



SUBJECT: ENGLISH/LANGUAGE ARTS
GRADE LEVEL: 7-12
TYPE: PRE/POST VISIT
PRIMARY THEME: PERSONAL RESPONSIBILITY
PURSUIT OF DEMOCRACY AND DIVERSITY
TITLE: CREATING AN IDEAL WORLD

> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students brainstorm the components of a ‘perfect world’ prior to a visit to the Museum of Tolerance. After visiting the Museum, students reflect on their experience and work in small groups to define possible steps necessary to bridge their present world and their ideal world. Students prepare compositions and share with the class.

STANDARDS:

- Students write clear, coherent and focused compositions. The writing exhibits students’ awareness of audience and purpose. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Strategies Standard 1.0*)
- Students write descriptive and/or narrative texts of at least 500 to 700 words. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Applications Standard 2.0*)
- Students a) State a clear position or perspective in support of a proposition or proposal; b) Describe the points in support of the proposition, employing well-articulated evidence; and c) Anticipate and address reader concerns and counterarguments. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Persuasive Compositions, Standard 2.4*)

Special Ed Adaptations: Students may use oral or nonverbal artistic /theatrical presentations instead of written composition to create final product(s).

RUBRIC

Writing assignments are graded using appropriate grade level rubric for descriptive or narrative compositions.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

PRE-VISIT TO MUSEUM OF TOLERANCE

Pre-writing:

1. Teacher guides students in a visioning and/or brainstorming exercise. Teacher may use some or all of the following cues to guide students:
 - a. “Today you are going to use all that you have learned and observed in combination with your imagination to make a picture in your mind of what a peaceful, safe and harmonious world would look like.”
 - b. “First, imagine the world has been transformed to its most ideal state, just the way you would like it be. It is peaceful safe and harmonious.”

MUSIC EVOKES MEMORIES AND EMOTIONS

c. *“Describe what it looks like.”* (Students brainstorm answers as teacher records their responses to the following specific cues:)

- *“What is the environment like? (air? water? sky?)”*
- *“How does it feel to be in this kind of world?”*
- *“How do people interact and communicate?”*
- *“How do people treat each other?”*
- *“How do other people feel in this world?”*
- *“What kind of images and stories do you see and hear on radio and TV?”*
- *“How are differences and conflicts resolved in this ideal world?”*

2. Teacher reviews brainstormed ideas with students, and may cluster specific items into appropriate categories.

Writing Activities:

Students write about their vision of a peaceful, safe and harmonious world. Students may choose details from the class brainstorm or develop their own.

POST-VISIT TO MUSEUM OF TOLERANCE

1. After visiting the Museum of Tolerance, teacher engages students in discussion about what they observed and felt.
2. Students compare the facts and feelings about the world described in the Holocaust Section of the museum with the ideal worlds they wrote about before their visits.
3. Students create brainstormed lists of conditions in our present world. The same series of questions asked about the ideal world are asked about our present world.
4. Students work in groups to compare the brainstormed conditions of our present world with the brainstormed conditions in their ideal worlds.
5. Student teams or groups then identify and record the steps that would need to be taken to make a bridge between their present world and their ideal world. This step could result in another brainstormed list or an expository composition whereby students select 3-4 specific steps that they could take to begin to manifest their ideal world. Students develop a thesis about their ideal world and then organize their discussions around 3-4 central conditions, supporting each with specific examples and details.
6. Compositions are assessed using genre and grade-appropriate rubrics.
7. Students share their written work and receive feedback from students as well as the teacher.

TIME ELEMENT: 2-3 Weeks

MATERIALS/RESOURCES: PBS film (PBS) A Force More Powerful (see
(optional) <http://www.pbs.org/weta/forcemorepowerful/classroom/> for additional lesson ideas)

AUTHOR: Alan Oniskor, Widney High School Special Education Center



SIMON WIESENTHAL CENTER
MUSEUM OF TOLERANCE

9786 WEST PICO BOULEVARD
LOS ANGELES, CA 90035

310.553.8403
WWW.MUSEUMOFTOLERANCE.COM

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