

» » » LESSONS AND ACTIVITIES

WHAT DO I KNOW ALREADY? WHAT CAN I PREDICT?

(See Resources A and B)

OBJECTIVE:

Students use multiple media sources to collect and create words and images related to their upcoming visit to the Museum of Tolerance.

ACTIVITY:

Provide each student with a folder to serve as a portfolio of each student's Museum experience.

Ask students to staple the ends of the folders shut so that material can be kept in this folder. As students find material that relates to their experience, they will put it in the folder. Folder material may be used to support follow-up lessons, such as those suggested in this guide.

Ask students to create on one side of the folder a symbol, drawing or image that they imagine will represent their trip to the Museum and/or the ideas, topics or issues they will encounter (prediction activity).

Students can use pictures cut out of magazines, artwork they create, or material found on the Web or any other appropriate source. After the trip to the Museum, students will use the other side of the folder to symbolically represent what the Museum visit meant to them. Any journals created during and after the Museum visit can be saved in the portfolio for use later to support rough and final drafts of compositions.

A companion or stand alone activity to the above asks students to think about specific images related to their Museum visit. For this activity, teachers use the images provided by the Museum (*Resources A and B*) to ask students to identify or predict what ideas are being expressed.

Students respond to and discuss the following questions related to the images:

1. *What do you think is the subject, content or main idea of this photo?*
Relate what you think is happening.
2. *When and where do you think the photo was taken?*
3. *Who do you think took the photo? Why might it have been taken?*

PRODUCTS/APPLICATION:

Students create portfolios of pictures, thoughts, ideas that represent students' current knowledge about the Holocaust and new learning. Portfolios provide resources for students to develop writing assignments or other classroom products.

RESOURCE A





RESOURCE A

Use the images on pages 2 and 3 with students and reference these descriptions and prompts for follow-up discussion.



KRISTALLNACHT NOVEMBER 9-10, 1938

This image captures the burning of the Rostock Synagogue in Germany during Kristallnacht, “The Night of Broken Glass.” This anti-Jewish violence resulted in the destruction of Jewish homes, Jewish-owned businesses and synagogues as well as the murder of Jews throughout Germany and Austria. The aggression was conducted by the Gestapo with the support of local police and citizens.

What do you see in this image?
What do you not see that you might expect to see?
(e.g. fire trucks, police officers)

RESOURCE B

KOVNO GHETTO 1941

An adult and a child read a sign in Yiddish propped up against a wall in the ghetto. Ghettos were infamous for their overcrowding, starvation and harsh labor. After the outbreak of the war across eastern Europe, many Jews were forced to live in sealed off areas, surrounded by barbed wire or walls, and held under duress. Both the adult and the child wear stars sewn on the front and back of their jackets as required by law.

The sign reads: “Jews! Donate old winter clothing and footwear that you don't need to the poor and naked. Give generously.”

Who do you think made this sign?
Who do you think the two people are in the image?



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