

## › › › LESSONS AND ACTIVITIES

### MY EXPERIENCE WITH INJUSTICE

#### OBJECTIVES:

- Students write autobiographical or biographical narratives that relate a sequence of events and communicate the significance to the audience. Students make effective use of descriptions of appearance, images, shifting perspectives and sensory details and other narrative strategies appropriate for grade level.  
*(California Content Standards for English-Language Arts, Grades 7-12, Writing Application Standard 2.1)*
- Students identify a personal experience with injustice, intolerance or prejudice and explore the consequences of the event on the target of the injustice, the perpetrator and the witnesses of the event.
- Students discuss the implications, impact and meaning of the Holocaust, and recognize that events could have had other outcomes. Students brainstorm events, actions, interventions and/or positive alternatives that could have reversed the course of the Holocaust.  
*(California Content Standards for History-Social Science, Grade 9-12, History Social Science Analysis Skills for Historical Interpretation)*

#### ACTIVITY:

The following activity will prepare students for their Museum trip by asking them to think of a time when they witnessed injustice. Students reflect on the following prompts and record their ideas on paper:

*Prompt A:* Think about a time when you were treated unjustly due to someone's bias or prejudice about you, your actions or intentions. Briefly describe the event and the circumstances related to it. How did you feel? How did others react to you? How did you resolve the situation and your feelings about it? How do you think this event has affected the way you think about injustice or intolerance today?

OR

*Prompt B:* Think about a time that you witnessed the unjust, biased or prejudicial treatment of another person. Briefly describe the event and the circumstances related to it. How did the event affect the person targeted by the injustice? How did it affect the person responsible for the injustice? How did it affect you or other witnesses of the event? How do you think this event has influenced your present/future reactions to similar events?

#### PRODUCT/APPLICATION:

Students write compositions of more than one paragraph. The writing domain (descriptive, narrative, expository) will be determined by the grade level standards for a particular group of students. Use appropriate 7th grade or CHSEE rubrics to guide student writing and to evaluate final products giving specific feedback to students. Rubrics can be found in the Teach section of the Museum of Tolerance Teachers' Guide web site.

**EXTENSION:**

**Following the visit to the Museum, students review, discuss and/or rewrite their compositions identifying the roles of those involved and the steps that could have been taken to prevent the unjust occurrence.**

**Students discuss the implications, impact and meaning of the Holocaust and recognize that events could have taken other directions. Students identify specific alternatives that would have altered the course of history, and apply the learning to present day events and situations.**



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