

NCSS Notable Trade Book Lesson Plan: *Hana's Suitcase*



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Abstract

The lesson for the Notable Trade book, *Hana's Suitcase*, by Karen Levine, focuses on two stories: the story of a little girl who dies because she was born a Jew and the story surrounding the historical research performed by Fumiko Ishioka to learn Hana's story. This book contains the true story of Hana's life before and during the Holocaust, and provides much information on the events that happened both to Hana and to a million and a half other children in that era. The fact that Hana's brother survived and helped to create this book provides a positive ending to an otherwise sad family tale. Knowledge of the Holocaust, the character traits of families, and the traits of those who do historical research are stressed in the lesson.

Book Summary:	A detailed and true story of Hana Brady, one of one and a half million children who died in the Holocaust because she was born into a Jewish family. George, Hana's older brother who survived the Holocaust, is also a major character in the book.
NCSS Standards:	<i>II. Time, Continuity, and Change</i> <i>X. Civic Ideals and Practices</i>
Materials:	One copy of the book <i>Hana's Suitcase</i> A picture of Fumiko Ishioka from one of the sites listed below A world map Copies of pictures of Hana and George from the book or from one of the websites to use as illustrations with the class Copies of blank Venn diagrams for all students Copies of page 96 that have been enlarged so that the students can read with ease.
Objectives:	Students will be able to: <ol style="list-style-type: none">1. List the primary sources of information found and used to tell the story of Hana.2. Tell how each of the types of primary data helps inform us about Hana's story.3. Locate the various places where the primary data was found on

	<p>a world map.</p> <ol style="list-style-type: none"> 4. Explain how Fumiko solved the mystery of who Hana was. 5. Relate the general story of Hana’s life in Nove, Mesto and in Terezin. 6. Compare the traits of Hana and her family members with those of their own families. 7. Explain how persistence in searching for factual evidence helped Fumiko learn about Hana. 8. Explain how being willing to ask for help enabled Fumiko get the facts surrounding the Brady family story. 9. Conclude that discrimination and the failure to support human rights brings suffering and early deaths. 10. Explain why they think it is important to know what happened to Hana Brady. 11. Express empathy toward George Brady and his memories of his family and relate this to his support of teaching about the Holocaust as well as the importance of tolerance, respect, and compassion.
<p>Procedures: Exploration/Introduction: Development: Expansion:</p>	<p><i>Exploratory Introduction:</i></p> <p>-Ask the students the following questions and list their answers.</p> <ul style="list-style-type: none"> • Tell me what you think a detective looks like? • Tell me some things you think a detective does? • Tell me what a teacher looks like? • What things do teachers do? <p>-Tell students that they are going be reading a book that has two stories in it. One story is about the life of a teacher and the other is about a person who looked for her and for the details of her life.</p> <p>-Show students the picture of Hana on the cover of the book.</p> <p>-Show the picture of Fumiko Ishioka.</p> <p>-Ask:</p> <ul style="list-style-type: none"> • Do you think these are pictures of a teacher and a detective? Why? • Which is the teacher and which the detective? <p>-As we read the book, I want you to pay close attention to the activities of Fumiko and Hana and decide on some additional words that you think describe Hana and Fumiko.</p> <p><i>Lesson Development:</i></p> <ol style="list-style-type: none"> 1. Distribute the Venn diagrams to the students. Ask them to work individually to complete it at the end of several reading and discussion sessions. Collect and grade diagrams. Venn diagrams organize similarities between a student’s family life with the Brady family, unique events in his/her family’s lives and unique events in the Brady family’s lives. 2. Over several days read the book aloud in sections starting with

	<p>the Introduction, stopping to discuss the following questions:</p> <ul style="list-style-type: none"> • What evidence exists that you have lived and have done things? • Before World War II do you think that similar types of evidence existed about European children and families? • Do you think such evidence could survive the disruption of the war and the bombs and warfare that destroyed much of Europe? <ol style="list-style-type: none"> 3. Discuss with the students the role of Auschwitz as a death camp where the largest number of people were killed during the Holocaust. 4. Explain why the Auschwitz museum would have the suitcase, sock, and sweater to send to the Tokyo Holocaust Education Resource Center and what the can of ZyklonB gas was used for during the Holocaust. 5. On the suitcase was the word Orphan. How is this a clue to something that happened in her life? What do you think happened that resulted in Hana being labeled an orphan? <p><u>Before the war started:</u></p> <ul style="list-style-type: none"> • Why do you think the adults tried to keep Hana and George from knowing their worries about the rise of Nazi power and their actions toward Jews? • Would you be willing to leave your home and work because some people, who did not like your personal differences, were making and carrying out threats in your region? • What reason did the Jews in Nove, Mesto give? • On page 19, Levine talks of the tradition of predicting the future on January 1. Is this part of American tradition for the New Year? What kind of predictions would people want and be likely to make? • Do you think that you would have liked to have Hana and George as friends and classmates? Why? <p><u>After the Nazis arrive in Czechoslovakia:</u></p> <ul style="list-style-type: none"> • How did the Nazis' rules affect the daily lives of Jews and the Brady family? • What things do you think Hana and George wrote on their lists? • Why was Hana particularly upset when she learned she could no longer go to school? • How did people in their city help the Brady family? • To whom did Fumiko go to get help to learn more about Hana? How do you think it is possible to get information from other nations and regions that have experienced wars?
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- Why do you think that some locations or people do not want to tell you or provide you with the facts of what went on?
- Why do you think Hana and George's aunt and uncle did not keep the children, but gave them up to be sent to Theresienstadt?
- Why do you think that neither Uncle Ludvik nor Aunt Hedda went with the children to the deportation center?
- How was Theresienstadt different from the other camps?
- What went on in the secret classes of Kinder L410? Why do you think the people risked doing these?
- There are lots of pictures of Hana and George in the book. How do you think the pictures were saved from being destroyed?
- Who preserved the drawings of the children? Why are such drawings important?
- What did George and Hana do to care for each other and their grandmother after she arrived?
- How do we know that Hana saved her "buchta" or doughnut and gave it to her brother each week?
- What were the last things George told Hana before he was shipped to the east?
- How do we know that this is what he said and not something the author Karen Levine made up?
- Who was Ella and how did she help Hana?
- At the camp the girls were told to leave their suitcases on the dock and march off. What do you think happened to these suitcases? What evidence is there that might support your assumptions?
- What did the loud slamming of the door at Auschwitz indicate to you?
- Ludmila helped Fumiko by looking in a book with 90,000 names in it. How do you think they got all of these names to put into a book?
- How do you think Fumiko felt when she learned what the checkmark meant?
- How did the different people in the book respond to Fumiko and her quest for information about Hana?
- Why did Fumiko wonder if she would receive a response from George Brady?
- Do people ever quit thinking about someone or mentioning their name because the person died a long time ago? Why or why not?
- From what we have learned about the story of Hana, can we conclude she is a teacher today even though she did not live long enough to attend a university and study education?
- What lessons does her life teach us? Probe, if needed, to get knowledge about the Holocaust and to get statements on

	<p>character traits and the civic values of support for human rights and justice.</p> <ul style="list-style-type: none"> • From what we learned about Fumiko and her efforts to learn about Hana do you think the word “detective” applies to her? Why or why not? What other words describe Fumiko? Could she also be called a historian? • How do historians work to find the truth about people or events? What values do historians think are important in doing their work? • Use a world map and locate Tokyo and the various places in the world where Fumiko obtained information about Hana. Do you think that all historians have to travel a lot to get their facts? <p>Expansion:</p> <ul style="list-style-type: none"> • Fumiko and the youth in the Small Wings club were very excited to know that Hana’s brother survived and were anxious to contact him. Why do you think that Fumiko decided to write a letter rather than phone him? • Examine the letter that Fumiko wrote to George Brady. What evidence do you see in the letter that indicates that Fumiko is sensitive to a number of possible feelings that a survivor might have when being reminded of loved ones who died or to the conditions faced during the Holocaust. • Read the remainder of the book pages 92-109. <p><u>Final Closure:</u></p> <p><i>Hana’s Suitcase</i> is being published and available in the following countries:</p> <p>Argentina, Australia, Austria, Belgium, Canada (English/French), Chile, China, Czech Republic, Denmark, England, Finland, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Korea, Mexico, New Zealand, Norway, Philippines, Poland, Portugal, Romania, Slovenia, Spain, South Africa, Sweden, Taiwan, Thailand, The Netherlands , Turkey , Uruguay ,USA (English/Spanish), and Wales</p> <ul style="list-style-type: none"> • Display a world map and have students take turns placing stickers on each of the nations. Ask the students to discuss why they think the book has been published in so many different nations. • Read pages 110- 111 and the acknowledgements by the author, Karen Levine. Ask students: Do you think that Karen Levine thought that the book she wrote about Hana, George, and Fumiko would be so well received by people throughout the world?
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	<ul style="list-style-type: none"> • What events recorded in the book were things that people did to help Hana and her family? Who helped Fumiko? How can people who do not come face to face with people who need help still provide help, encouragement, and support? • How can people and nations use their political power to help people who are mistreated?
<p>Assessment:</p>	<p>Formal evaluation: The Venn Diagram with at least three commonalities about the lives of Hana and George and at least three differences related to discrimination and the Holocaust.</p> <p>Among the verbal or written comments from the students teachers should expect to find:</p> <ul style="list-style-type: none"> • Students will say that knowing what happened to the Brady family cannot be denied. • Students can explain how the book and exhibit are teaching many people about the Holocaust by providing information about what happened, and how difficult it is to get accurate information. • Students identify accurate events that happened in the lives of the Brady family. • Students identify the values of sensitivity, hard work, seeking the truth, and helping students as among those traits of Fumiko. • Students should indicate that there were good people who helped her find the truth about what happened to Hana. • Students indicate that the Brady family is much like their own and indicate that families should not be discriminated against for religion or other personal differences. • Students should advocate equality of treatment as a part of justice in nations and the world. • Students offer suggestions of how all people can provide help and how they can use their political power to do good.
<p>Suggested Extension Activities:</p>	<ul style="list-style-type: none"> • Listen to the original broadcast of the radio show by Karen Levine that led to the writing of the book. • Visit a Holocaust Memorial or Museum in your local area or attend a memorial service for those who died in the Holocaust. Gather information on the trip to answer, What are the common threads in most stories of the Holocaust? Where were those who survived? Are their stories similar to Hana and George’s story? • January 27th has been declared as Holocaust Memorial Day by the United Nations. Create a program that honors the children, who like Hana, died in the Holocaust.
<p>Additional</p>	<p>Tokyo Holocaust Education Resource Center website: http://www.ne.jp/asahi/holocaust/tokyo/topenglish.htm</p>

References and Web links	<p>A list of multiple sites related to Hana's Suitcase: http://www.ne.jp/asahi/holocaust/tokyo/new_page_30.htm</p> <p>Link to the original radio broadcast of Hana's suitcase. http://www.cbc.ca/radio/cbc.ca/thesundayedition/features/hanassuitcase</p> <p>Virtual tour of Terezin memorial site http://www.virtual-zoom.cz/terezin_mapa/index_en.html</p> <p>Picture of Fumiko Ishioka found at: http://www.fpcj.jp/e/mres/peopleinthenews/img_people/ishioka.jpg</p>
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