

## Lesson Guidelines

<b>Project / Lesson Title:</b>
Looking back: A child's recollections of the Holocaust through the eyes of the children of today
<b>Participating school, city, state (for USA), country</b>
Jewish Primary School, Thessaloniki Greece Judischen Gymnasiums Moses Mendelssohn, Berlin Germany Dr. Miriam and & Sheldon G. Adelson Educational Campus, Las Vegas USA
<b>Teacher(s):</b>
Stella Kalle, Jewish Primary School of Thessaloniki, Greece Roni Zunz, Jüdisches Gymnasium Moses Mendelssohn, Berlin Tobin Herringshaw, Adelson School, Las Vegas, Nevada, USA
<b>Participating students</b>
<i>Number of students participating:</i> Around 40 <i>Age range :</i> 12-17 (different grade levels in each school)  <i>Grade(s):</i> primary and high school students
<b>Pedagogical goals</b>
<i>What problem/challenge does the lesson/project try to solve? What is the main question you want to answer?</i> We wanted to approach the topic of the Holocaust through art.  <i>What curriculum standard(s) or requirement(s) will this lesson / project meet?</i> Get to know personal stories of Holocaust survivors.
<b>Applied online tools</b>
<b><i>Which online tools will you use in this project? Be specific, and if possible include links.</i></b> <i>Tobin began by having his photography students look through the Centropa website (<a href="http://www.centropa.org">www.centropa.org</a>) look at the photographs and read Centropa interview excerpts to get an idea of the individual experiences in the Holocaust.</i>  <b><i>Suggested additions from Centropa staff:</i></b> <i>Create an introductory lesson or two about personal stories in the Holocaust by showing several Centropa films and/or reading excerpts from Centropa interviews. Since this project is about the experiences of children during the Holocaust, students can read excerpts from our interviews on our special <a href="#">Kristallnacht/Novemberpogrom/1938 website</a> (in English and German) and/or our <a href="#">Kindertransport website</a> (stories of Austrian and Czech children). Other films you might use for an introduction to this project include:</i> <ul style="list-style-type: none"> <li>• <a href="#">A Suitcase Full of Memories</a> (the story of Lilly Tauber, who was on the Kindertransport)</li> <li>• <a href="#">Three Promises: The Story of the Kalefs of Belgrade</a> (two sisters hidden by a Catholic priest)</li> <li>• <a href="#">Return to Rivne</a> (two cousins and their mothers hidden by a farmer in what is now Ukraine)</li> </ul> <b><i>Online resource for the art project:</i></b> <a href="https://www.yadvashem.org/education/educational-materials/lesson-plans/butterfly.html">https://www.yadvashem.org/education/educational-materials/lesson-plans/butterfly.html</a>

**Step-by-step lesson/project outline. Use bullet points to tell us what students will do each step of this project. If participating teachers are doing different activities leading up to the final project, please indicate each teachers' lesson outline separately, and indicate the teacher for each. Add as many lists as teachers in the project.**

*Planned activities/schedule/milestones for the art project:*

**Stella's students:**

1. Read chapter by chapter the book, *I Never Saw Another Butterfly*. Students discuss and draw what made an impression on them.
2. Create drawings on canvas with Hannah Gofrit's (the survivor) great moments in life or inspired by it
3. Communicate with Hannah Gofrit with emails
4. Exhibit these paintings in a museum
5. Create educational material for the exhibition

**Tobin's students:**

Two high school photograph classes and one 8<sup>th</sup> grade class, looked at the Centropa photographs and interviews ([www.centropa.org](http://www.centropa.org)) so they had a good sense what it means to tell the story of being Jewish in the 20<sup>th</sup> century. Looked at website and some of the interviews.

The students read *I Never Saw Another Butterfly* to lower school students, and from that experience they internalized the imagery and used their photography skills (high school students) and digital media skills (8<sup>th</sup> grade students; digital painting and photoshop) to create artistic responses to Hannah Gofrit's experience and her book.

**End products, outputs**

*What will the students produce during this lesson/project? Be as specific as possible, and if the final product is different in each school please tell us what students in each class are producing.*

An art exhibition

**Documentation**

*How do you plan to document the lesson/project? (photos, videos, essays, etc.) Please send to us as soon as you have photographs, videos, or essays to share!*

Documented with photographs. See the exhibition [here](#).

**Assessment**

*How will you assess your students' learning from this lesson/project?*

Students get to know about the Holocaust through a family/personal story.

**What else would it be useful for other teachers to know about your project?**

Cross-cultural projects have flexibility:

- students in each school do not need to do the exact same assignment for the project to work;
- students in each school do not always need to be in the same grade (though if they are working together they tend to prefer that).