

# Kindertransport: Cultural Comparison of Urban Areas

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**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, wayfinding 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

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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.

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

**Arizona English Language Proficiency Standards**

**Stage V**

**Basic**

**Reading**

**Standard 4: The student will analyze text for expression, enjoyment, and understanding. The student will demonstrate knowledge of reading comprehension by:**

B-14: drawing conclusions from information implied or inferred in a literary selection.

B-16: describing the setting from a fictional text.

B-20: comparing and contrasting two settings within a fictional text.

**Writing**

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:**

B-6: using details to support the main idea, topic sentence, and/or thesis statement.

B-8: using a variety of paragraph strategies. (e.g., topical, chronological, cause and Compare and contrast).

**Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.**

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B-5: paraphrasing information and citing the source.

### Listening and Speaking

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate understanding of oral communications by:**

B-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and supporting details in complete sentences.

B-6: responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts

## 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 (ELs)

## 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 with Suggestions for Comparing and Contrasting
- 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.*

*Note: The novel can be completed as a read aloud for ELL classes as it has meaningful concepts and challenging vocabulary.*

### 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? (ELL should already have talked about the Holocaust). 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

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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](https://www.youtube.com/watch?v=J6asjV9r41s)
- 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”. Show 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. List might include: 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 Process: 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 process: 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 doc camera 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 Process: 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 Process: 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](http://MapMakerNationalGeographic.org) and tell the students they will be creating a map. To create this

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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:

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 Suggestions for Comparing and Contrasting. If needed, pre-emergent can simply identify elements of culture. (**Assessment: Written and Independent**)

## Assessment

### Writing

Use the Compare and Contrast Essay Rubric as an assessment tool for English proficient students, the students will score 6 or higher on each criteria of the rubric.

Use the Suggestions for Comparing and Contrasting paragraph frame for evaluating Els. Mastery will be considered as 80% of the answers are found acceptable.

### Reading

Give the Vocabulary Test. Mastery will be considered 80% or higher on the test.

### Geography

Use the Cultural Comparison of Lisa's Two Worlds graphic organizer to evaluate geographic learning.

Students should have correct answers in 80% of the boxes.

### Technology

Students will create a distance chart, labels and commentary showing London and Vienna 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

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