

**Shared Memories
My Part Through Art**

Seventh Grade Lesson Plan



Quilt 1, Square 12

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Goals

Students will define Kindertransport.

Students will explain why the Kindertransport was necessary.

Students will describe how the Kindertransport came into being, who was involved, how it was financed, what problems had to be overcome and what happened to the children.

Students will discuss the reasons the United States did not participate in the Kindertransport.

Students will list, explain and demonstrate some of the ways art is used as a record of historical events, a cultural commentary, a social and/or political protest and a means of personal expression.

Materials

History and description of Jewish life in Germany, Poland, Austria and Czechoslovakia before 1914 through 1938

Video of memories of the Kindertransport (Check Books, Videos & Website link.)

Pictures of art that can be used to teach history (Check Books, Videos & Website link.)

Procedures

Review the history of Jewish life in Germany, Austria, Poland and Czechoslovakia from 1914 to 1938 with the class.

Ask the class how we know what Jewish life was like so long ago.

Ask them to name some ways that we can learn about history. Make sure that the following are mentioned: artifacts, books, memoirs, films, interviews, letters, diaries, court records, newspapers, magazines.

Tell students that there are many ways to learn about history. One of the most interesting ways is through the memories of people who lived during the time period being studied. Memories are personal accounts of what happened. Memories tell us about events that took place a long time ago, about people who lived a long time ago and about the way they viewed what was happening. People remember things that were important to them, that had an effect on their lives, things that were horrible or sad and things that were wonderful and joyous.

Tell the class to think about the memories that they have, memories that are important to them, memories they think they will never forget. Share these.

Tell the class that by listening to the memories of others we are learning about their personal history and also about the events and culture of the time in which they lived. Give an example of this.

Tell students that one way we learned about the Jews in the 1930s was by listening to or reading about the memories they had of their life at that time.

Tell students that we can listen to people talk about things they remember or we can read about events that people remember, but there is another way that people can share their memories. Ask if anyone can think of another way to share memories besides talking about them or writing about them.

Discuss the way we can learn about history through art, how people preserve memory through art. Go to Art and Society under the Books, Videos & Websites link and show students some examples of how we can use art to learn about history.

Show students the Kindertransport Memory Quilt. Tell them that all the squares in the quilt are based on the experiences and memories of children who were part of the Kindertransport.

Ask students if anyone can explain what the Kindertransport was.

Tell students that *Kindertransport* is a compound word. Tell them to look at the word and see if by dividing it in two they can get any idea about what the Kindertransport was.

At this point tell students the story of the Kindertransport, show them a video about it, read them excerpts from memoirs about the Kindertransport experience.

Questions for Discussion

What made parents part with their children, sending them off alone to a strange country, knowing that they might never see them again?

Does anything like this happen today in the conflicts occurring around the world?

Who made the Kindertransport possible and how was it done? What were the difficulties that had to be overcome?

What are the qualities of a person who is able to recognize a problem such as how to get Jewish children out of Germany and single-handedly do something to solve it? Are there people today who try to change the world for the better? Who are they and what do they do?

Why didn't the United States take any of the children from the Kindertransport?

Projects

Create a class quilt about the Holocaust.

Create an art project documenting a modern world conflict.

Research some modern heroes, people who changed the world, and present the research as a written report, an oral report or a power point presentation. (A list of people today who are working to change the world can be found in the People Who Made a Difference document under the Projects & Ideas link.)