Performances plus!

Presents

My Heart in a Suitcase

Tuesday, December 5, 2006
10am Concert Hall

Study Guides are also available on our website at www.fineartscenter.com - select Performances Plus! from Educational Programs, then select Resource room.
A one-act play based on the book by Anne L. Fox

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Preparing for the Play

**Note to Teachers:**
This study guide is designed to help you and your students prepare for, enjoy, and discuss *My Heart in a Suitcase*. It contains background information and cross-curricular activities to complete both before and after the performance.

Based on the memoirs of Anne L. Fox, this play is a dramatization of the experiences of real people in a real period of history. While parts of the play are light and upbeat, students should know that they will see and hear evidence of discrimination and violence.

To present historically accurate visual images, this production incorporates symbols and gestures that are now considered universally offensive: the Nazi swastika and uniform, the “Heil, Hitler” salute, and the six-pointed yellow Star of David inscribed with the word “Jew.”

**The Plot of *My Heart in a Suitcase***

To help students understand the action of the play, read this plot summary to them.
The characters’ names appear in **boldface** type.

Anne Lehmann is a young Jewish girl in Berlin, Germany. Since her older brother Gunther moved to England, she is the only child living with her parents. She calls her father **Vati** (VAH-tee), and her mother **Mutti** (MOO-tee). Up until the fall of 1938, Anne went to school and played regularly with her best friend **Dorit**. Life for Anne and all Jewish people in Germany begins to change under the rule of the Nazi Party. Anne’s father loses his job and no one will hire him. Anne’s teacher, **Mrs. Waldenburg**, tells Anne that she is no longer permitted to attend German public school. Even Dorit becomes lost to Anne when she joins a Nazi Youth Group—The Union of German Girls.

Anne’s family is forced to wear six-pointed yellow stars that identify them as Jews. Mutti believes that this persecution will stop and good people will come to their senses, but after a terrifying night of brutal attacks on Jews, the Lehmann family makes an important decision. They register Anne for the Kindertransport—a program that permits Jewish children to leave Nazi-occupied countries and re-settle in Great Britain. With only one small suitcase, young Anne boards a train alone and says good-bye to her parents forever.

**Resources**

To read the book that inspired this play, look for: Fox, Anne L. *My Heart in a Suitcase*. Portland, OR: Vallentine Mitchell, 1996.

To read the letters Anne’s parents wrote her and her brother in England, look for: Fox, Anne L. *Between the Lines: Letters from the Holocaust*. Atlantic City, NJ: ComteQ Publishing, 2005.

For more stories of the Kindertransport, watch: “Into the Arms of Strangers,” the 2000 Warner Brothers Academy Award-winner for Best Documentary Feature produced by Deborah Oppenheimer and Mark Jonathan Harris.

For information about the Kindertransport and the children involved, visit: www2.warnerbros.com/intothearmsofstrangers and www.kindertransport.org
ANNE

Sometimes your heart wants certain moments to stay forever—knowing somehow it’s an important moment—not wanting it to end—holding onto it like some important picture—like a photograph or something. That’s the way I felt seeing them all standing there—my mother and father—who I called Mutti and Vati—and Dorit—my best friend.

Anne (Annemarie) Lehmann was born to Jewish parents in Berlin, Germany in 1926. Eugen Lehmann, Anne’s father - called Vati by his family - served as a German soldier in World War I. His left arm was amputated at the elbow because of a gunshot received in combat. Before the war, he played the violin.

Marta Lehmann -“Mutti”- was Anne’s mother. In addition to being the loving mother of two, she was a photographer who took many photos that Anne still has.

Dorit Sasse was a childhood friend of Anne Lehmann. Her religion was Protestant and she and Anne shared their religious holidays—Christmas and Chanukah. They also shared a love of the movies, Shirley Temple, and Mickey Mouse.

Günter Lehmann was nine years older than his sister, Anne. He emigrated to England in the summer of 1938. He does not appear in the play, but is mentioned frequently in letters read aloud.

Mrs. Waldenburg is a character created to represent a variety of Anne’s teachers.

In groups of three, create a tableau of this moment from the beginning of the play: Anne’s mother, father, and best friend spot Anne stepping off the train after being away for three weeks.

Decide on your poses, practice remaining still and silent, and share your tableau with classmates.

Anne and her best friend Dorit shared a love of the movies, Shirley Temple, Charlie Chaplin and Mickey Mouse. Anne and Dorit have remained friends to this day.
DRAMATICALLY Speaking

A theatre convention is a practice that is accepted in the presentation of a play. Reading letters aloud on stage is a centuries-old theatre convention. Throughout My Heart in a Suitcase, you will hear characters read letters to Anne’s brother Günter. The letters reveal information and emotions that help the audience understand the play.

Student Activity

The first set of lines on this page are from Vati’s letter to Günter. They express concern about unfair rules. What rule do you think is unfair to you? Write the first five or six sentences of a letter to a friend explaining the rule and your feelings about it. Read your letter aloud to classmates.

VATI
Dear Günter—Our situation under this Nazi government grows worse. Every day they pass more laws which take away our rights. I still can’t find a job—no Jews are allowed to work in banking. Now I’m even beginning to fear for the safety of your mother and sister.

DORIT and WALDENBURG
“Sieg Heil! Sieg Heil! Sieg Heil!”

VATI
The Nazis aren’t going to let us leave the country! They’re going to kill us!

MUTTI
Kill us? Stop talking nonsense! This is 1938 Germany—not the Dark Ages!

VATI
We’re disappearing….The war is coming. And when it does—the curtain will finally close around us. Then they’ll do just what they want. They’ll simply drag us out of our beds in the middle of the night. What’s to stop them?

HISTORICALLY Speaking

The Nazi government was in power in Germany from 1933-1945. Nazi is short for the National Socialist German Workers Party. Its leader, Adolf Hitler, was a dictator—he had complete control over law-making, police, military, and people’s public and private lives. The Nazis passed laws saying that Jewish people were no longer citizens. They were banned from all professional jobs. Their children were prohibited from attending public schools. Without basic citizens’ rights, Jews could be mistreated, robbed, and imprisoned.

Sieg Heil! or “Victory and Hail” was a common Nazi exclamation. The phrase was usually chanted three times, accompanied by the Hitler salute: right hand held upward, either at a right angle to the chest or slightly raised.

During World War II, the Nazis and their allies killed about 6 million Jews. This number includes about 1.5 million Jewish children. The Nazis also killed about 20 million other people, including about 1 million Gypsies, 2 million Soviet prisoners of war, and 1.5 million disabled people.

In 2005, Anne L. Fox published the letters her parents wrote to her and her brother Günter after their arrival in England in the book, Between the Lines: Letters from the Holocaust (published by Comteq Publishing, Margate, New Jersey).

The actress Christina Doikos as Anne in ArtsPower’s production of My Heart in a Suitcase.
Reproducible Student Activity Page

Juden Verboten

**Dramatically Speaking**

Carefully read the lines of dialogue printed on this page. Notice all the negative words—words that communicate “No Jews.”

**Echoes**

Assign a reader for each line on this page. As each reader reads the lines aloud with expression, have the rest of the class softly echo any negative words or phrases. Practice several times, working together to create a vocal collage with a serious tone.

During the performance, listen for these lines.

- MRS. WALDENBURG
  Anne, when you leave school this afternoon, take all your belongings with you….You will not be coming back….Our new directive number 238 bans all “undesirable persons” from attending German public schools.

- ANNE
  It’s this stupid star! It even says “Jew!” I don’t want to wear it!

- MUTTI
  Anne, you know the law. If they caught you out in public without it, you’d be arrested. Now leave it alone.

- ANNE
  The sign said Jews were forbidden to sit there….I think we’re supposed to go sit on the benches painted yellow. Those are the ones for Jews.

- VATI
  I lost my arm in the Great War fighting for Germany! Yes! A Jew! A Jew who gave his arm in the war and would gladly have given his life for the Fatherland! But now—now I can’t sit on a park bench in a public place on an autumn afternoon?!

**Historically Speaking**

Juden verboten—“No Jews”—signs began appearing in German towns, villages, restaurants, and shops in 1935. Jewish businesses, doctors, and lawyers were boycotted. Jews were forbidden to hold jobs they had been educated for and to frequent places they had always gone.

In the late 1930s and early 1940s, the Nazis made it mandatory for all Jewish people to wear a yellow Star of David with the word "Jew" on the left chest of outer clothing. This visual labeling clearly distinguished Jews from non-Jews. The “Jewish Badge” made it easier for those in power to discriminate against and persecute Jews.

"Our national motto - NO JEWS."
**Kristallnacht**

DRAMATICALLY Speaking

Anne’s lines of dialogue on this page are spoken as a monologue. A monologue (also called a *soloiloquy*) is a speech by one actor. Monologues allow the audience to receive information and hear a character’s thoughts and feelings.

ANNE

But it went on into the night—breaking glass—shouting—crying. I looked out one of our windows—to the sidewalk where Dorit and I used to play: Men running by with torches—whole families—neighbors pulled out into the street—spit on, kicked, beaten, or just taken away. I…I couldn’t believe it—that this was happening in Berlin….It was all like some kind of a … a nightmare or something!

VATI

Dear Günter—No synagogues exist anymore in the whole of Germany which were not burned down or burning still.

ANNE

But something else was destroyed on this “Kristallnacht,” this “Night of Broken Glass”—you no longer felt safe—not even in your own home.

HISTORICALLY Speaking

On the nights of November 9-10, 1938, the Nazis organized mobs throughout Germany and Austria to freely attack Jews in their streets, homes, and places of work and worship. Close to 100 Jews were killed. Thousands of Jewish businesses, synagogues, cemeteries, schools, and homes were damaged or destroyed. Thirty thousand Jews were arrested and sent to concentration camps—huge prisons in which prisoners were mistreated, starved, overworked, tortured, and killed.

In German, *Kristall* translates to "crystal," meaning broken glass, and *Nacht* means "night." Because of the huge amount of shattered store windowpanes that covered German streets, these violent attacks came to be called *Kristallnacht*—"Night of Broken Glass."

Passersby examine the damage done to a Jewish owned store by the Nazis during *Kristallnacht.*

**Student Activity**

Actors experiment with ways to interpret and deliver monologues. Examine the first set of Anne’s lines on this page. Take turns delivering her monologue in the following ways:

- Whisper.
- Speak slowly, as if you are in shock.
- Begin softly and grow louder and more frantic.

As your read, speak, and listen to the monologue, visualize the scenes the words describe. Discuss which interpretation seems most effective.

During the performance, listen for this and other monologues.
Dramatically Speaking

The lines of dialogue on this play are a “cutting”—a short portion—from the script. In pairs, read and rehearse the short scene in the center of this page. Try different ways of delivering each character’s lines. Mutti may speak as a strict, no-nonsense mother or she may be nervous and emotional. Anne may react to her words with panic or with a calm disbelief. How else might actors interpret these lines? Experiment with several interpretations. Share your scene with classmates.

During the performance, listen for this scene.

Historically Speaking

Kinder is the German word for children. From December 1938 to September 1939, 10,000 Jewish children from Nazi-occupied countries were transported to Great Britain. The efforts of the small number of organizers of the Kindertransport and the generosity of the British government saved them from certain death.

The children lived in British homes or orphanages. Although most never saw their parents again, many of these adult survivors report great joy in survival. They made new lives, families, and contributions to their communities and countries.

For information about the Kindertransport and the children involved, visit: www.kindertransport.org www2.warnerbros.com/intothearmsofstrangers

Children traveled without their parents on the Kindertransport.
Write to Us

After you attend *My Heart in a Suitcase*, please share your thoughts with ArtsPower, or visit ArtsPower online at www.artspower.org and click on “Contact Us” on the top tool bar.

Teacher’s Name: _______________________________________
Your School: ___________________________________________
City, State: ___________________________________________
Date: _______________________________

ArtsPower National Touring Theatre
39 South Fullerton Avenue
Montclair, NJ 07042-3354

I saw *My Heart in a Suitcase* at ___________________________. Here’s what I learned by attending this performance:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Here’s what I would like to tell Anne L. Fox:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Sincerely,

Your Name: _________________________________________
Evacuation Procedures

In the event of an emergency requiring evacuation of the building, procedures are in place to ensure that the audience can exit safely.

Sections 4, 5, 6
Exit through the lobby.

Sections 1, 2, 3 & Pit
Exit toward stage.

Note: Interior house conditions may necessitate alternate exit routes.

Mezzanine 1, 2, 3
Exit rear through lobby.

Balconies 1, 2 exit toward stage, up two flights and down interior fire escape.
NOTICE TO ALL TEACHERS AND CHAPERONES

- **PERFORMANCES BEGIN PROMPTLY AT 10AM OR NOON.**
  Many of our performances sell out. This means we can have up to 1,600 students to seat. Please help us by arriving **30 minutes** prior to the start of the performance. This will allow our ushers to get everyone seated and for you and your students to visit the rest rooms and get settled. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.

- **PLEASE CHECK LOCATION OF PERFORMANCE WHEN MAKING YOUR BUS RESERVATION.**

- The staff of the Fine Arts Center needs your help! An increasing number of students are coming into the performance space with gum, food, beverages and portable music players. **None of these items is allowed in the halls for performances.** Many of these items are stowed in backpacks and are not easily noticed. Our goal is to offer high quality performances for young people. In order to enhance the experience, we ask for your cooperation in preventing these items from entering the hall.

- For the comfort of all concerned, we ask that backpacks, lunches and other gear be left on the bus. Our long-standing policy of no cameras or tape recorders still is in effect.

- At the conclusion of the performance please remain in your seats until your school group is dismissed.

*We hope that you and your students enjoy your theatre experience!*
PARKING POLICY

FOR GROUPS NOT TRAVELING BY SCHOOL BUS

We are pleased to announce that we have made arrangements with the UMass Parking Services to allow our patrons to park in the Campus Parking Garage for the reduced rate of just $1 during your stay.

This rate is available to home school families and schools that will arrive by private transportation rather than by bus. Please let us know at the time you make your reservations that you will be traveling by car. Parking passes will be mailed with your invoice approximately one month prior to each performance. You will be sent a sheet that includes 10 parking passes that you may cut and give out to drivers in your group. Should you require additional passes, please photocopy the sheet. The passes are valid for the garage only on the date of your reserved performance. You may park in the garage for performances in either the Concert Hall, Rand Theater or Bowker Auditorium. Parking at meters on campus does not apply.

We hope that this policy will better meet your needs. Please do not hesitate to call our office if you have questions.

Programming Office: (413) 545 – 0190.
PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER
CONCERT HALL and RAND THEATER

CONCERT HALL

School Bus Parking: Students should be dropped-off at Haigis Mall off of Massachusetts Avenue. University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space. It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 9/1/04) are listed below:

Parking in the Garage is available to our patrons at a discounted rate of $1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. (413)545-0190

Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are $1.00 per hour.

Parking Garage – near Campus Center, across from the Mullins Center off Commonwealth Avenue
Lot 34 – Behind Visitors Center with 3, 5 & 10 hour meters available
Haigis Mall – 2 hour maximum on meters
Lot 62 - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

From the North: (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 “To the University of Massachusetts.” Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the South: (Springfield, Holyoke) I-91 north to Route 9. East on Route 9 over the Coolidge Bridge and through Hadley. Left at Route 116 (across from Staples) heading north toward campus. Right at first exit at “University of Massachusetts” bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the West: (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions from “From the South” above.

From the East: (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle StreetBertucci’s Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.
For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for $1. A parking permit is required for discounted parking in the garage. Call the Programming Office if you require permits at (413) 545 – 0190. All other parking on campus is at available meters at the rate of $1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.