Youtube, narrated by Judi Dench. 7 September 2000.

trailer:<https://www.youtube.com/watch?v=J6asjV9r41s>

"Map Maker Interactive." *National Geographic*, <https://mapmaker.nationalgeographic.org/>. 30 July 2018.