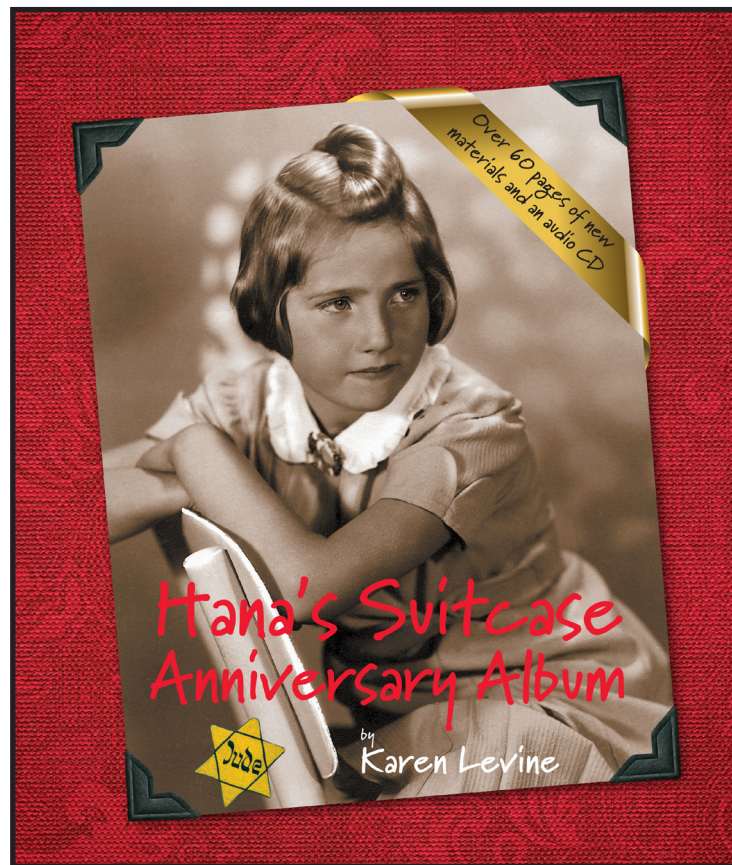


Second Story Press

Intermediate Level ESL

TEACHER RESOURCE GUIDE

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Hana's Suitcase Anniversary Album

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Guided Reading Level: Y

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Book Summary

Hana's Suitcase Anniversary Album tells the true story of Hana Brady, a young Jewish girl from the former Czechoslovakia, whose family was persecuted and died during the Holocaust. The book, told in both flashback and flash forward, has three main characters: Hana Brady, her brother George, and Fumiko Ishioka, the young curator of the Tokyo Holocaust Education Centre. In 2000, Fumiko requested that artefacts be sent to her museum so that she might better teach Japanese children and adults about the Holocaust. Among the few artefacts that Fumiko received was a suitcase painted with the name "Hanna Brady," a date, and the word *Waisenkind*, the German word for orphan. Fumiko became curious about the owner of the suitcase and began to trace clues to the story of Hana Brady and her family during the Holocaust. The flashback chapters describe how Hana, her brother, and their parents are systematically deprived of their civil and human rights, and ultimately sent to concentration camps. On the other hand, the flash forward chapters tell how Fumiko puts together the pieces of the puzzle, ultimately learning the fates of Hana and her family. The book was originally published in 2002. This anniversary edition, published in 2012, has an additional sixty pages of commentaries written by the author Karen Levine, Hana's brother, George Brady, and a wealth of material created by children who have read and studied the book. The Anniversary Album is a 174-page hardcover book that includes a CD of the original radio documentary and the "Hana's Suitcase Song" written by Gregg Lawless and performed by a Grade 8 class.

The story is appropriate for non-credit ESL students at the Intermediate level, and for credit classes at the ESL C (Intermediate) or D (High Intermediate) level. Because of the subject matter, it is recommended for readers nine years and older. Although it is written for young readers, adults who speak English as a second language can read and appreciate the gravity of its subject matter and themes. The themes that can be explored include the Holocaust, Combatting Anti-Semitism and Anti-Racism, Cultural and Religious Tolerance, Acceptance of Differences, Lessons of History, and the Importance of Legacy.

PART A

Pre-Reading and
Media Literacy Activities



ACTIVITY 1

Show the film Hana's Suitcase: An Odyssey of Hope as an introduction to the setting of the book and its main characters. This is a guided viewing exercise that can be completed by the students as they are watching the film. Pass out this list of questions for students to consider while viewing the film. Ask them to make detailed point-form notes. Divide students into groups after the film and have members compare their notes. Group members take turns in explaining the answers to the rest of the class.

 ACTIVITY 1

Hana's Suitcase: An Odyssey of Hope

We will watch the film *Hana's Suitcase: An Odyssey of Hope*. Consider this list of questions while viewing the film. Make detailed point-form notes. After the film, form into groups and compare notes. Take turns in explaining the answers to the rest of the class.

1. What are the different places where the story takes place?
2. Who is Fumiko Ishioka? Where does she live and work?
3. Explain Fumiko's job at the Tokyo Holocaust Education Centre. In your opinion, why does she like or appreciate her job?
4. Write a few short facts (5–10) that you learned about the Holocaust just from watching the movie.
5. What objects were delivered to Fumiko? Where did they come from? Why were they delivered to her?
6. In your opinion, why would it be a good idea for Fumiko to have objects like these to help her in her work?
7. Who was Hana Brady? Where did she live? Who were the other members of her family?
8. What happened to Hana's family during the Holocaust? Why did such terrible things happen to them?
9. Who is George Brady? What are some words (adjectives) that you can use to describe George and Hana's relationship? Give reasons or examples of why you would choose these words?
10. Give some details about George and Hana's struggle (hard times) before and after they were separated from their parents.
11. Explain how Fumiko makes contact with George. If you were George, how would you feel if someone you did not know contacted you in this way? Explain.
12. Who is Karen Levine? Explain how she found out about George and Hana's story.
13. Why do you think Karen decided to write George, Hana, and Fumiko's story in *Hana's Suitcase*? What would be some of her reasons?
14. What do George and Fumiko do now to help children understand the book better? In your opinion, are they doing important work? Why? Give some reasons.
15. Do you think that it would be a good idea for both children and adults to read *Hana's Suitcase*? Why or why not? Give your opinion and reasons.



ACTIVITY 2

If your students are computer literate and have access to a computer, you could have them use a search engine to do the following activity.

Give the students 30 to 60 minutes to surf the Internet to find the words and define them. Then take up the definitions, taking contributions from different groups. Create a HANA'S SUITCASE WORD WALL, which would include student-written definitions of the terms as well as any pictures that they found. Once the students have started reading the book, include pictures of Hana Brady, the Brady family, Fumiko Ishioka, and Karen Levine.

Pass out these directions to students:

 ACTIVITY 2

Important Vocabulary in *Hana's Suitcase*

Directions:

- a. Working in groups of three or four, find the meaning of these important terms that appear in *Hana's Suitcase*
- b. Using your research skills, find the meaning of these terms on the Internet.
- c. Working with your partners, write original point-form definitions of these terms. Please do not copy dictionary definitions of these words.
- d. If you use a dictionary, you may notice that some of this vocabulary has more than one definition. Please find the definition that is important to the story you are reading.
- e. If possible, try to find and print out at least one picture that goes along with your definition.

1. THE HOLOCAUST:

2. THE NAZI PARTY:

3. ADOLF HITLER:

4. RACISM:

5. ANTI-SEMITISM:

6. MUSEUM:

7. ARTEFACTS:

8. DEPORTATION:

9. CONCENTRATION CAMPS:

10. EXTERMINATION:

 ACTIVITY 3

Elements of Storytelling

If your students are not familiar with the terms used to analyze and interpret stories, you should give them definitions for the following: plot, characters, protagonist, antagonist, theme, setting, symbolism, flashback and flash forward. The last two terms are particularly important since the story is told using these two techniques.



ACTIVITY 4

Comparing Photographs

The book has many photographs of Hana Brady, her brother, George, and their parents. Develop an activity where your students bring in photographs of themselves as young children or pictured with their family members. The students can sit in groups and describe to their group members when and where their own pictures were taken and what they were doing with their family members. The students can compare their own childhood photographs with the pictures of Hana and her family. The purpose of the activity is to have your students develop empathy for and understanding of Hana and George Brady's hardships. You can guide their discussion by asking the following questions:

1. How old are you in the pictures that you have brought?
2. Can you find pictures in the book of Hana and George where they are a similar age to you?
3. What are they doing in these pictures? Are their hobbies and activities similar to or different from things that you would do in their age?
4. Look at some pictures of Hana and George together or with their parents. Just from looking at the pictures, what can you tell about their relationship as brother and sister and their relationship with their parents?
5. Does their family look similar to or different from your own family? What are some ways that their family pictures are similar or different?
6. Find some pictures that were taken of Hana and George after their parents were sent away from them. Where were these pictures taken? What are Hana and George doing in those pictures?
7. Compare the pictures taken of Hana and George at the beginning of the book and near the end of the book. How are those pictures different? Why are they different?



ACTIVITY 5

Mapping Hana's Journey

Using the Internet, find a map of Europe as it existed after Hitler's invasion of Poland in 1939. Make sure that all the countries as well as concentration and labour camps are labelled clearly. As you are reading the book with your students, keep track of the places where Hana and all of her family are sent.

PART B

Reading Activities



ACTIVITY 6

Chapter Questions

As you read the book with students or as they do their own independent reading, have them answer the chapter questions in their notes using complete sentences with correct punctuation. Remind them not to copy whole sentences out of the book, but to use their own words and to do a final check for spelling, grammar, punctuation and vocabulary.

 **ACTIVITY 6**

Chapter Questions

Directions:

As you read the book, answer the chapter questions in your notes using complete sentences with correct punctuation. Do not copy whole sentences out of the book. Use your own words and do a final check for spelling, grammar, punctuation and vocabulary.

Chapter 1 (pages 5–9)

1. What are five important facts about the town of Nove Mesto?
2. Write one important fact about Hana's father.
3. How do we know that the Bradys were generous people?
4. How do we know that the Bradys were creative people and liked being with other creative people?
5. What activities prove that Hana's mother was a kind and generous person?
6. How did Hana and George try to help their parents in their business?
7. What was the religion and culture of the Brady family? How did Mr. and Mrs. Brady help Hana and George to understand their culture and religion? Why was it important for them to do that?

Chapter 2 (pages 10–13)

8. What is Fumiko Ishioka's job title?
9. What do you think the co-ordinator of a museum does?
10. Why do you think it was important to Fumiko that Japanese young people understand what happened to people in the Holocaust?
11. What are artefacts? Do you think that it is a good idea for Fumiko to use artefacts to help children understand the Holocaust? Look at the picture at the top of page 11 to help you to answer the question.
12. Where did Fumiko try to get the first artefacts that she used to teach the children?

Chapter 3 (pages 15–19)

13. What proof do we have that Hana was a strong and competitive girl?
14. What were two of Hana's favourite sports?
15. How would you describe Hana's life with her family?
16. Who were Hitler and the Nazis? What were he and his armies trying to do in Czechoslovakia?
17. In late 1938, what were two events that would make Hana and George feel scared?
18. What suggestion did Mr. Rott, Hana and George's neighbour, make to their parents and the rest of the Jewish adults in the town?
19. What happened to Hana's walnut boat when the children played the boat game? In your opinion, what is the importance or symbolism of what happened to the boat?

Chapter 4 (pages 20–21)

20. In your opinion, why would seeing Hana's suitcase help the children to understand her story?
21. Describe the places Fumiko wrote to and the information she was trying to find out.
22. What important information did Fumiko receive from the museum at Auschwitz?

Chapter 5 (pages 22–27)

23. Make a list of all of things that the Nazis forced the Jewish people of Czechoslovakia to do after they invaded the country in March 1939. These rules are called prohibitions and restrictions.
24. How would you personally feel if you had to obey all of these rules? Why would you feel this way? Why would the Nazis make Jews obey these prohibitions and restrictions?
25. Why did Hana's friend Maria stop coming over to Hana's house to play? If you were Maria's parents, would you behave the same way or not? Give your opinion and a reason for it.
26. How did Hana's mother try to make her feel less lonely?
27. In your opinion, was George being a good big brother to Hana? Give your opinion and a reason for it.
28. Why do you think the Nazis took away the radios of all of the Jewish people?

Chapter 6 (pages 28–29)

29. Describe Theresienstadt. Describe the town and the way that the Nazis used the town during the Holocaust.

30. Theresienstadt was a Jewish ghetto during the Holocaust. Using your own words, what is a good definition of the term ghetto?
31. What terrible things did Fumiko learn about what happened to the people who were sent to Theresienstadt?
32. However, what did Fumiko also learn about the important activities of the inmates of the camp? What are some adjectives that you could use to describe the activities of Jewish people in this ghetto?

Chapter 7 (pages 30–32)

33. What was the restriction that the Nazis gave to Jewish children?
34. Why was Hana so disappointed by this restriction?
35. How did Hana and George's parents make sure that their children could continue their education?
36. What horrible event happened to the Brady family in March 1941?

Chapter 8 (pages 33–34)

37. What information did Fumiko learn after she wrote a letter to the Terezin Ghetto Museum? What items did she receive from the museum? How would she feel about getting these items? Why would she feel this way?
38. What kinds of pictures did Hana draw? Why do you think she drew these kinds of pictures when she was in a prison camp?

Chapter 9 (pages 35–39)

39. Describe the life of the Brady family after Hana's mother was sent away to the prison camp called Ravensbruck.
40. What two special gifts did Hana receive for her birthday?
41. Why would Hana's mother make these gifts for her?
42. Describe the three squares of cloth that Hana's father brought home. How would Hana and George feel about wearing these squares on their clothes?
43. Why did the actions of the Jewish man in the town make the Nazi officer angry?
44. What happened to Mr. Brady?

Chapter 10 (pages 40–42)

45. Look at Hana's drawing on page 40. Remember that she drew this picture when she was a prisoner in Theresienstadt. In your opinion, how did she want anyone looking at this picture to feel?
46. Who were the Small Wings? What were their activities? Why did they do these activities?
47. What artefacts from the Holocaust did Fumiko now have? How did she decide to use these artefacts?

Chapter 11 (pages 43–48)

48. Who was Uncle Ludvik? Why did he come to Hana and George's house?
49. Why could Uncle Ludvik's actions be dangerous?
50. What family member joined Hana and George in their aunt and uncle's house? How would the children feel about this?
51. Why couldn't Hana and George join their cousins at their school?
52. Look at the photographs and drawing on pages 46 and 47. What impression do you get about George and Hana's lives with their cousins?
53. How did George try to protect Hana from knowing too much about the Nazis?

Chapter 12 (pages 49–52)

54. What was going to happen to Hana and George on May 4?
55. Why would Hana be scared about this situation?
56. What special event happened in the deportation centre while they were waiting to be deported?

Chapter 13 (pages 53–54)

57. Why would many visitors attend the exhibition "The Holocaust through Children's Eyes"?
58. Why might any visitor to the exhibition be interested in Hana's suitcase and drawings more than anything else in the exhibit?
59. Why did Fumiko decide to travel to the Terezin Museum?

Chapter 14 (page 55)

60. How were Hana, George, and the other prisoners being transported to the prison camp?

Chapter 15 (pages 56–58)

61. Why was Fumiko so disappointed when she finally got to the Terezin museum?

Chapter 16 (pages 59–61)

62. What was Hana's greatest fear when they arrived at the prison camp? Why would she be so afraid?

63. Why did George lie to the prison guard about his parents?

64. Where did the prison guard send Hana?

Chapter 17 (pages 62–63)

65. How did Fumiko feel after she was told that there wasn't anyone available to help her?

66. Why couldn't Fumiko come back to the museum on a different day?

67. What did Ludmila agree to do?

Chapter 18 (pages 64–70)

68. In your own words, describe *Kinderheim L410*.

69. The other girls in Hana's dormitory took her "under their wing." What is the meaning of this idiom?

70. How did Ella and the man who gave out tickets help Hana?

71. What kind of work did Hana do in the camp?

72. What secret classes did some adult prisoners give? How could these classes be helpful to the prisoners?

73. Look at Hana's picture on page 67. What is the subject of the picture? Why would Hana draw this kind of picture when she was a prisoner?

74. Why would other girls draw pictures of their real lives in the camp? What idea were they trying to depict or show?

75. Who was Friedl? Why do you think she told her students to "think of freedom"?

76. What job was George learning to do in the camp?

77. What sacrifice did Hana make so that George would stay strong?
78. What did Hana do whenever new prisoners arrived in the camp? Why did she do this?
79. Why did Hana refuse to become close or friendly to her parents' old friend?

Chapter 19 (pages 71–73)

80. What document did Ludmila find for Fumiko?
81. What important information about Hana did Fumiko realize?
82. In your opinion, what did it mean that there was a check mark beside Hana's name, but not beside George's name?

Chapter 20 (pages 74–82)

83. In 1943-1944, what changes were happening in Theresienstadt?
84. Why were Hana and George overjoyed when they heard news about their grandmother?
85. How did Hana and George try to cheer up their grandmother?
86. What were the "dreaded lists" referred to on page 77?
87. How did Ella show real friendship to Hana.
88. After George left, how did Hana react when people tried to help and comfort her? Why would she react this way?
89. When Hana packed her suitcase, she chose to take her drawings and a book of stories Ella had given her. Why would she choose those particular items to take with her?
90. How were Hana and the other prisoners on the train treated when they arrived at Auschwitz?
91. What do you think happened to Hana and the other prisoners when the heavy door closed behind them? Explain your reasons for your opinion.
92. Explain why this is the last flashback chapter in story.

Chapter 21 (pages 83–85)

93. What sad information does Fumiko learn at the Terezin museum?
94. However, what hope did Fumiko have? Why was this hope so important to her?
95. Who is Kurt Kotouc? Why did Fumiko need to contact him?

Chapter 22 (pages 86–88)

96. Explain the small lie that Fumiko told at the Prague Jewish Museum. Why was it necessary for her to tell this lie?
97. What exciting information did Kurt give Fumiko about George Brady?

Chapter 23 (pages 89–91)

98. What news did Fumiko give to Small Wings?
99. Why did Fumiko ask one of the Japanese children draw a picture to send to George? How would George feel when he got Fumiko's letter and the drawing of Hana?

Chapter 24 (pages 92–95)

100. How old was George in the year 2000? How old is George now?
101. Describe George's reaction when he opened the package from Fumiko.
102. Why did George feel guilty about Hana?
103. After the war was over, how did George gradually find out that he was the only survivor in his family?

Chapter 25 (pages 96–99)

104. Who kept the photographs of Hana, George and their family members safe during the Holocaust?
105. How did George create his own family in Toronto?
106. What specific request did Fumiko make in her letter to George?
107. What decision did George make at the end of the chapter?

Chapter 26 (pages 100–102)

108. What special delivery did Fumiko receive in September 2000? What important information did she find out?

Chapter 27 (pages 103–107)

109. Who were the two important visitors to the Tokyo Holocaust Education Centre?
110. What is the meaning of the words *mixed feelings*? Why would George have mixed feelings in this situation?

111. Read the poem that Small Wings wrote for Hana. (pages 105-106). What are some of the main ideas or themes that the poem expresses about Hana and her life?
112. The word *legacy* means gift or importance. In your opinion, what is the legacy of Hana's suitcase and her story?

Afterword (pages 108-109)

113. In the Afterword, Karen Levine, the writer, explained that the suitcase that was delivered to Fumiko was a *replica*. What is a replica? What happened to the suitcase that Hana actually used?
114. In your opinion, is it important that the suitcase is a replica, or not? Give your opinion and some reasons for it.

PART C

Writing Activities



ACTIVITY 7

Paragraph Modelling And Analysis

This activity can be used either as an introduction to or review of paragraph writing. It focuses on descriptive writing and character analysis. You can use handouts to have students work on the assignment, but evaluate the assignment using a Smart Board. Using a Smart Board will allow as many students as possible to answer and to analyze the paragraph for the whole class.

Have students form groups of four to six. Ask them to read the paragraph below and complete the activities that follow.

 ACTIVITY 7

Paragraph Analysis

Directions:

Read the paragraph below and complete the activities that follow.

Fumiko Ishioka: An Amazing Woman

Fumiko Ishioka is one of the main characters of *Hana's Suitcase* and a very special person. Fumiko is a woman who lives in Tokyo, Japan. She is a small Japanese woman who is very slim and she has long straight hair. She is a very remarkable person in many ways. First of all, she is very intelligent and well educated. Fumiko's first language is Japanese, but she speaks, reads, and writes English very well. We know this because she communicated with several people in English to discover the details of Hana's story. For example, she wrote letters to obtain the Holocaust artefacts for her museum, and she wrote to George in Toronto to get photographs of Hana. Also, Fumiko is very dedicated. For instance, she is the director of the Tokyo Holocaust Education Centre, and has created a program so that Japanese children can learn about the Holocaust. She wants Japanese children to become more knowledgeable about the Holocaust and to realize the suffering people went through. Therefore, she shows children real artefacts such as Hana's suitcase and talks about the experiences of Jewish children who were the same age. Fumiko also has another personal quality—determination. For example, after Hana's suitcase was delivered from the Auschwitz museum, she worked like a detective to find clues to Hana's identity. Fumiko never gave up. She found out that George was alive. She wrote him a letter to get more information about Hana and to get photographs of her and the Brady family. In conclusion, I really admire Fumiko because we would not know about Hana's story without her.

To understand paragraph organization, follow these directions:

1. Underline the title. What words in the title tell us the writer's opinion of Fumiko?
2. Underline the first sentence of the paragraph, which is called the TOPIC SENTENCE. What is the reason to write a topic sentence in a paragraph? Is this a good topic sentence? Give your opinion and a reason for it.
3. The middle of the paragraph is called the BODY. How many separate ideas are there about Fumiko in the body of the paragraph?
4. All of the words that describe Fumiko's physical appearance and character are ADJECTIVES. Circle and make a list of all of the adjectives in the paragraph.
5. At the beginning of many sentences, you see many words and phrases separated by a comma. Find these words and make a list of them. These words are called TRANSITIONS.
6. Underline the last sentence of the paragraph, which is called the CONCLUDING SENTENCE. What kind of idea is in this sentence? What is the reason for writing a concluding sentence?

 ACTIVITY 8

Writing a Character Paragraph

After completing Activity 7, the students can write their own character paragraphs about Hana. It could be another practise paragraph completed in small groups, or an evaluated assignment completed by each student.

 ACTIVITY 8

Writing a Character Paragraph About Hana

Directions:

Write a paragraph that includes:

- a physical description of Hana
- four of her most important characteristics or personal qualities
- for each quality, give an example or detail from the story that proves that she has that quality.

The paragraph should have these important parts:

- a. an interesting title
- b. a topic sentence, which introduces the paragraph
- c. a body, which describes her physical appearance and personal qualities
- d. a concluding sentence



ACTIVITY 9

Hana's Suitcase True/False Quiz

The quiz can be used as a non-evaluated comprehension check for students or as an evaluation tool.

Have students answer without using handouts or the book. They may use English dictionaries.

Hana's Suitcase True or False Quiz

Directions:

Answer the questions without using handouts or the book. You may use English dictionaries.

Part 1: True/False Section

1. *Hana's Suitcase* is a fiction story. _____
2. The only setting of the story is Nove Mesto/Czechoslovakia. _____
3. The Bradys were the poorest family in their town. _____
4. Hana had both a brother and a sister. _____
5. George was Hana's older brother. _____
6. The Holocaust began in 1939 and ended in 1945. _____
7. Hana's father was a doctor. _____
8. Hana and her family enjoyed participating in winter sports. _____
9. Hana's family loved to entertain many different kinds of people in their home. _____
10. The first person in the Brady family to be deported was Hana's mother. _____
11. Fumiko is a young Japanese high school student. _____
12. Soon after the Nazis invaded Czechoslovakia, Jewish people were not allowed to own radios or bicycles, go to movie theatres, or send their children to school. _____
13. Thereisenstadt and Terezin are two names for the same place. _____
14. Hana and the other children at Thereisenstadt did not have any activities to occupy their time in the camp. _____
15. George and Hana lived in the same building in Thereisenstadt. _____
16. The Gestapo were the Nazis secret state police. _____

17. After Hana's mother was deported, Hana never had any communication from her until her death. _____
18. Fumiko always knew what Hana looked like since the beginning of the story. _____
19. Hana was not a very creative child. _____
20. By 1942, the Nazis allowed all deported Jews in Europe to return to their homes. _____
21. The group of Japanese children who were taught by Fumiko to understand the Holocaust were called Small Wings. _____
22. Uncle Ludvik was a member of Hana's family who risked his life to hide Hana and George. _____
23. Hana celebrated her thirteenth birthday while she and George were waiting in the warehouse to be deported in Thereisenstadt. _____
24. Fumiko had to go to Terezin personally to find out more information about Hana. _____
25. In Thereisenstadt, many of the prisoners were artists, musicians, and teachers who instructed the other adults and children to express their creativity through music and art. _____
26. Hana and George were sent away from Thereisenstadt at the same time. _____
27. George wasn't sure that he was the only survivor in this family until he went back to Uncle Ludvik and Aunt Hedda's house after he was liberated. _____
28. George moved to Toronto and became a successful architect. _____
29. Now George is retired, and he speaks to many school children about Hana and their experiences in the Holocaust. _____
30. Hana died in Thereisenstadt. _____

Part 2: Changing False Statements to True Statements

Now, rewrite all of the false statements so that they become true statements.

For example,

31. *Hana's Suitcase* was written by Fumiko Ishioka. _____ F

Hana's Suitcase was written by Karen Levine.



ACTIVITY 10

Reading and Talking About Letters to Karen Levine

Hana's Suitcase Anniversary Album contains a section called Wonderful Letters (pages 129–135, page 153), which can be used to prompt class discussion. Give students the following instructions:

 ACTIVITY 10

Reading and Talking about Letters To Karen Levine

Directions:

1. Form groups of four or five students.
2. Take turns reading out loud all of the letters to Karen Levine found on pages 129 to 135, and page 153.
3. Brainstorm as a group and discuss your answers to the points below.
4. One student in your group should record the group's answers either in words or point form.
 - A. List the names of the letter writers and where they are from.
 - B. List the feelings the writers of the letters are expressing.
 - C. Beside each feeling, give a reason for that feeling.
 - D. Choose one letter you like or appreciate the most. Explain to other members in your group why you liked or appreciated that letter the most.



ACTIVITY 11

Writing a Letter to Karen Levine, George, or Fumiko

This activity would be a logical closure to reading the book. For students in a secondary credit class, it can be used as a CPT or an evaluated Culminating Performance Task.

If your students are not familiar with letter writing, you may wish to do a separate short lesson on letter format, readily available online.

 ACTIVITY 11

Writing a Letter to Karen Levine, George, or Fumiko

Directions:

1. Write a letter to one of these people: Karen Levine, Fumiko Ishioka, or George Brady.
2. As you have just finished reading and studying *Hana's Suitcase*, your letter should explain your feelings and impressions of the book.
3. Follow this organization in writing your letter.

Today's date

Dear _____, (This is called the greeting)

An Introduction Paragraph (3-5 sentences) where you introduce yourself. If you were born in another country, give some background about yourself and how you or your family came to Canada. Explain where or how you have read and studied the book. Introduce one strong feeling or impression you have had while you were reading and studying the book.

A body paragraph (6-10 sentences) where you explain three ways that reading this book has changed you. These changes could be in any of these ways: your relationships with family members, your ideas about the Holocaust, the effects of racism and war on people's lives, or how people survive horrible situations. Please make sure to use examples and details from the book to explain your ideas. Connect these ideas to the person that you are writing to.

A concluding paragraph (3-5 sentences) where you explain the most important effect of the book on your thinking or your life. Express your thanks to the person you are writing to. Make sure that your ideas are specific to that person. Finally, you could also talk about Hana and her legacy or gift to anyone who reads or knows about her.

Yours sincerely or truly (This is called the closing)

Your signature



ACTIVITY 12

Making A Thought Map

This activity would work especially well with ESL teenagers or adults whose writing skills are not yet strong enough to write paragraphs or formal letters. A Thought Map is basically a graphic organizer or scaffolding that can be made by students to explain their thoughts about one main idea or theme in the book. If you are using differentiated instruction in your classroom, the Thought Map can be another CPT option. It can be evaluated formally using a Visual Display rubric.

 ACTIVITY 12

Making A Thought Map

Directions:

Working in small groups, brainstorm a list of main ideas or themes we have learned about by reading the story.

The list might look similar to the following:

The Holocaust
The Nazis
The Legacy of Hana's Suitcase
Discrimination
Hana's character
Hana and George's Relationship
Nove Mesto
Thereisenstadt
Surviving the Holocaust
Art in the Holocaust

Look at page 170 of *Hana's Suitcase* at the Thought Maps created by students who have read the book.

- a. What does a Thought Map look like?
- b. What "big idea" is in the middle?
- c. What ideas surround the big ideas?
- d. Does a Thought Map only have words?

Choose one of the topics or themes that we have brainstormed. Create your own Thought Map about that idea.

 ACTIVITY 13

Making A Collage

Making a collage about the book could be another option if you practise differentiated instruction in your classroom. It would be suitable for students who are especially challenged by their literacy skills, or those who are gifted in visual arts. If you wish, it could provide another choice as a CPT. Alternatively, it could be a class project and created as a board display in your classroom.

 ACTIVITY 13

Making A Collage

Directions:

1. Look at the collage on page 167 of *Hana's Suitcase Anniversary Album*.
2. What is the question at the top of the collage?
3. Brainstorm a list of other questions we could ask after reading the book.

A list of these questions might include the following:)

- a. What was Hana and George's sacrifice?
 - b. What important lessons can we learn from the book?
 - c. What is anti-semitism?
 - d. Is racism or discrimination alive today?
 - e. Were the Nazis bullies?
 - f. What do we learn from the suitcase itself?
 - g. How can we practise tolerance of others?
 - h. How can we accept differences in people?
4. Choose one of the questions or make up your own question. Make a collage filled with ideas and graphics that answer that question.
 5. You can use any words, pictures, or ideas that are relevant. Feel free to find pictures or graphics from the Internet, magazines, or newspapers to create your own collage. The ideas and graphics can come from *Hana's Suitcase* or any other source, as long as they are connected to your question.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

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