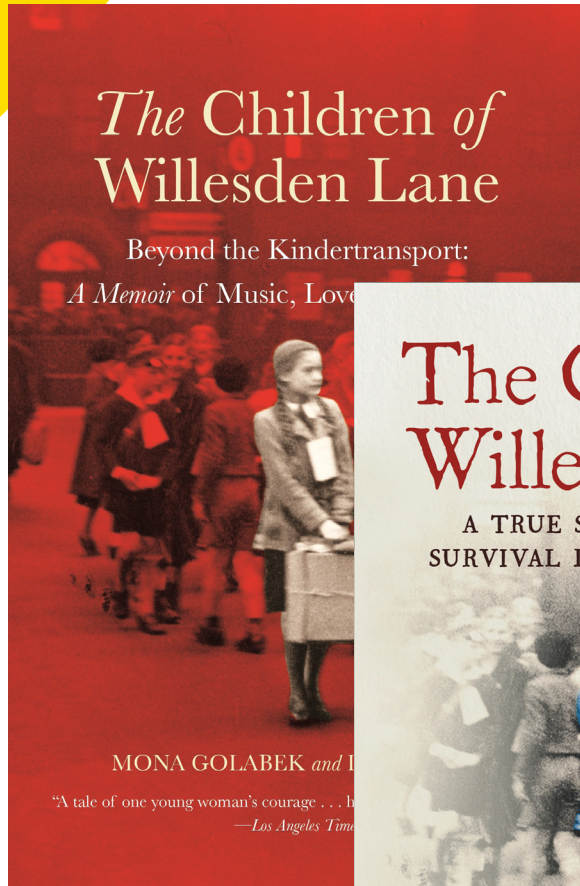
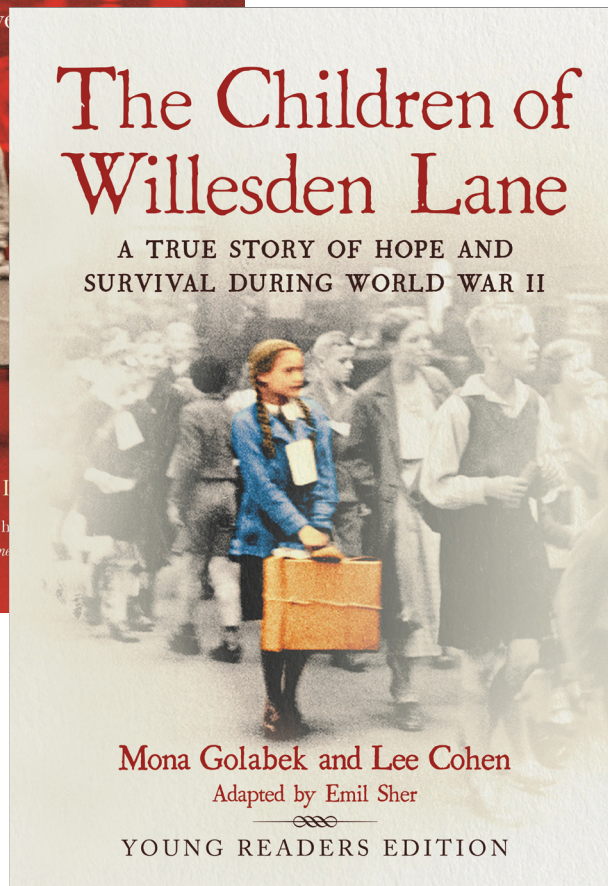


**TEACHING WITH
TESTIMONY GUIDE FOR
THE CHILDREN OF
WILLESDEN LANE**



Cover art © 2021 by Olga and Aleksey Ivanov



About the Book

Fourteen-year-old Lisa Jura was a musical prodigy who hoped to become a concert pianist. But when Hitler's armies advanced on pre-war Vienna, Lisa's parents were forced to make a difficult decision. Able to secure passage for only one of their three daughters through the *Kindertransport*—a rescue effort that relocated Jewish children to Great Britain—they chose to send gifted Lisa to London for safety. Living in a home for refugee children on Willesden Lane, Lisa felt the weight of her parents' choice and yearned to be reunited with her family. But despite her circumstances, Lisa created a new life for herself, and her music became a beacon of hope for all the children of Willesden Lane.

A true story of courage, survival, and the power of music to uplift the human spirit, this compelling tribute to one special young woman and the lives she touched has been adapted into four editions spanning grade levels K-12 and includes a new author's note, archival photos, and a reader's guide.



ATTRIBUTIONS

About the Authors



Mona Golabek is a Grammy-nominated recording artist, an internationally celebrated concert pianist, and the star of a one-woman show, *The Pianist of Willesden Lane*. She travels the world, sharing the inspirational story of her mother, Lisa Jura.

Lee Cohen is a journalist, screenwriter and poet.

Teaching with Testimony Guide

The Teaching with Testimony Guide provides a unique, meaningful, and flexible approach for teaching *The Children of Willesden Lane*. It leverages the power of story and music to reach young people globally and contribute to their development as empathetic, knowledgeable, and resilient individuals. This resource is developed as part of [The Willesden Project](#), an initiative of Hold On To Your Music Foundation and USC Shoah Foundation, with support from the Koret Foundation. The Willesden Project offers a groundbreaking, unique constellation of educational elements—rooted in testimony, technology and music—to open students’ hearts and minds, and expand the ways in which they learn about the history of the Holocaust and related themes.

Through specially curated audio-video testimony from survivors and witnesses of the Holocaust, this learning experience presents students with themes and topics connected to Lisa Jura’s story as retold by Mona Golabek, her daughter. It draws on learners’ curiosity to delve into the history, their experience to consider universal themes, and their cognitive skills and socio-emotional aptitudes to widen their perspective. It is from this foundation that learning is expanded and allows students to develop lasting academic and social-emotional skills.

USC Shoah Foundation - The Institute for Visual History and Education holds the world’s largest collection of preserved digital testimonies of genocide survivors and witnesses. IWitness, the Institute’s award-winning educational website, makes over 3500 of these testimonies available to teachers and students through innovative testimony-based resources. Educational programs reach teachers and students in a variety of settings, cultures, and contexts, harnessing the power of the stories of witnesses to genocide and other crimes against humanity to encourage critical thinking, self-reflection, while helping students discover their own place in history and the profound impact that their words and actions can have on the lives of others.

NOTE FROM THE AUTHOR

Nearly thirty-five years ago, I awoke to the day that changed my life.

I had been engaged to make my debut playing the Piano Concerto in A minor by Edvard Grieg. My mother, Lisa, had dreamed of making her debut many years earlier in Europe performing the very same piece.

Memories came flooding back, memories of everything my mother had told me when I was a little girl and she taught me the piano. During my lessons, she would tell me stories about her life – her childhood in the enchanting city of Vienna, her ride every Friday on the trolley to her piano lesson, and her dream to become a great pianist.

I also remembered her description of the terrible night of *Kristallnacht* in 1938 and the desperation of her parents to save their three daughters.

Above all, I remembered the precious words her mother, my grandmother Malka, said to her at the Vienna train station when she boarded the *Kindertransport* to go to London – “Lisa, hold on to your music, it will be your best friend, and I will be with you always through the music.”

That day, my dream to share my mother’s story was born.

I didn’t know how I would do it but I was certain I would persevere until I achieved my goal. I had a fire in my heart. I knew with utter certainty that if I could somehow get my mother’s story out there, I could inspire others to the powerful messages of her story – what do you hold onto when faced with enormous challenges, how do you keep promises to those you love dearly and those who have sacrificed so much for you, and what is our real purpose on this earth?

I tell my mother’s story because we must remind ourselves of man’s humanity to man.

I tell my mother’s story because I believe one story, one dream, can change our life and inspire us to do better, to aspire us to achieve the highest values within ourselves.

I tell my mother’s story because my grandmother’s words are engraved on my heart and it is my greatest privilege to pass them on to you.

I hope that everyone who has a dream will never forget that your passion, your story can overcome all obstacles and you have it within yourself to inspire others and to make a better world for all.

From my heart to yours,

A handwritten signature in black ink, reading "Hana Solabek". The signature is written in a cursive style with a large, flowing initial "H".

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While navigating, click the © in the
bottom-right to return.

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Teaching with Testimony Guide

UNIT DESIGN

Grade Level: middle school and high school

All testimony-based resources and activities focus on the following learnings, that should be displayed and reviewed periodically as students move through the text:

ENDURING UNDERSTANDINGS

LITERATURE/HISTORY/TESTIMONY

Personal accounts such as memoirs, biographies and testimony bring a personal perspective, reveal the personal impact of historical events and explore universal themes of human existence.

MUSIC

Music is a universal language and expresses human experiences and values. All music has value even if it is different from an individual's musical preferences.

ESSENTIAL QUESTIONS

- How can stories from other places and times relate to our current lives?
- How can music define and inspire us?
- In what ways have people used music to express their values and describe their experiences?



KNOWLEDGE AND COGNITIVE SKILLS

Through the study of relevant topics, both historical and thematic, present in *The Children of Willesden Lane*, students will acquire historical knowledge and develop their skills in critical analysis, historical thinking, music appreciation and synthesis. The interactive activities will develop students' transliteracies—"the ability to read, write and interact across a range of platforms, tools, and media..."

Newman, Bobbi. "What is Transliteracy?" Libraries and Transliteracy. Retrieved from <https://librariesandtransliteracy.wordpress.com/what-is-transliteracy/>

SOCIAL-EMOTIONAL SKILLS

The power of Lisa Jura's story, aligned with testimony, will cultivate empathy, resilience and a sense of belonging. Promoting these social-emotional skills will enable students to be #StrongerThanHate.

STANDARDS-BASED

In order to accommodate educational requirements, all activities will align with the established standards (e.g.: Common Core Standards for USA, National Curriculum in England, Framework for Key Stages 1-4)

Pre-Reading Activities – Historical Contextualization

Providing students with a strong historical contextualization of the events in *The Children of Willesden Lane* will enable them to more deeply understand the ideas, circumstances, time period and perspectives presented in the reading. For further reading, see the “Brief Histories: The Holocaust, 1933-1945” and “Brief Histories: The Kindertransport” handouts in the Appendix.

The following pre-reading activities will frame the historical events referenced throughout the story.

READING JOURNAL

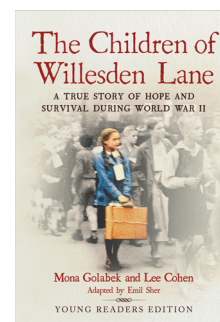
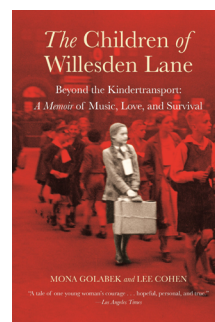
Have students keep a dedicated ongoing journal for *The Children of Willesden Lane* where they will annotate background information and include responses to readings and testimony.



[CCSS.ELA-LITERACY.CCRA.R.1](#) | [CCSS.ELA-LITERACY.CCRA.R.2](#) | [CCSS.ELA-LITERACY.CCRA.R.3](#)

BOOK INTERVIEW

Begin by providing each student with their own copy of *The Children of Willesden Lane*. Have them conduct an interview of the book by examining the front and back cover, reading the book summary and choosing one page to read. In their journals, ask students to write down the 5Ws and H (who, what, where, when, why, and how). Once all students have completed this, ask for volunteers to share their findings. Elicit questions throughout the discussion.



[CCSS.ELA-LITERACY.CCRA.R.2](#)

HISTORICAL CONTEXTUALIZATION

Many students will have deduced the setting of the story: Europe during World War II. Build on this observation to extend their knowledge and deepen their historical understanding. The following activities will have students explore and build their historical perspective.

THE CHILDREN OF WILLESDEN LANE HISTORICAL TIMELINE: Through this timeline activity, students will be asked to engage with different sources, abbreviated and comprehensive timelines, text, personal accounts, photos and summaries. They will track these ideas throughout the reading. These various perspectives will allow them to broaden their view of the events and deepen their historical thinking.

[CCSS.ELA-LITERACY.CCRA.R.2](#) | [CCSS.ELA-LITERACY.CCRA.R.3](#) | [CCSS.ELA-LITERACY.CCRA.R.7](#)

Distribute the corresponding grade-level (middle school or high school) handout to students (digitally or printed). There is also a teacher edition. Read through the pre-filled information aloud with students. Explain to students this abbreviated timeline is a starting point for them to gain a better understanding of Lisa Jura's circumstances during World War II. Access it in the Appendix.

ECHOES & REFLECTIONS TIMELINE OF THE HOLOCAUST:

Next, have students access the Echoes & Reflections comprehensive and interactive historical timeline of the Holocaust to research more details.



Direct students to fill in information on their handout for the dates on the abbreviated timeline (for example, for 1933, students should find information related to the rise of the Nazi Party and Adolf Hitler; for 1935, students should find information related to the Nuremberg Laws; etc.) Note: It might be helpful to direct students to use the 5 Ws and H (who, what, where, when, why and how) questions as they research.

Have students share their findings in groups and/or as a whole class. In their journals, have



students write down their impressions or questions about the history.

Remind students they will complete Lisa Jura’s column throughout the reading of the biographical narrative.

IWITNESS ACTIVITY INTERACTIVE

TESTIMONY-BASED ACTIVITIES: Testimony-based resources available through IWitness

allow students to engage with first-hand accounts connected to the historical events.

Testimony deepens students’ understanding of the human experience of the events by providing a personal perspective while also building their historical background.



Assign one of the following activities to build students’ background information about the Kindertransport. Instructions also available in Appendix.

THE KINDERTRANSPORT: HISTORY AND INDIVIDUAL EXPERIENCES

(Level: Middle School; Language: English)

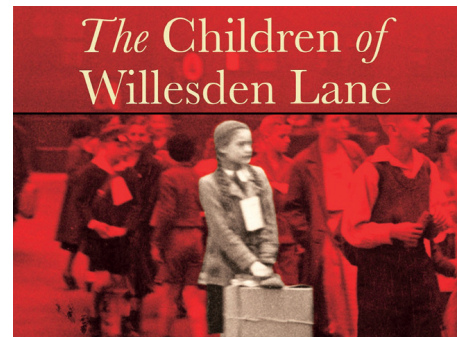
In this activity, students will learn about the *Kindertransport*, a program that helped rescue children from Nazi-occupied Europe. Students will review primary and secondary sources related to the rescue effort. They will watch clips of witness testimony and also reflect on the context and background of the *Kindertransport* by creating a word cloud.



THE KINDERTRANSPORT: HISTORY AND INDIVIDUAL EXPERIENCES

(Level: High School; Language: various, including English, UK English, German, Spanish)

In this activity, students will learn more about the *Kindertransport* from Nazi-occupied Europe to England, studying primary sources to understand the historical context surrounding the literary text. Students will read an excerpt from *The Children of Willesden Lane*, review a photo of a group of children arriving on a *Kindertransport* and then watch testimony from child survivor, Vera Gissing, who shares her own personal life experiences from her journey. By the end of this activity, students will develop a short poem in memory of the journey taken by the passengers of the *Kindertransport*.



ECHOES & REFLECTIONS RESOURCES: TEACHING ABOUT NAZI ANTISEMITISM

Ensuring that students have a clear understand the origins of antisemitism and the prevalent role it played in Nazi Germany is an important historical contextualization for the reading of *The Children of Willesden Lane*. It will also inform their understanding of contemporary antisemitism. The two lessons made available by Echoes & Reflections provides guidelines for teaching students about the origins of antisemitism.



ECHOES & REFLECTIONS
TEACHING THE HOLOCAUST. INSPIRING THE CLASSROOM.

Through these lessons, students will learn about prewar Jewish life in Germany and antisemitism in Nazi ideology and its similarities and differences from pre-Nazi antisemitism. They also examine propaganda methods that were used to exploit antisemitic attitudes among the German people and to create an atmosphere of terror.

Access the teacher-facing lessons and student activities at echoesandreflections.org.

Key Terms and Abbreviated Historical Events: Provide students with a copy of the handout for reference throughout the reading. Available in the Appendix.

Reading Activities & Routines – Final Project

FINAL PROJECT – STARTING AT THE END

As you guide students through *The Children of Willesden Lane*, it is important to recognize the enduring understandings and relevance of the biographical narrative they will be asked to consider in their closing essay. The elements of this unit will build students' perspective on the following.

[CCSS.ELA-LITERACY.CCRA.W.2](#) | [CCSS.ELA-LITERACY.CCRA.W.4](#) | [CCSS.ELA-LITERACY.CCRA.W.9](#) | [CCSS.ELA-LITERACY.CCRA.W.10](#)

ENDURING UNDERSTANDINGS

- Personal accounts such as biographical narratives, memoirs and testimony bring a personal perspective, reveal the personal impact of historical events, and explore universal themes of human existence.
- Music is a universal language and expresses human experiences and values.

FINAL ESSAY PROMPTS

Students will choose one.

- *The Children of Willesden Lane* presents a biographical narrative of the events connected to the *Kindertransport* during the Holocaust. What does Lisa's story reveal about the impact of political ideology and world events on an individual's human experience? Cite present day examples as well as examples from the biographical narrative, clips of testimony, journal and interactive timeline.
- *The Children of Willesden Lane* presents the story of Lisa Jura and the powerful inspirational role music played in her life. What does Lisa's story reveal about how music can define us and inspire us during challenging times? Cite specific examples from the biographical narrative, as well as from your journal, interactive timeline, video testimonies, etc. to reinforce your response and family traditions that make up their own unique story from which they will record their own testimony. See teacher handout in the Appendix.

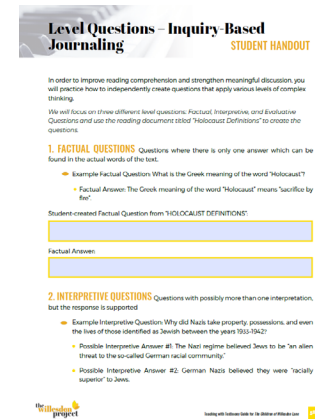
[CCSS.ELA-LITERACY.CCRA.W.2](#)

Reading Activities & Routines – Inquiry-Based Journaling

INQUIRY-BASED JOURNALING

Establishing a reading routine: To deepen engagement with the reading, improve comprehension and strengthen meaningful discussions, have students create inquiry questions for each section of the reading. Have them craft three different level questions—**Factual**, **Interpretive**, and **Evaluative**—to demonstrate their depth of understanding.

[CCSS.ELA-LITERACY.CCRA.R.1](#) | [CCSS.ELA-LITERACY.CCRA.R.2](#) | [CCSS.ELA-LITERACY.CCRA.R.8](#) | [CCSS.ELA-LITERACY.CCRA.W.1](#)



Factual Question: These questions elicit fact-based responses that can be verified by referring to the text or other sources.

Interpretive Question: These questions are open-ended and elicit more than one answer, but can be supported with evidence from the text.

Evaluative Question: These questions elicit personal opinions on a particular topic/theme. These questions ask the extent to which ideas match with the reader's own perceptions.

To familiarize students with this routine, distribute the handout "Level Questions - Inquiry-Based Journaling." Access it in the Appendix. Have students practice writing the different types of level questions with a reading that provides definitions and explanations of the Holocaust.

After each reading, have students use their journals to write their questions.

Reading 1 (Chapters 1-4)

Leaving – Becoming a Refugee

“She turned to stare at the vast sea that separated her from her family and all she had ever known.” (Golabek 30)

The enduring understanding students will consider in this section is that sometimes individuals **leave** all they know, not because they want to, but because of the threat of persecution, oppression, and death.

SECTION SUMMARY

This section begins with fourteen-year-old music prodigy Lisa Jura and her family living in pre-war Vienna. Lisa, her family, and her neighbors experience unfair and cruel situations due to Nazi occupation, the Nuremburg Laws, and *Kristallnacht*, simply because they are Jewish. To keep their children safe, Malka and Abraham Jura choose to send Lisa away to safety in England via the *Kindertransport*, intending to send Sonia and Rosa at a later time. Lisa unwillingly separates from her family and takes the *Kindertransport* train to a ship which will carry her to England and to safety.

ESSENTIAL QUESTIONS

Introduce students to the Essential Questions for this section. Ask them to keep these questions in mind throughout the reading of chapters 1-4.

- What were the conditions that forced Lisa Jura’s parents to decide to send her on the *Kindertransport*?
- What role does music play for Lisa during these circumstances? Why?

TESTIMONY QUICKWRITE

To anchor students' overall understanding of this reading section, they will watch a clip of testimony and complete a quickwrite. Introduce Lynn Orne by sharing her brief biography. Then have them watch the clip and in their journals respond to the question: *What are Lynn's thoughts on leaving and being sent away?* Ask volunteers to share their responses.

See the Biographies document in the Appendix to learn more about Lynn Orne.

[Click Here to Access Clip](#)



MUSICAL EXPERIENCE

Play "[Clair de Lune](#)" (played by Mona Golabek) as students respond to the quickwrite.

READ CHAPTERS 1-4

Remind students they should be creating level questions for each chapter. (See the "Level Questions - Inquiry-Based Journaling" handout in the Appendix.)

LEVEL QUESTIONS – INQUIRY-BASED JOURNAL

At the conclusion of reading Chapters 1-4, have students pause and review each chapter and create three level questions. Be sure questions relate to the concept of **leaving and becoming a refugee**. Have students create at least one of each type of question. Explain to students their questions should relate to the theme of this section. Then, have students exchange their questions with a neighbor and have the neighbor answer the questions in their journals; or, have a whole class discussion with students answering one another's questions.



THE CHILDREN OF WILLESDEN LANE

HISTORICAL TIMELINE

Direct students to review Chapters 1-4 and write down examples of Lisa Jura's experiences and that of Lynn Orne (clip of testimony) that correlate to the historical timeline.

I WITNESS ACTIVITY

"EVERY PIECE OF MUSIC TELLS A STORY" - To introduce students to the music referenced throughout this section of reading, assign this activity. Students will analyze musical compositions, played by Lisa's daughter, Mona Golabek, that played a key role during turning points in Lisa's life. This activity deepens students understanding of the history surrounding Lisa's story and asks them to consider how music has impacted their own lives.



Have students complete the Consider section and the first part of Collect, where they engage with a clip of Mona Golabek playing the musical piece "Moonlight Sonata" by Beethoven. Students can return to the activity after the reading of each section to complete the connected questions. *Note: This activity can also be done before or after reading the book.*

READING JOURNAL ENTRY

CONNECTION TO SELF – CHERISHED POSSESSIONS JOURNAL ENTRY - Lisa cherished the photograph of her mother that she brought to England. In this activity, students will consider how items become cherished possessions and the special meaning attached to them. Direct students to respond in their journals to the prompt: *What is one item of importance that you have and hold dear? What special meaning does it hold and why? Draw the item and write at least a paragraph describing what it means to you.*

Reading 1 (Chapters 1-4)

Historical Context

The following resources and activities will deepen students' historical knowledge of the events, locations and dates.

HISTORICAL MAPS

For better geographical and historical understanding, have students access the following two maps: *Map of Nazi Domination in Europe 1938-1942* from Echoes & Reflections and *Kindertransport Routes* map.

- Access the *Map of Nazi Domination in Europe 1938-1942* [online](#) or see Appendix section.
- Access the *Kindertransport Routes* map in the Appendix section.
- Provide students with the two maps and direct them to respond to the guiding questions (see below) directly on the handout. Access it in the Appendix.
 - Visually study the map. What do you notice? What does the map show? How do you know?
 - Based on the *Map of Nazi Domination in Europe 1938-1942*, what areas were **NOT** under Nazi control? Of those areas, which country was a **major Allied power**?
 - Based on the *Kindertransport Routes* map, what was Lisa Jura's **destination city**? Based on the map, how many **Nazi checkpoints** did Lisa Jura have to endure before arriving at her destination city?
 - In what ways do the maps enlighten your understanding of the history and/or historical geography of the area and period depicted?



HISTORICAL CONTEXTUALIZATION

To more fully understand Lisa Jura's experience, it is important to have more information on *Kristallnacht*.

IWITNESS ACTIVITY – INFORMATION QUEST – KRISTALLNACHT-

In this IWitness activity, students will engage with testimonies of individuals who experienced *Kristallnacht*. Students will learn about the experiences of these individuals, as well as the larger effects on Germany, Austria, and the Jewish community in Europe. Additionally, students will gather information from both primary and secondary sources related to this event in order to construct a word cloud, or “word picture”.



THE CHILDREN OF WILLEDEN LANE HISTORICAL TIMELINE



This section of the timeline is based on Lisa Jura's experiences and video testimonies related to this section.

- Direct students to review Chapters 1-4 and write down examples of Lisa Jura's experiences on their timelines. See Handout in Student Appendix



READING 1: COMMON CORE ANCHOR STANDARDS

READING

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or information texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading 2 (Chapters 5-13)

Belonging

“It was odd, she thought, how being with others like herself made her fears easier to endure.” (Golabek 59)

The enduring understanding students will consider in this section is that shared interests, values, and goals can build a sense of **belonging**.

SECTION SUMMARY

In this section, the *Kindertransport* takes Lisa to Bloomsbury House in London where she’s then placed with an English family in the countryside. Although treated kindly, Lisa realizes she’s not meant to live with this family; Lisa resourcefully returns to Bloomsbury House, surprising Mr. Hardesty with her resilient and unexpected return. Mr. Hardesty decides to place her in a hostel with other Jewish refugees like herself at 243 Willesden Lane. Lisa settles in at 243 Willesden Lane, where she gains a job in a garment factory, a piano to play, a chance to see her sister Sonia, and a sense of belonging with new friends who are just like Lisa.

ESSENTIAL QUESTIONS

Introduce students to the Essential Questions for this section. Ask them to keep these questions in mind throughout the reading of Chapters 5-13.

- How do family and/or friends play a role in shaping our values and beliefs?
- How does music or other artistic expressions inspire togetherness?
- How are people transformed through their relationships with others?

TESTIMONY QUICKWRITE

Bloomsbury House is an important part of this section. It was a place that helped many child refugees find a new home, a place to belong during the war. Such was the case for Lisa Jura.

To focus students on the concept of belonging, have students watch the following testimony describing Bloomsbury House from a survivor's perspective. Introduce the survivors by sharing their short biography. Then, have them watch the clip and respond to the following question in their journal: How did the Bloomsbury House and/or 243 Willesden Lane create a sense of “belonging”? Have students take turns sharing their responses with a partner or ask for a few volunteers to share their responses with the whole class.



See Alfred Bader's biography in the Biographies document in the Appendix.

[Click Here to Access Clip](#)

MUSICAL EXPERIENCE

Consider playing “[Grieg Piano Concerto in A Minor, 2nd Movement \(Excerpt\)](#)” (played by Mona Golabek and the Chicago Youth Symphony) as students respond to the quickwrite.

READ CHAPTERS 5-13

Remind students they should be creating level questions for each chapter. (See the “Level Questions – Inquiry-Based Journal” handout in the Appendix).

INTERVIEWS WITH CHILDREN OF WILLESDEN LANE

Lisa Jura's daughter and author of the book, Mona Golabek, interviewed several surviving residents of the Willesden Lane hostel, Gina Kampf (Schwarz) Dennis "Cunter" Schwarz, and Martin Lewis. Have students listen to the clip of their recollections about their theme at the hostel and bonds they created. Then, ask students to share what surprised them or what new understanding became clear.



[Click here](#), then click "Testimony Clips" under "Learning Materials" to access the clip.. Excerpted from the forthcoming documentary, MONA/LISA, Alex Rotaru, director, Lee Cohen, producer.

LEVEL QUESTIONS – INQUIRY-BASED JOURNAL

At the conclusion of reading Chapters 5-13, have students pause and review each chapter and create three level questions. Be sure questions relate to the concept of **belonging**. Have students create at least one of **each** type of question. Explain to students their questions should relate to the theme of this section. Then, have students exchange their questions with a neighbor and have the neighbor answer the questions in their journals; or, have a whole class discussion with students answering one another's questions.



I WITNESS ACTIVITY

“EVERY PIECE OF MUSIC TELLS A STORY” - To introduce students to another selection of music referenced in the book, assign or continue the activity.

Have students complete the second section of Collect titled “Grieg Piano Concerto in A Minor” where they engage with a clip of Mona Golabek playing the musical piece. They can return to the activity after the reading of each section to complete the connected questions. *Note: This activity can also be done before or after reading the book.*



READING JOURNAL ENTRY

JOURNAL ENTRY - MUSIC AND BELONGING: Have students respond to the prompt in at least one paragraph: *How does Lisa’s piano playing contribute to a sense of “belonging” in these chapters? For her? For others? Explain with details.*

JOHNNY “KING KONG”: In this section, Johnny “King Kong” and Lisa connect with one another; Johnny through poetry, and Lisa through music. Have students create a **found poem** or **blackout poem** that captures how their relationship created a sense of belonging as revealed in Chapters 5-13.

Blackout Poetry have student choose two pages from chapters 5-13 that connect to Johnny and Lisa’s relationship. Have them photocopy the pages (or upload them as a PDF via a smartphone scanner app). Then, have them create a poem by selecting words and phrases and blacking out all other words.

~~Always~~ I see the faces
The faces at the station
The faces at the station
~~As~~ dimming before my eyes...
~~Always~~ I hear the voices
The voices that ~~are~~ calling
That are calling out to me
~~But~~ I cannot answer.
~~My~~ mother, ~~my~~ father,
~~My~~ sister, ~~my~~ brother
They are here now
~~Always~~
~~My~~ heart is with ~~them~~

Found Poetry uses exact lines or “found” lines and phrases from the pages of the biographical narrative; the “found lines” and phrases are arranged to represent a particular idea or theme in poem format. Have students choose 10-15 lines from these chapters to create a “found poem” that captures the sense of belonging Lisa and Johnny found in Chapters 5-13.



CONNECTION TO SELF: Direct students to respond in their reading journal to the quote: *“Make us proud of you.” From Malka to Lisa.*

Letter writing plays an important role in these chapters. The letters between Lisa and her mother brought them closer to each other and contribute to Lisa’s sense of belonging by connecting her with her family. See the “from Malka to Lisa – Letter Writing Activity” in the Appendix.

LETTER TO A LOVED ONE: Direct students to write a letter to a parent(s), sibling, grandparent, a loved one, a friend or someone who contributes to their sense of connection and belonging. Students may include details describing their everyday life; explaining how they are physically and/or emotionally doing; describing favorite memories; qualities they admire about the individual; discussion of upcoming events; past and present accomplishments; etc. Have students mail the letter to the individual to whom they wrote.

LETTER FROM A LOVED ONE: As a way of connecting students and family, consider asking parents/guardians to write a letter to their student using the same prompts from above and using the language they are most comfortable with. *Encourage the loved one to include in the letter what they are proud of regarding the student.* Have parents seal the letter and either give to the student right way or give the letter to the teacher who will give it to the student at the end of the unit. You may wish to provide time for parents/caregivers to complete their letters during a time designated for parent conferences, Back-to-School Night, or other school in person or virtual functions when a number of families/caregivers are gathered together.

Reading 2 (Chapters 5-13)

Historical Context

THE CHILDREN OF WILLESDEN LANE HISTORICAL TIMELINE



Direct students to add to the timeline by reviewing Chapters 5-13 and writing down examples of Lisa Jura's experiences and that of Alfred Bader's clip of testimony that correlate to the historical timeline. Have them explore the [Echoes & Reflections Interactive Timeline](#) for additional information about the events taking place during this period in history.



READING 2: COMMON CORE ANCHOR STANDARDS

READING

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or information texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading 3 (Chapters 14-20)

Persevering

“We all need to dream, and tonight, everyone is living their dream through you.” (Golabek 148)

The enduring understanding students will consider in this section is that obstacles in life will always occur, and it is how we cope with conflict—which leads to a stronger, **resilient** individual.

SECTION SUMMARY

This section begins in 1940 with the start of the German “lightning war” on England. The bombing of London during the Blitz alters the lives of the children of Willesden Lane, bringing hardships, sickness, and low morale. There are moments of positivity as well, including Lisa’s and her friends’ plans to uplift people’s spirits with a “musicale”, an opportunity for Lisa to audition for England’s Royal Academy of Music, and, finally, long-awaited news about Lisa’s family.

ESSENTIAL QUESTIONS

Introduce students to the Essential Questions for this section. Ask them to keep these questions in mind throughout the reading of Chapters 14-20.

- How are people transformed through a conflict that disrupts their way of life? How do stories from other places and times help us understand this?
- What problem-solving strategies can individuals use to manage conflict and change?

TESTIMONY QUICKWRITE

To focus students on the concepts of perseverance and resilience, they will watch a clip of testimony and complete a quickwrite. Introduce Erna Florsheim by sharing her brief biography. Then, have them watch the clip and in their journals, respond to the question: How was Marion able to persevere or be resilient in her situation? Ask volunteers to share their responses.



See Erna Florsheim’s biography in the Biographies document in the Appendix.

[Click Here to Access Clip](#)

MUSICAL EXPERIENCE

Play “[Moonlight Sonata](#)” (played by [Mona Golabek](#)) as students respond to the quickwrite.

READ CHAPTERS 14-20

Remind students they should be creating level questions for each chapter. (See the “Level Questions – Inquiry-Based Journal” handout in the Appendix).

LEVEL QUESTIONS – INQUIRY-BASED JOURNAL

At the conclusion of reading, have students pause and review each chapter and create three level questions. Be sure questions relate to the concept of **perseverance and resilience** as presented in this section. Have students create at least one of **each** type of question. Explain to students their questions should relate to the theme of this section. Then, have students exchange their questions with a neighbor and have the neighbor answer the questions in their journals; or, have a whole class discussion with students answering one another’s questions.



IWITNESS ACTIVITY

[“EVERY PIECE OF MUSIC TELLS A STORY”](#) - To introduce students to another selection of music referenced throughout this section of the reading assign or continue the activity.

Have students complete the third section of Collect titled **“The Blitz”** where they engage with a clip of Mona Golabek playing the musical piece. They can return to the activity after the reading of each section to complete the connected questions.



Note: This activity can also be done before or after reading the book.

Reading 3 (Chapters 14-20)

Historical Context

London Blitz: The air raids on Britain and the London Blitz is an important part of this section.

During World War II, the Blitz, (September 1940-May 1941), named after the German word “blitzkrieg” for “lightning war,” was a series of night bombing raids led by the German Luftwaffe over England. These raids caused fires, civilian deaths and destruction throughout London and England.

For protection, civilians were able to take refuge in underground shelters. The war would not be a quick victory but men and women throughout England showed a sense of patriotism to boost the morale of their country.

For students to better understand Lisa Jura’s experience and perseverance in England during this time, have students view the following video clips.

COMPARE AND CONTRAST: For this activity, have students watch the following three video clips – a testimony, and two news reels from the time. They each describe a different aspect of the air raids on Britain and the London Blitz. Have them draw a triple Venn Diagram and use it to note the similarities and differences in the information shared in each source. Then, have students discuss their findings and consider the **perseverance** and **resilience** individuals, groups and countries demonstrated. To close, have students write in their journal what these sources helped them understand about the situation Lisa and the others in Willesden Lane faced.

Edith Reiss (Rescuer and Aid Provider)

See Edith Reiss’ biography on the Biographies document in the Appendix.

[Click here to access the clip](#)



Air Raid Shelter in London During the Blitz

[Click here to access the clip](#)



Germans Bomb Coventry

[Click here to access the clip](#)

Note: This description of the bombing of Britain occurred outside London. The same devastation occurred during the London Blitz, and directly relates to Lisa Jura's experiences.



THE CHILDREN OF WILLESDEN LANE HISTORICAL TIMELINE



Direct students to add to the timeline by reviewing Chapters 14-20 and writing down examples of Lisa Jura's experiences and Edith Reiss' clip of testimony that correlate to the historical timeline. Have them explore the [Echoes & Reflections Interactive Timeline](#) for additional information about the events taking place during this period in history.



READING 3: COMMON CORE ANCHOR STANDARDS

READING

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

[CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or information texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



SPEAKING AND LISTENING

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Reading 4 (Chapters 21-26 & Epilogue) Triumphing

“Lisa would go to this recital and finally play ‘what was in her heart.’” (Golabek 167)

The enduring understanding students will consider in this section is that personal goals, inspiration, support and shared interests with family, friends, and community contribute to one’s ability to overcome and triumph over the most challenging of times.

SECTION SUMMARY

In the section, Lisa and the children of Willesden Lane experience moments of hope and inspiration as the Allies gain more and more victories in the war. Lisa and her friends also experience pain and loss, as well. As this section nears the end, Lisa gives her musical debut at Wigmore Hall, where she uses the music of the piano to narrate the tragedies and triumphs she, her family, her friends, and the war-torn of London, have experienced since the outset of Lisa’s journey on the *Kindertransport* from Austria.

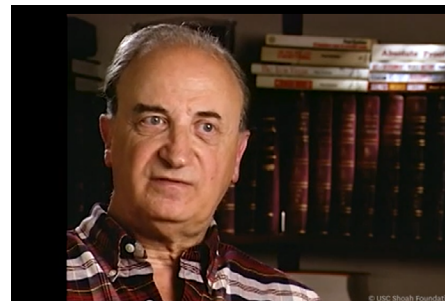
ESSENTIAL QUESTIONS

Introduce students to the Essential Questions for this section. Ask them to keep these questions in mind throughout the reading of Chapters 21-26 & Epilogue.

- In the face of adversity, what inspires individuals to triumph, and how?
- What role or purpose does music or other art have in our lives?

TESTIMONY QUICKWRITE

To focus students on the concepts of overcoming obstacles and triumphing, they will watch a clip of testimony and complete a quickwrite. Introduce Paul Kuttner by sharing his brief biography. Then, have them watch the clip and, in their journals, respond to the question: What triumph does Paul Kuttner describe? How was it accomplished? Ask volunteers to share their responses.



See the Biographies document in the Appendix to learn more about Paul Kuttner.

[Click Here to Access Clip](#)

MUSICAL EXPERIENCE

Consider playing “Rachmaninoff Prelude in C# Minor” (played by Mona Golabek) as students respond to the quickwrite.

READ CHAPTERS 21 -26 AND EPILOGUE

Remind students they should be creating level questions for each chapter. (See the “Level Questions – Inquiry-Based Journal” handout in the Appendix).

LEVEL QUESTIONS – INQUIRY-BASED JOURNAL

At the conclusion of reading, have students pause and review each chapter and create three level questions. Be sure questions relate to the concept of **overcoming obstacles and triumphing** as presented in this section. Have students create at least one of **each** type of question. Explain to students their questions should relate to the theme of this section. Then, have students exchange their questions with a neighbor and have the neighbor answer the questions in their journals; or, have a whole class discussion with students answering one another's questions.

IWITNESS ACTIVITY

"EVERY PIECE OF MUSIC TELLS A STORY" - To engage students to the music referenced throughout this section of the reading, continue the activity.

Have students complete the Collect section titled **"Chopin and Rachmaninoff"** where they engage with a clip of Mona Golabek playing the musical piece and the Consider section titled **"Music Resonates"** where they will be asked to choose an artistic response to the music featured throughout the book. They can return



to the activity after the reading of each section to complete the connected questions.

Note: Students can do this activity can also be done before or after reading the book.

Reading 4 (Chapters 21-26 & Epilogue) Historical Context

THE CHILDREN OF WILLESDEN LANE HISTORICAL TIMELINE



Direct students to add to the timeline by reviewing Chapters 21-26 and writing down examples of Lisa Jura's experiences that correlate to the historical timeline. Have them explore the [Echoes & Reflections Interactive Timeline](#) for additional information about the events taking place during this period in history.

PARTNER/SHARE/DISCUSS

Since this is the last section of the biographical narrative, have students also complete the "Reflection" section. Have students share their reflection responses in small groups and with the whole class.

Provide the following questions.

- Reflection: This is a secondary source, which provides a general, specific and personal perspective of the timeframe. What has the timeline helped me understand? What is not included? How have the multiple perspectives of events contributed to my knowledge?
- Reflection (MS): What has the timeline helped me understand? What have I learned? What do I still have questions about?

READING 4: COMMON CORE ANCHOR STANDARDS

READING

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

[CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or information texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



SPEAKING AND LISTENING

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Final Projects

Throughout the reading of *The Children of Willesden Lane*, students focused on enduring understandings about refugees, personal accounts and music in order to more deeply understand the relevance of the biographical narrative. The following activities allow students to examine these understandings and connect them to the present and to themselves.

[CCSS.ELA-LITERACY.CCRA.W.2](#) | [CCSS.ELA-LITERACY.CCRA.W.4](#) | [CCSS.ELA-LITERACY.CCRA.W.9](#) | [CCSS.ELA-LITERACY.CCRA.W.10](#)

ENDURING UNDERSTANDINGS

- Personal accounts such as biographical narratives, memoirs and testimony bring a personal perspective, reveal the personal impact of historical events, and explore universal themes of human existence.
- Music is a universal language and expresses human experiences and values.

FINAL ESSAY PROMPTS

Students will choose one of the focus writing prompts. Encourage students to use their journal, interactive timeline, and biographical narrative to gather evidence for their response.

- *The Children of Willesden Lane* presents a biographical narrative of the events connected to the *Kindertransport* during the Holocaust. What does Lisa's story reveal about the impact of political ideology and world events on an individual's human experience? Cite present day examples as well as examples from the biographical narrative, clips of testimony, journal, and interactive timeline.
- *The Children of Willesden Lane* presents the story of Lisa Jura and the powerful inspirational role music played in her life. What does Lisa's story reveal about how music can define us and inspire us during challenging times? Cite specific examples from the biographical narrative, as well as from your journal, interactive timeline, video testimonies, etc. to reinforce your response, and family traditions that make up their own unique story from which they will record their own testimony. See teacher handout in the Appendix.



FINAL SYMBOLISM PROJECT

SYMBOLISM Provide students the following definition and examples for symbol:

DEFINITION A symbol is the use of one commonly known object (something one can see, hear, touch, taste or smell) to suggest an abstract idea (something one cannot see, hear, touch, taste or smell).

EXAMPLE For instance, in *The Children of Willesden Lane*, the piano is a commonly known instrument that produces music when played, but it develops a deeper meaning. For Lisa Jura, it could symbolize her parents' sacrifice for her safety; or it could also symbolize hope for Lisa and other refugees of Willesden Lane. Sacrifice and hope are both abstract ideas, the common object—the piano—gained its meaning from the value and meaning individuals attach it as a result of their experiences.

For this activity, have students consider two key lines from the biographical narrative “Hold on to your music” and “Make something of yourself” and apply the concepts to themselves. Have students use an 8.5 x 11 piece of paper to create a visual representation of what they hold on to or aim to become using a common object as a symbol to represent themselves and one of the key lines. [See Handout in Student Appendix](#)

[CCSS.ELA-LITERACY.CCRA.R.4](#) | [CCSS.ELA-LITERACY.CCRA.W.9](#)

Appendix – Student Handouts

TEACHING WITH TESTIMONY GUIDE FOR *THE CHILDREN OF WILLESDEN LANE*

USC Shoah
Foundation

 Hold On To
Your Music
FOUNDATION

Registration Information and Educator Quick Tips

TEACHER HANDOUT

USC Shoah Foundation | IWITNESS

STEP 1 – Educator Registration

1. Type iwitness.usc.edu in Chrome or Firefox
2. Click *Register Now*
3. Scroll down and Click on *Educators Register Now*
4. Fill out all required information
5. Read and check *Terms of Use and Community Guidelines*
6. Click *Submit*
7. Use your new User Name and Password to log in
8. You will be taken to your Dashboard

STEP 2 – Creating a Student Group

1. Click *My Dashboard*
2. Click *Students and Groups*
3. Click *Make a Group* in the upper right corner
4. Enter a name for this group (ex: Period 1: World History)
5. Click *Make this Group*
6. Copy the key code (*Students will need the key code to enroll in your IWitness Group*)

STEP 3 – Assigning Activity to Group

1. Click *Activities*
2. Search for title
3. Click desired IWitness activity to open
4. Click *Actions*
5. Choose *Assign*
6. Check the box next to group
7. Set due date

STEP 4 – Student Registration

1. Type iwitness.usc.edu in Chrome or Firefox
2. Click *Register Now*
3. Scroll down and Click on *Student Registration*
4. Type the *Key Code* provided by your teacher
5. Follow your teacher's instructions to create your *User Name*
6. Create a *Password* connected to digital access at school
7. Read and check *Terms of Use and Community Guidelines*
8. Click *Submit*
9. Use your new *User Name* and *Password* to log in
10. From *My Dashboard*, click *Activities* then *My Assigned Activities*

Brief Histories – The Holocaust

1933-1945

STUDENT HANDOUT

SETTING THE STAGE

After World War I, Germany was in shambles and its people, led to believe they were winning the war right up until defeat, were in shock. Their leader, the Kaiser, was forced to step down and the Treaty of Versailles led to significant loss of land and citizens. In February 1919, a new German government was created: the Weimar Republic. The constitution of the Weimar Republic was very progressive and allowed women the right to vote, freedom of speech, and freedom of religion. However, as an emergency measure in the name of national security, Article 48 of the Weimar Constitution allowed for the suspension of these civil liberties.

In 1932, Adolf Hitler, leader of the nationalistic, antisemitic and racist National Socialist German Workers' Party (Nazi Party), was elected to the German Reichstag (Parliament) In January 1933, he was appointed Chancellor by President von Hindenburg. After the Reichstag fire, Hitler manipulated Article 48 and passed the Enabling Act, which allowed him to pass laws without the approval of the Reichstag or the President. This was the beginning of the end of the Weimar Republic. The Nazis established a single party dictatorship referred to as the Third Reich. From 1933 until 1939, the Nazi government enacted hundreds of increasingly restrictive and discriminatory laws and decrees that banned Jews from all aspects of German public life.




Above: Photograph of Jewish Survivor, Renée Firestone, with her parents, Julia and Mauritius Weinfeld. Julia was killed at Auschwitz; Mauritius died shortly after liberation.

GENOCIDE

“The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. Holocaust is a word of Greek origin meaning ‘sacrifice by fire’” (U.S. Holocaust Memorial Museum).

During World War II, the Nazis systematically targeted Jews in Nazi occupied territories. Jews were forced to wear identifying symbols, relocate to heavily crowded ghettos, and participate in forced labor. Millions of Jews were murdered during the Holocaust. The Nazis also targeted racial, political, or ideological groups deemed “inferior” or “undesirable” – “Roma



(Gypsies), homosexuals, Slavic peoples, the mentally and physically disabled, Socialists, Communists, and Jehovah's Witnesses. Within several years, mass murder became the official Nazi policy (officially organized at the 1942 Wannsee Conference). By then, the Nazis had already deployed Einsatzgruppen (mobile killing units) to massacre Jewish communities in Poland and the Soviet Union. The Nazis also used poisonous gas, in vans and later in gas chambers at six death camps (Chelmno, Auschwitz, Majdanek, Belzec, Sobibor, and Treblinka). Even when their defeat was imminent, the Nazi leadership committed resources to the destruction of Europe's Jewish population. Prisoners were forced to evacuate in what are now known as Death Marches.

FALL OF THE THIRD REICH

When the Allied troops (led by the United States, United Kingdom, and Soviet Union) defeated the Nazis, they encountered evidence of genocide: documentation, witnesses, mass graves, and concentration and death camps. Europe was in disarray; millions were displaced, and entire cities were destroyed. Displaced persons camps were established to house Jewish survivors. Many Jews continued to face antisemitism and violence and most Jews decided to emigrate. The Nuremberg Tribunal was established and tried 22 members of the Nazi leadership for war crimes but the majority eluded justice.

HOLOCAUST TESTIMONY

USC Shoah Foundation's Visual History Archive preserves firsthand experiences and memories of the Holocaust from 18 collections. The VHA contains over 55,000 testimonies of Holocaust and genocide survivors and witnesses, including Jewish Survivors, Rescuers and Aid Providers, Liberators, Sinti and Roma Survivors, Political Prisoners, Jehovah's Witness Survivors, War Crimes Trial Participants, Non-Jewish Forced Laborers, Eugenic Policies Survivors, and Homosexual Survivors. The vast majority of the testimonies were collected between 1994 and 1999, and the interviewees detail their lives before, during, and after the Holocaust. The testimonies average about two hours in length.

Brief Histories – Kindertransport

STUDENT HANDOUT

SETTING THE STAGE

On November 9 -10, 1938, Jewish homes, shops, and houses of worship were destroyed during *Kristallnacht* (The Night of Broken Glass). The Nazi-sponsored violence occurred throughout Germany and in the German annexed territories of Austria and Sudetenland (in Czechoslovakia). Following *Kristallnacht*, and after a debate in the British House of Commons, Great Britain agreed to help an unspecified number of orphans and child refugees. The children had to be under the age of 17 and would have to travel as unaccompanied minors. Each child needed a sponsor to pay for their care and education, and to fund their return home after the danger had passed. The British Broadcasting Company (BBC) Home Service issued a plea to British citizens to open their homes to the child refugees. Volunteers went to Germany and Nazi-occupied Europe to organize transports. Organizations in Great Britain helped prepare for the arrival of the children, which became known as the *Kindertransport* (Children's Transport).

KINDERTRANSPORT

The first *Kindertransport* left Berlin, Germany on December 1, 1938, and arrived in Harwich, Great Britain on December 2, 1938. Most children travelled by train by train to ports in Belgium and the Netherlands, where they boarded a ship for Harwich. Some children travelled by plane from Czechoslovakia to Great Britain. Transports continued to leave from major cities such as Berlin, Vienna, and Prague, until September 1, 1939, the day World War II began. The last transport left from the Netherlands on May 14, 1940 – four days after the Nazi invasion of the Netherlands.

Once the children arrived in Great Britain, they were sent to live with foster families. If no family had been found for them, the children were sent to hostels, boarding schools, or farms. Between 9,000 to 10,000 children were saved, including 7,500 Jewish children. Most of the children were treated well in their new homes, but some were beaten, starved, and treated as hired help. Approximately 1,000 of the children – mostly boys over the age of 17 – were held in internment camps in Canada, Australia, or on the Isle of Man. Once they were old enough, some joined the British army.



Above: Refugee girl, part of a Children's Transport (*Kindertransport*), shortly after arrival in Harwich, Great Britain, December 2, 1938. Credit: Bibliotheque Historique de la Ville de Paris. Image Provided By: U.S. Holocaust Memorial Museum



AFTERMATH

When the children left their homes, they believed the separation from their family members would be temporary and they would eventually return home to their families. However, most family members left behind in Nazi-occupied Europe were killed during the Holocaust. In 2018, Germany announced that it would pay €2,500 (\$2,800) to each living *Kindertransport* survivor.

TESTIMONY

USC Shoah Foundation's Visual History Archive (VHA) preserves over 55,000 testimonies of Holocaust and genocide survivors and witnesses, including 750 Holocaust testimonies that discuss the *Kindertransport*.

The Children of Willesden Lane Historical Timeline

HIGH SCHOOL

Year	Historical Timeline Echoes & Reflections Timeline of the Holocaust	Children of Willesden Lane Austria 1933-1938; London, UK 1939-1945	Lisa Jura Date of Birth: April 21, 1924
1933		<ul style="list-style-type: none"> ● In 1933, Austria had an estimated Jewish population of nearly 200,000; approximately 178,000 Jews lived in the capital, Vienna. ● The Nazi seizure of power in Germany in January 1933 brings an influx of German-Jewish refugees into Austria. ● In Austria, the Fatherland Front is created as a force advocating Austrian nationalism and independence from Germany. 	
1934		<ul style="list-style-type: none"> ● Jews wishing to leave Germany increase 65% from the previous year. ● The Conservative wing of the Austrian government crushes a Socialist uprising. Except for the far-right nationalist Fatherland Front, all political parties are abolished and prohibited. Chancellor Kurt von Schuschnigg agrees that Austrians are Germans, but prefers independent Austria. 	
1935	(Nuremberg Laws) Sept. 15, strips Jews of German citizenship and bans marriage between Jewish and non-Jewish Germans	<ul style="list-style-type: none"> ● Professional restrictions are applied to certain occupations, but the Schuschnigg administration claims they are done for political and economic reasons. 	
1936		<ul style="list-style-type: none"> ● On July 11, the Austrian government enters into a pact with Nazi Germany that declares Nazi Germany would respect the full sovereignty of Austria. ● Many Austrian Jews feel uncertain the pact will ensure their safety. 	
1937		<ul style="list-style-type: none"> ● In November 1937, Hitler officially sets his sights on incorporating Austria into his vision for the Reich. ● At this time, there are 34 official Jewish communities in Austria, and an estimated 440 synagogues and organizations. 	

The Children of Willesden Lane Timeline cont'd

HIGH SCHOOL

1938		<ul style="list-style-type: none"> ● On March 12, German troops enter Austria and declare annexation. A national vote is held one month later; the manipulated results claimed 99% Austrian approval. Jews were not permitted to vote on the matter. ● In April, 1938 the concentration camp at Mauthausen, outside of Vienna is opened. ● On November 9-10, Jewish shops, homes, and houses of worship are destroyed during <i>Kristallnacht</i>. The state sponsored riot impacts Jews in Germany, Austria and the Sudetenland. ● That December, the first <i>Kindertransport</i> leaves Vienna. 	
1939		<ul style="list-style-type: none"> ● Aryanization of Jewish businesses, begun in Austria after <i>Kristallnacht</i> in Austria, continues throughout Europe, wherever the Reich advances. ● On September 1, the last <i>Kindertransport</i> leaves Germany. ● From October 20-27, the "Nisko plan" is implemented, deporting Jews from Austria and Czechoslovakia to occupied Poland. 	
1940		<ul style="list-style-type: none"> ● In late spring, the British government interns refugees between the ages of 16 and 70. They are placed in camps on the Isle of Man, in Canada and in Australia. ● On May 14, the last <i>Kindertransport</i> leaves the Netherlands. ● On November 14, the Luftwaffe begins air raids on England, including the Blitz on London. 	
1941	Germany attacks the Soviet Union; death camps opened (in Poland); Japan attacks Pearl Harbor; Allies and Axis declare war	<ul style="list-style-type: none"> ● In February and March 1941, mass deportations of Jews from Austria occur. Of the more than 65,000 Viennese Jews who were deported to concentration camps, only a few more than 2,000 survived. ● On March 11, US President Franklin Delano Roosevelt signs the Lend-Lease Act providing military aid to Britain. 	
1942	More death camps throughout Europe; Allies acknowledge systematic killing of Jews is happening	<ul style="list-style-type: none"> ● Bombing raids by the Luftwaffe continue to besiege Britain throughout the year. ● On October 29, at the Royal Albert Hall, the Archbishop of Canterbury leads a public outcry against the killing of European Jews. 	



The Children of Willesden Lane Timeline cont'd

HIGH SCHOOL

1943		<ul style="list-style-type: none">● Throughout the year, bombing raids by the Luftwaffe continue to besiege Britain.	
1944		<ul style="list-style-type: none">● On February 26, the last significant Luftwaffe air raid on London occurs.	
1945	Hitler commits suicide; Germany surrenders in May; Japan surrenders in September	<ul style="list-style-type: none">● On April 13, 1945, Vienna is liberated by Soviet troops. Austria is initially occupied by Soviet, British, US & French forces.● On May 9, in the aftermath of Victory in Europe (VE) Day, the children who were sent to England are left to determine the fate of their families and their own futures. For many, it will take months or years to identify their family's fate.	

REFLECTION

This is a secondary source that provides three perspectives – general, specific and personal – of the timeframe of the story. What does the timeline help you understand? How does the information from the three perspectives contribute to your knowledge? What do still have questions about?

The Children of Willesden Lane Historical Timeline

MIDDLE SCHOOL

Year	Historical Timeline Echoes & Reflections Timeline of the Holocaust	Children of Willesden Lane Austria 1933-1938; London, UK 1939-1945	Lisa Jura Date of Birth: April 21, 1924
1933		<ul style="list-style-type: none"> In 1933, Austria had an estimated Jewish population of nearly 200,000; approximately 178,000 Jews lived in the capital, Vienna. The Nazi seizure of power in Germany in January 1933 brings an influx of German-Jewish refugees into Austria. 	
1934		<ul style="list-style-type: none"> Jews wishing to leave Germany increase 65% from the previous year. 	
1935	(Nuremberg Laws) Sept. 15, strips Jews of German citizenship and bans marriage between Jewish and non-Jewish Germans	<ul style="list-style-type: none"> Professional restrictions are applied to certain occupations, but the Schuschnigg administration claims they are done for political and economic reasons. 	
1936		<ul style="list-style-type: none"> On July 11, the Austrian government enters into a pact with Nazi Germany that declares Nazi Germany would respect the full sovereignty of Austria. 	
1937		<ul style="list-style-type: none"> In November 1937, Hitler officially sets his sights on incorporating Austria into his vision for the Reich. At this time, there are 34 official Jewish communities in Austria, and an estimated 440 synagogues and organizations. 	
1938		<ul style="list-style-type: none"> On March 12, German troops enter Austria and declare annexation. A national vote is held one month later; the manipulated results claimed 99% Austrian approval. Jews were not permitted to vote on the matter. On November 9-10, Jewish shops, homes, and houses of worship are destroyed during <i>Kristallnacht</i>. The state sponsored riot impacts Jews in Germany, Austria and the Sudetenland. That December, the first <i>Kindertransport</i> leaves Vienna. 	

The Children of Willesden Lane Timeline cont'd

MIDDLE SCHOOL

1939		<ul style="list-style-type: none"> ● Aryanization of Jewish businesses, begun in Austria after Kristallnacht in Austria, continues throughout Europe, wherever the Reich advances. ● On September 1, the last <i>Kindertransport</i> leaves Germany. 	
1940		<ul style="list-style-type: none"> ● On May 14, the last <i>Kindertransport</i> leaves the Netherlands. ● On November 14, the Luftwaffe begins air raids on England, including the Blitz on London. 	
1941	Germany attacks the Soviet Union; death camps opened (in Poland); Japan attacks Pearl Harbor; Allies and Axis declare war	<ul style="list-style-type: none"> ● On March 11, US President Franklin Delano Roosevelt signs the Lend-Lease Act providing military aid to Britain. 	
1942	More death camps throughout Europe; Allies acknowledge systematic killing of Jews is happening	<ul style="list-style-type: none"> ● Bombing raids by the Luftwaffe continue to besiege Britain throughout the year. 	
1943		<ul style="list-style-type: none"> ● Bombing raids by the Luftwaffe continue to besiege Britain throughout the year. 	
1944		<ul style="list-style-type: none"> ● On February 26, the last significant Luftwaffe air raid on London occurs. 	
1945	Hitler commits suicide; Germany surrenders in May; Japan surrenders in September	<ul style="list-style-type: none"> ● On May 9, in the aftermath of Victory in Europe (VE) Day, the children who were sent to England are left to determine the fate of their families and their own futures. For many, it will take months or years to identify their family's fate. 	

REFLECTION

This is a secondary source that provides three perspectives – general, specific and personal - of the timeframe of the story. What does the timeline help you understand? How does the information from the three perspectives contribute to your knowledge? What do I still have questions about?

Key Terms and Abbreviated Historical Events

STUDENT HANDOUT

Adolf Hitler – Adolf Hitler was a politician, leader of the National Socialist Party (NSDAP), and Chancellor Führer (leader) of the Third German Reich from 1933 to 1945. Regarded as the architect of the Holocaust and WWII, Hitler became a leading symbol of brutality and violence in the 20th century.

Allied Armed Forces – The armies, navies, and air forces of those nations allied against Nazi Germany and other Axis countries during World War II, including Great Britain, the United States, and the Soviet Union.

Anschluss – German expression for the annexation of Austria and its incorporation into the Third Reich as the province of Ostmark on March 15, 1938.


Antisemitism – Feelings, attitudes, and acts of prejudice against Jews.

Axis Armed Forces – The armies, navies, and air forces of Germany and its allies (Italy, Japan, Hungary, Romania, and Bulgaria) before and during World War II.

Holocaust – The murder of approximately six million Jews by the Nazis and their collaborators. Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents were also targeted by the Nazis.

Kindertransport – The organized movement of some 10,000 refugee children, most of them Jewish, from such countries such as Germany, Austria, and Czechoslovakia to Great Britain between December 1938 and September 1939.

Kristallnacht – Nazi party-organized assault on the persons and property of the Jewish population in Germany, Austria, and the Czech Sudetenland on November 9 and 10, 1938. Also known as “Kristallnacht” (“crystal night”) for the shattered glass of vandalized Jewish homes, storefronts, and synagogues, this event signaled the acceleration of Nazi policies aimed at expropriating and expelling German Jews from the Third Reich.



London Blitz – The Blitz, (September 1940–May 1941), nighttime bombing raids against London and other British cities by Nazi Germany during World War II. The raids followed the failure of the German Luftwaffe to defeat Britain’s Royal Air Force in the Battle of Britain (July–September 1940). Although the raids caused enormous destruction and heavy civilian casualties—some 43,000 British civilians were killed and another 139,000 were wounded—they had little effect on Britain’s ability to continue in the war and failed in its immediate purpose of dominating the skies in preparation for a German invasion of England.

Nazism – A system of right-wing totalitarian, nationalist, and racist political doctrines and beliefs constituted a core of the ideology and the program of the Nationalsozialistische Deutsche Arbeiter-Partei (NSDAP; National Socialist German Workers’ Party, or the German Nazi Party).

Nuremberg Laws – Announced during the annual Nazi party congress in Nuremberg, Germany, on September 15, 1935, the Nuremberg Laws marked the institutionalization of Nazi racism. They comprised two main measures, the “Law for the Protection of German Blood and German Honor” which forbade marriage and sexual contact between Jews and Aryans, and the “Reich Citizenship Law” which deprived German Jews of their right to Reich citizenship.

Refugee – one who flees in search of safety, as in times of war, political oppression, or religious persecution.

Vienna, Austria – Vienna was an important center of Jewish culture and education. Many Viennese Jews were well integrated into urban society and culture and made up significant percentages of the city’s doctors and lawyers, businessmen and bankers, artists and journalists.

Level Questions – Inquiry-Based Journaling

STUDENT HANDOUT

In order to improve reading comprehension and strengthen meaningful discussion, you will practice how to independently create questions that apply various levels of complex thinking.

We will focus on three different level questions: Factual, Interpretive and Evaluative Questions and use the reading document titled “Holocaust Definitions” to create the questions.

1. FACTUAL QUESTIONS Questions where there is only one answer which can be found in the actual words of the text.

- Example Factual Question: What is the Greek meaning of the word “Holocaust”?
- Factual Answer: The Greek meaning of the word “Holocaust” means “sacrifice by fire”.

Student-created Factual Question from “HOLOCAUST DEFINITIONS”:

Factual Answer:

2. INTERPRETIVE QUESTIONS Questions with possibly more than one interpretation, but the response is supported

- Example Interpretive Question: Why did Nazis take property, possessions and even the lives of those identified as Jewish between the years 1933-1942?
- Possible Interpretive Answer #1: The Nazi regime believed Jews to be “an alien threat to the so-called German racial community.”
- Possible Interpretive Answer #2: German Nazis believed they were “racially superior” to Jews.



Student-created Interpretive Question from “HOLOCAUST DEFINITIONS”:

Possible Interpretive Answer #1:

Possible Interpretive Answer #2:

3. EVALUATIVE QUESTIONS Questions that ask the extent to which ideas match with the reader’s own perceptions. These types of questions **can have various responses and may conflict**. Answers for these types of questions can come from **multiple perspectives**.

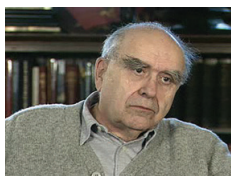
- Example Evaluative Question #1: Why do you think the Nazi regime was so successful with their antisemitism?
 - Evaluative Answer: Answers will vary.
- Example Evaluative Question #2: If Hitler was not leading Nazi Germany, would European Jews still have been persecuted and murdered? Explain why or why not.
 - Evaluative Answer: Answers will vary.

Student-created Evaluative Question from “HOLOCAUST DEFINITIONS”:

Evaluative Answer:



Lynn Orne (née Toch), daughter of Ludwig and Melanie, was born on October 18, 1926, in Vienna, Austria. Lynn had an older sister, Katharine, and a younger brother, Heinz. Ludwig and Melanie owned and operated a poultry business. After the Anschluss, the German annexation and occupation of Austria, life began to change for Lynn. Anti-Jewish legislation was enacted, and she had to change schools. Lynn witnessed *Kristallnacht* (the Night of Broken Glass). Lynn's parents sent her on the *Kindertransport*, and she spent the remainder of the war in England. After the war, she immigrated to the United States. Lynn and her husband, Karl, have three daughters. Lynn and her sister Katharine are the only survivors from their immediate family. This interview was conducted on June 24, 1998, in Hayward, California.



Dr. Alfred Bader was a *Kindertransport* child. He was born in 1924 in Vienna, Austria and passed away in 2018 in Milwaukee, USA. His father Alfred had Czech Jewish roots, his mother Elisabeth belonged to the Hungarian- and Christian - noble family called Serenyi. Aged 14, at the end of 1938, Alfred left Nazi controlled Austria thanks to the *Kindertransport* program and arrived in Great Britain, from where he was later moved to Canada. He studied chemistry and in 1951 co-founded the Aldrich Chemical Company, which was in 1975 merged with Sigma Chemical Corporation into an industrial giant called Sigma-Aldrich. He retired in 1991. Alfred Bader was an art collector and a major philanthropist. He was proud of his heritage; in 1994 he founded the Alfred Bader award, a prize for young Czech chemists under 35 years given by the Czech Chemical Society. The interview was recorded on April 9, 1997.



Erna Florsheim, daughter of Jakob and Hannchen Wassermann, was born on November 27, 1926, in Königsbach, Germany. Erna had two brothers, Julius and Siegbert, and one sister, Ilse. The family was Orthodox, and kept a kosher home. As a child, Erna attended public school in Königsbach, but after the Nazis implemented anti-Jewish laws, she had to go to school in the neighboring town of Pforzheim. In November 1938, Erna and her younger brother, Siegbert, witnessed synagogues burning on *Kristallnacht* (the Night of Broken Glass). Her older brother, Julius, was arrested and sent to Dachau, where he was imprisoned for two months. Julius and Ilse were sent to England to work, and Siegbert was sent on a *Kindertransport* (children's transport). Erna could have gone on a *Kindertransport*, too, but she did not want to leave her parents to be by themselves. In October 1940, Erna and her parents were deported from Pforzheim, Germany, to the Gurs internment camp in France. Thanks to the help of the Oeuvre de Secours aux Enfants, an organization that took care of Jewish children, Erna survived the war in children's homes,

in hiding, and by using false papers. In May 1945, Erna was liberated in Marseille, France, by the United States Army. Erna's parents did not survive the war. After the war, Erna briefly moved to London, where she completed training to become a nurse. She immigrated to New York in 1948, where she met and married Alfred Florsheim. This interview was conducted on October 20, 1996, in New York, New York.



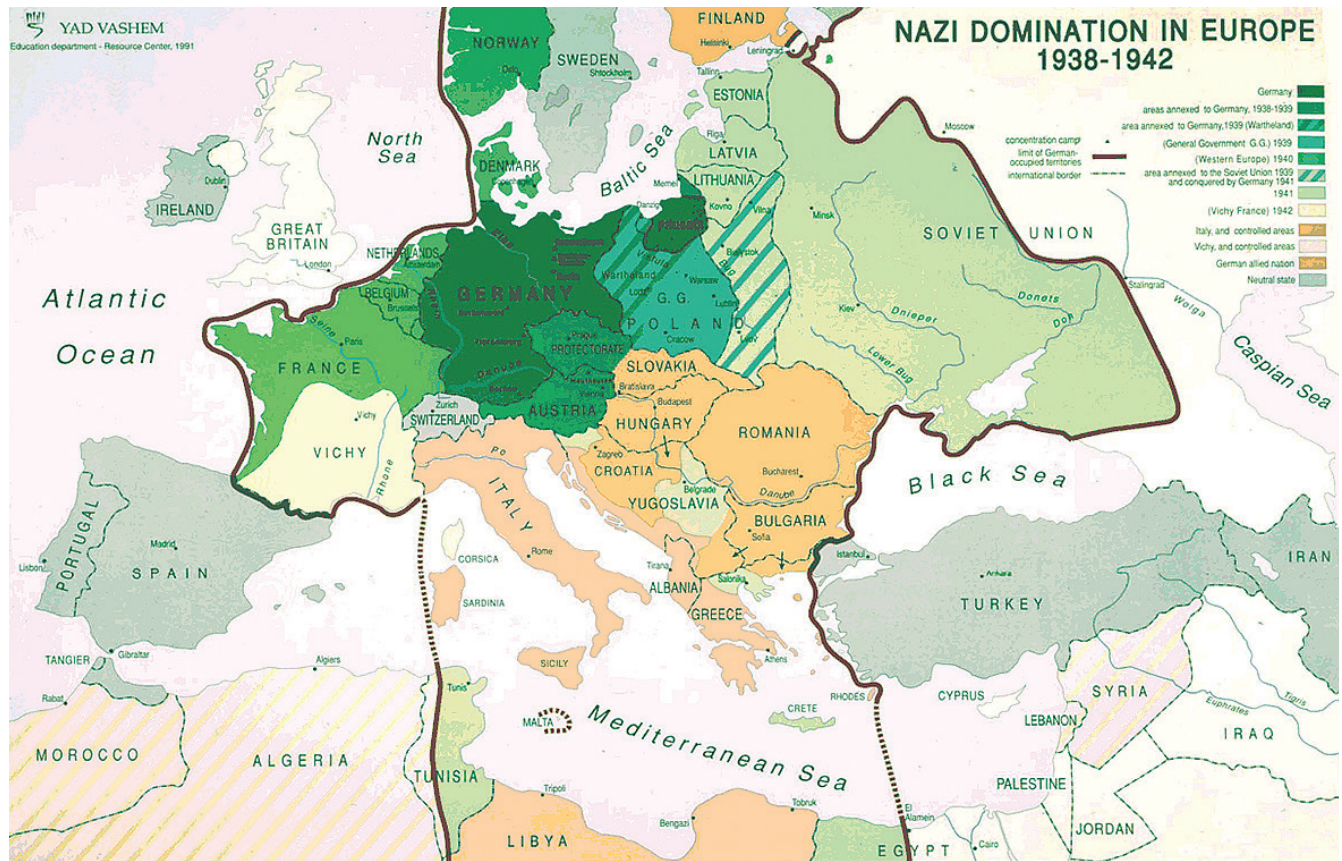
Edith Reiss was born in Bolton, England in 1916, the second of four daughters. She was raised by a working mother and a father who had been blinded by a work accident. She learned about the world's troubles at a young age as her father had her read the daily newspaper to him. She had a knack for language and learned German in school. When unrest began on the continent, she worked to settle German-Jewish refugees in her home town. Edith went to university in London to study physiology but her studies were soon disrupted. She took a class trip to Germany in 1939, and was horrified by the treatment of the Jews. Only three days after she returned to England, war broke out. Edith was trained as a Welfare Officer in the British army, and stationed in a British Military Hospital in Rome. She remembers treating both wounded Allied soldiers as well as German prisoners of war, who expressed gratitude for her kind treatment of them. As the war came to a close, Edith's story was far from over. She witnessed the hanging of Mussolini in Milan, and soon after she was sent to Dachau to help liberate the camp survivors. Her day at the camp marked her forever. Before returning to England, she spent time helping recovering soldiers, and there she met an American army doctor who would become her husband. She moved to the United States to be with him soon after they were married. In the United States, she finally finished her bachelors, and went on to get a masters in Gerontology. Her interview took place in Coral Gables, Florida on May 22, 1998.



Paul Kuttner, son of Paul and Margaret, was born in Berlin, Germany on September 20, 1922. Paul had an older sister, Anne Marie. The family were non-observant Jews, however, like all Jews in Germany, their lives drastically changed once the Nazis were elected to power in 1933. In 1939, Paul left for England on a *Kindertransport* (children's transport). Upon arrival in England, he was interned as an enemy alien. After spending two months in an internment camp on the Isle of Man, Paul was released. In 1944, Paul trained to be a social worker and worked at the Bloomsbury House, the headquarters for most refugee work in England. Both of Paul's parents died in concentration camps. His sister used false papers and hid in Berlin throughout the war. Paul continued to work at Bloomsbury House until 1947, when he immigrated to New York. For over thirty years, Paul worked in publishing. He married twice and had one son, Stephen. This interview was conducted in Jackson Heights, New York, on September 25, 1996.

Interrogating Maps – Historical Contextualization **STUDENT HANDOUT**

MAP OF NAZI DOMINATION EUROPE 1938-1942



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DIRECTIONS

Visually study the map. What do you notice? What does the map show? How do you know?

Based on the Map of Nazi Domination in Europe 1938-1942, what areas were NOT under Nazi control? Of those areas, which country was a **major Allied power**?

Interrogating Maps – Historical Contextualization **STUDENT HANDOUT**

KINDERTRANSPORT ROUTES MAP



DIRECTIONS

Visually study the map. What do you notice? What does the map show? How do you know?

Based on the *Kindertransport* Routes map, what was Lisa Jura's **destination city**? Based on the map, how many **Nazi checkpoints** did Lisa Jura have to endure before arriving at her destination city?

In what ways do the maps enlighten your understanding of the history and/or historical geography of the area and period depicted?

From Malka to Lisa

Letter Writing Activity

STUDENT HANDOUT

Letter to a Loved One: Letter writing plays an important role in Chapters 5-13. The letters between Lisa and her mother Malka, contribute to Lisa's sense of belonging by connecting her to her family.

Directions: Write a letter to a parent(s), a loved one, a friend or someone who contributes to your sense of connection and belonging. You may include details describing your everyday life; explaining how you are doing physically and emotionally; describing favorite memories; qualities you admire about the recipient of your letter; discussion of upcoming events; past and present accomplishments; etc.

***Be sure to obtain a postage stamp and mail this letter to the individual to whom you wrote.**

***Handwritten letters delivered to a loved one provides a deeper personal connection. Also, people who receive actual letters tend to save them as cherished memorable keepsakes.**

HOW TO FORMAT A LETTER

DATE AND LOCATION

Since people cherish letters a memorable keepsake, it's good to have a reminder of when and where the letter was written.

GREETINGS (END IT WITH A COMMA)

"Dear" is a traditional greeting for a loved one.

OPENING

This can include general small talk in the opening lines, questions you might have for the reader, etc.

BODY

Include details describing your everyday life at the moment; an explanation of how you are physically and/or mentally; description of some favorite memories; qualities you might admire about the person to whom you are writing; a discussion of upcoming events; past and present accomplishments; etc.



CONCLUSION

Here you can ask questions you might have for the recipient (with a suggestion to write back to you) as well as a final warm wish for the recipient.

GOODBYE

“Love” or “Hugs” and your signature.

P.S.

This means “Post Script” and is often used for afterthoughts or funny occurrences- it is not an expectation with every written letter.

THE ENVELOPE

STAMP (Upper Right Corner)

WRITER'S RETURN ADDRESS

(Upper Left Corner)

First and Last Name

House Number and Street Address

City, State, and Zip Code

DELIVERY ADDRESS (Center of Envelope)

Recipient's First and Last Name

House Number and Street Address

City, State, and Zip Code

Final Essay Prompts

STUDENT HANDOUT

CHOOSE ONE OF THE FOCUS WRITING PROMPTS BELOW.

Use your journals and interactive timeline to gather evidence for your response.

- *The Children of Willesden Lane* presents a biographical narrative of the events connected to the *Kindertransport* during the Holocaust. What does Lisa Jura's story reveal about the impact of political ideology and world events on an individual's human experience? Cite present day examples as well as examples from the biographical narrative, clips of testimony, journal, and interactive timeline.
- *The Children of Willesden Lane* presents the story of Lisa Jura and the powerful inspirational role music played in her life. What does Lisa's story reveal about how music can define us and inspire us during challenging times? Cite specific examples from the biographical narrative, as well as from your journal, interactive timeline, video testimonies, etc. to reinforce your response.

INFORMATIVE/EXPLANATORY ESSAY SCORING Your essay will be scored using the following (see rubric):

1. FOCUS

- How well did you state your thesis/controlling idea, and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end?
- How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion?
- How well did you consistently use a variety of transitions?
- How effective was your introduction and your conclusion?

2. DEVELOPMENT/COHESION

- How well did you integrate relevant and specific information from your sources?
- How well did you elaborate your ideas?
- How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
- How well did you anticipate audience background knowledge and needs?

3. LANGUAGE STYLE AND CONVENTIONS

- How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Informative/Explanatory Rubric¹

STUDENT HANDOUT

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: Writing focuses on a topic to inform a reader with ideas, concepts, information, etc.	Writing clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	Writing focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	Writing focuses on a topic to inform a reader with ideas, concepts, information, etc.	Writing has an unclear topic with some ideas, concepts, information, etc.	Writing has an unidentifiable topic with minimal ideas, concepts, information, etc.
Development: Writing presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information explanation.	Writing provides significant facts, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	Writing provides effective facts, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	Writing provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	Writing provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. It may summarize the topic. The conclusion merely restates the development.	Writing contains limited facts and examples related to the topic. Writing may not include a conclusion.
Audience: The author anticipates the audience's background knowledge of the topic.	Writing consistently addresses the audience's knowledge level and concerns about the topic. Writing addresses the specific needs of the audience.	Writing anticipates the audience's knowledge level and concerns about the topic. Writing addresses the specific needs of the audience.	Writing considers the audience's knowledge level and concerns about the claim. Writing addresses the needs of the audience.	Writing illustrates an inconsistent awareness of the audience's knowledge level and needs.	Writing lacks an awareness of the audience's knowledge level and needs.
Cohesion: Writing uses appropriate and varied transitions to link the major sections of Writing, creates cohesion, and clarifies the relationships among complex ideas and concepts.	Writing strategically uses words, phrases, and clauses to link the major sections of text. Writing explains the relationships between the topic and the examples and/or facts.	Writing skillfully uses words, phrases, and clauses to link the major sections of writing. Writing identifies the relationship between the topic and the examples and/or facts.	Writing uses words, phrases, and clauses to link the major sections of writing. Writing connects the topic and the examples and/or facts.	Writing contains limited words, phrases, and clauses to link the major sections of writing. Writing attempts to connect the topic and the examples and/or facts.	Writing contains few, if any, words, phrases, and clauses to link the major sections of writing. Writing does not connect the topic and the examples and/or facts.
Language and Style: Writing presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	Writing presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	Writing presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	Writing presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	Writing illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	Writing illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
Conventions: Writing demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	Writing intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	Writing uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	Writing demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	Writing demonstrates some accuracy in standard English conventions of usage and mechanics.	Writing contains multiple inaccuracies in Standard English conventions of usage and mechanics.

1. Adapted from Common Core State Standards Writing Rubrics for Grades 9/10 by [Turnitin](#) which is licensed under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](#).

Final Project: Symbols of Hope, Inspiration and Resilience in *The Children of Willesden Lane*

In *The Children of Willesden Lane*, by Mona Golabek, Lisa Jura uses her mother's words as they were saying goodbye at the train station, "Hold on to your music," as a source of strength. Later, her mother writes in a letter "Make us proud of you" to encourage Lisa to reach for her goals. Both of these key lines serve as a source of strength, inspiration, comfort and connection. The piano and each song Lisa plays embody those words; they become symbols of strength, inspiration, comfort and connection.

How do either of those two phrases, or both of the phrases, connect to you? What do you hold on to? What do you strive to be? What objects can represent that source of strength, inspiration, comfort and connection for you? Draw your symbolic representations and provide an explanation of its symbolism and relevance to your life.

Sketch your ideas below, and when you are ready, create a final version on a separate sheet of paper. As you create your final creative expression, consider your colors, your perspective, your accentuation to more fully bring out the meaning in your symbol.





Now, draft your explanation of the symbol and its relevance to your life.