

Lesson 7 RESCUERS AND NON-JEWISH RESISTANCE

Making Connections

The additional activities and projects listed below can be integrated directly into the lesson or can be used to extend the lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the lesson.

1. Visit IWitness (iwitness.usc.edu) for activities specific to Lesson 7: Rescuers and Non-Jewish Resistance.
2. Have half the class read *Anne Frank: The Diary of a Young Girl* (Anchor Books, 1996) and the other half of the class read Miep Gies's *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family* (Touchstone, 1988). Have students work in pairs or small groups to develop graphic organizers comparing and contrasting the experiences of Anne Frank and Miep Gies. Encourage students to refer to the **Timeline** available on the website to understand the events that they are reading about within a larger context.
3. Divide the class into pairs of students. Assign each pair one of the names on the *Selected List of "Righteous Among the Nations"* available on the website in the **Additional Resources** section of the **Lesson Components**. Instruct students to research the individual or group and prepare a presentation for the class using one of the formats suggested below or another format of their choice. Among other resources, encourage students to access Yad Vashem's database of the "Righteous Among the Nations." A link to this resource is available in the **Additional Resources** section of the **Lesson Components**.
 - Create an illustrated storyboard of the person's (or group's) rescue actions.
 - Prepare a dialogue between the rescuer and a person who was rescued.
 - Create a collage that represents this person (or group) and his/her/their actions.
 - Write an article that praises the accomplishments of the rescuer.

Have students present their research projects to the class. At the end of each presentation, ask the class to consider whether the Yad Vashem committee made a good choice in selecting this person or group and give reasons why or why not.

4. Share with students the brief introduction to the *Kindertransport* on the following page. After they have heard or read the introduction, have students work in small groups to generate a list of questions that they still have about this rescue effort. If needed, share a few sample questions with students: How old were the children? How were the children selected? Why did the transports stop in 1940? Where did the children go once they arrived in Great Britain? After groups have completed their list of questions, instruct them to organize the questions into sub-topics and then decide who will research the answers to each set of questions. Have students find the answers to the questions using multiple print and digital sources and develop a PowerPoint, written report, or multimedia report to present their findings. Share presentations on the class website or wiki. Students may want to listen to Henry Laurant's

(Lesson 2: Antisemitism) testimony available on IWitness and YouTube as he recounts his *Kindertransport* experience or watch *Into the Arms of Strangers: Stories of the Kindertransport* (2000) as part of their research.

Introduction to the *Kindertransport* Following the *Kristallnacht Pogrom* in November 1938, the British government, under increased public pressure and persistent efforts by refugee aid committees, agreed to permit an unspecified number of children to enter Great Britain from Germany and German-annexed territories. The rescue operation brought about 9,000–10,000 children, some 7,500 of them Jewish, from Germany, Austria, Czechoslovakia, and Poland to Great Britain between 1938 and 1940. The informal name for this series of rescue efforts was *Kindertransport* (Children’s Transport). Many of the children eventually became citizens of Great Britain, or emigrated to Israel, the United States, Canada, and Australia. Most of these children would never again see their parents, who were murdered during the Holocaust.

5. Using an online map creator (e.g., ZeeMap, Click2Map, StepMap), have students create their own interactive maps representing the material outlined on the handout *Yad Vashem Criteria for “Righteous Among the Nations.”* Maps should indicate those countries where individuals have been awarded this recognition as well as how many people/groups have been identified as “Righteous Among the Nations” per country.