

EDUCATION CATALOG

Through our Education Catalog, you can view each exciting program that our Museum offers. Choose from an array of activities to help your students understand the history and the lessons of the Holocaust.



2017/18

The Holocaust
Museum
& EDUCATION CENTER
OF SOUTHWEST FLORIDA

Dear Educators,

We are so pleased that you have chosen the Holocaust Museum & Education Center of Southwest Florida to assist you in teaching your students the history and lessons of the Holocaust. We appreciate working alongside dedicated teachers who strive to create optimum learning environments for their students.

In this Catalog, you will find helpful information about all of the programs we offer. These include opportunities to host the Boxcar or Pop Up Museum at your school or site, options in visiting our Museum, available opportunities for us to visit your classroom, and more.

Please consider these programs for your classroom and allow us to be a guide and resource in Holocaust Education. With your help, we honor our mission statement to teach the lessons of the Holocaust to inspire action against bigotry, hatred, and violence.

Thank you,

Sam Parish

Education Specialist

The Holocaust Museum & Education Center of Southwest Florida

Table of Contents

Outreach Programs.....	4
PopUp Museum.....	4
Boxcar Education Program	5
Florida Standards Based School Programs	6
Dr. Seuss and the Sneetches (grades 4-5).....	7
Dr. Seuss Goes to War (grades 8-12)	8
The Faktor Investigation: Kurt Kriszhaber (grades 9-12).....	9
Girl Power (grades 8-12)	10
Hana’s Suitcase (grades 4-5).....	11
History Detective (grades 4-5)	12
Irena Sendler and the Children of the Warsaw Ghetto (grades 4-5).....	13
The Journey that Saved Curious George (grades 4-5).....	14
The Mother’s Medal (grades 9-12)	15
5-8-10 Program.....	16
5-8-10 Overview	16
Holocaust Overview Program	17
Survivor/Liberator Talks	18
Reference.....	19
Frequently Asked Questions	19
Lesson Plans.....	20

POP UP MUSEUM

Host a version of the Holocaust Museum & Education Center of Southwest Florida at your school, library, museum, or other site. Save on travel, logistics, setup/breakdown, and other costs by hosting our PopUp Museum. Have Museum Staff set up your PopUp Museum, laying out artifacts to augment the History & Memory panels and the local Survivor/Liberator portraits.

What is a PopUp Museum?

The Holocaust Museum has taken its renowned exhibit and consolidated it into 17 foam wall panels. The light, easily transportable panels teach the scope of the Holocaust from Germany between the World Wars, through to Liberation, the end of World War II, and the creation of the word *genocide*. When able, we include a local component to the larger story.

The Holocaust History & Memory panels arrive in a case on wheels with a retractable handle for easy moving. Simply open the case and hang, lean, prop, or place the numbered panels in one or more rooms; you will have replicated the Museum's main exhibit.

Add to that a series of black and white, professionally photographed portraits of local Holocaust Survivors and camp Liberators which arrive in a portfolio. Choose from the twenty-six portrait portfolio, 9 of which come with a corresponding QR Code mini-panel (Quick Response code, read by a free Smartphone application called a QR Reader). See and hear the Survivor retell their pivotal personal moments that fit into the historical context of the Holocaust. Portraits may be placed in tabletop frames (provided) or leaned, hanged, propped, or placed.

The only element missing for an impressive mini Museum at your location are artifacts! A box of artifacts is included along with foam display blocks which help for a dynamic display. The artifacts show elements of the Holocaust and are numbered to provide sequence.

Adding more local elements is the colorful, 7 piece Faktor Document wall. Follow the harrowing, tragic, yet hopeful story of Stanislaus and Sala (Sokol) Faktor from Eastern Europe to Naples, Florida. The lives of Stanley and Sally Factor (as they became in America) demonstrate the impact of the Holocaust and its local reverberations. The wall can be configured in a linear or circular fashion and traces their journey through an amazing array of documents donated to the Museum by a local resident.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule the PopUp Museum at your school, library, museum, or other site.

BOXCAR EDUCATION PROGRAM

What Holocaust artifact is more iconic than the Boxcar? What Holocaust artifact is more impactful for students to see and touch? The answer is the same.

Used to transport victims across Europe to and from ghettos and camps, the Boxcar has come to exemplify the tragic horror of the Holocaust. The Holocaust Museum & Education Center of Southwest Florida manages the world's only traveling, Holocaust-era Boxcar for the Jack and F.E. Nortman Family Foundation. Step into history by stepping into this Boxcar, built in 1919 and used throughout the Holocaust and World War II in Germany.

The Museum handles all logistics, secures a Certificate of Insurability, delivers and safely sets up the Boxcar at your site, provides training for teaching and staff, participates in evening programming (optional), and breaks down and removes the Boxcar. We provide Did You Know Cards that summarize information about the Boxcar and have a handful of activities related to the Boxcar from History, Math, Science, and English/Language Arts. We do it all, but due to heavy demand, scheduling as soon as possible is necessary. Framed panels line the inside of the Boxcar; six overviewing aspects of the Holocaust and six presenting unfortunate genocides that have occurred since the Holocaust.



We kindly ask for a minimum 2 week stay at your site, lighting and fencing (optional), an extra security check by police (optional), and enough space for safe entrance, set up, and removal.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule the Boxcar at your school, library, museum, or other site.

FLORIDA STANDARDS BASED SCHOOL PROGRAMS



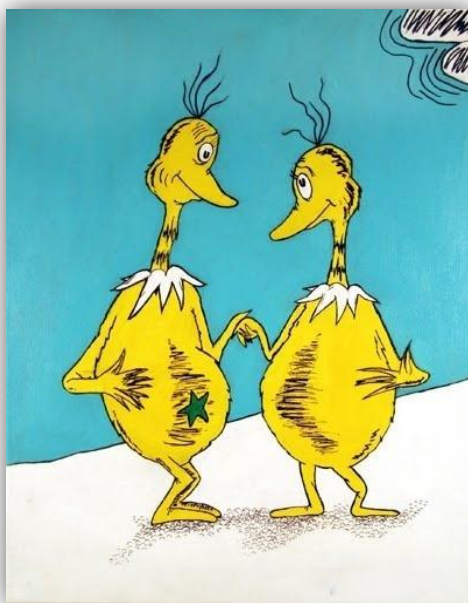
DR. SEUSS AND THE SNEETCHES

Grades 4-5

Students are familiar with the many stories of Dr. Seuss, and the lessons embedded in each story provide a great foundation for teaching students to treat one another kindly. This program begins by having students recognize the differences between two sneetches. The only difference is that one has a star on his belly and one does not. We will read *The Sneetches* as a class and then students will even have the opportunity to express their creativity by coloring in their own sneetches.

In this lesson, we will use Dr. Seuss's *The Sneetches* to uncover the truth about human differences. The ultimate takeaway lesson is that we are all equal.

This lesson is suitable for 4th and 5th grade students and the lesson can be modified according to the needs of your class. This lesson covers 4th and 5th grade Florida Standards for English Language Arts.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

DR. SEUSS GOES TO WAR

Grades 8, 9-12

Students are familiar with the many stories of Dr. Seuss, but his time as a political cartoonist during World War II is a lesser known part of his career. This lesson will challenge students to discover hidden messages within select political cartoons.

Students will learn about primary and secondary sources, and have the opportunity to observe both. They will analyze political cartoons, determine central themes, and use think-pair-share groups to discuss their findings. Students will also learn about the life of Dr. Seuss and they will consider what may have led him to become so political during the time period.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, political cartoons, and a PowerPoint presentation. The lesson is suitable for 8th-12th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8th-12th grade Florida Standards for both English Language Arts and Social Studies.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

THE FAKTOR INVESTIGATION: KURT KRISZHABER

Grades 9-12

Years ago, a box of documents was given to the Museum after a local resident found them in her new home. The curatorial and education staff began the process of piecing together the lives of those to whom the documents belonged. After years of research, the story became one of our most fascinating exhibits. This lesson is derived from that exhibit, so your students can act as historians in the classroom.

Students will discover the process of how we learn history. They will be given both primary and secondary sources to analyze. They will use sources, maps, and worksheets to piece together the story of Kurt Kriszhaber. They will track his journey all over the world and discover how the Holocaust impacted this man's life.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, primary and secondary sources, and maps. The lesson is suitable for 9th-12th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9th-12th grade Florida Standards for both English Language Arts and Social Studies.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details.

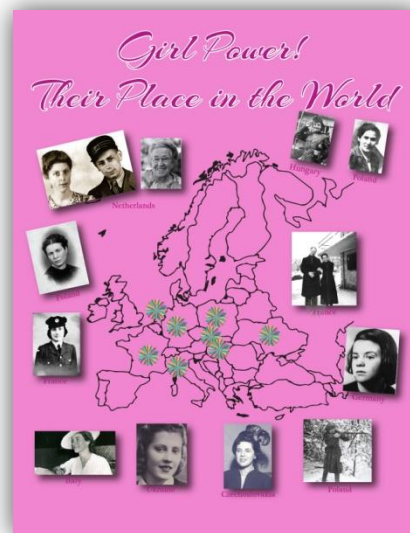
Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

GIRL POWER

Grades 8, 9-12

When students think of the Holocaust, they so often think of death and destruction. This program is designed to teach students about the more positive aspects of such a dark time. Students will learn about the heroic actions of 12 women who risked (and sometimes lost) their lives to help others during the Holocaust and World War II.

Students will work both in groups and independently to learn about 12 different stories. Students will discuss the qualities of a hero and even have the opportunity to identify with some of the heroes they will have read about.



For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, diagrams, and a PowerPoint presentation. This lesson is suitable for 8th-12th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8th-12th grade Florida Standards for both English Language Arts and Social Studies.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

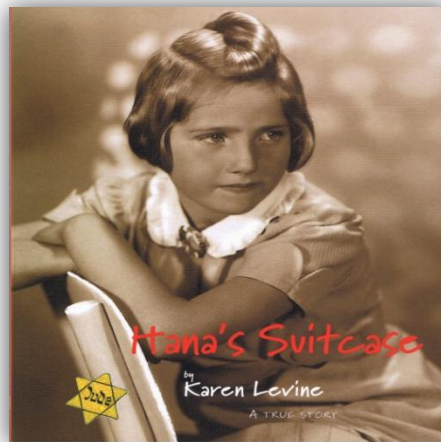
Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

HANA'S SUITCASE

Grades 4-5

This program combines the history of the Holocaust with *how* we study it. Designed for a younger audience, this program addresses the process of making inferences about historical artifacts, discovering individual histories, and depicting historical scenes through creative art.

Students will learn the story of Hana Brady and her brother George, and of Fumiko Ishioka's journey in discovering Hana's fate. They will also have the opportunity to depict scenes from Hana's life through artwork.



For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4th-5th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4th and 5th grade Florida Standards for English Language Arts.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

HISTORY DETECTIVE

Grades 4-5

Historians strive to uncover the truth behind historical mysteries. This program will give students the opportunity to act as historians and understand the excitement that history detectives feel when they discover new stories. Students will learn the differences between primary and secondary sources.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. This lesson is suitable for 4th-5th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4th and 5th grade Florida Standards for English Language Arts and one 5th grade standard for Social Studies.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, sam@holocaustmuseumsfwl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO

Grades 5-8

In this popular program, students will learn about the heroic actions of Irena Sendler, who smuggled hundreds of children out of the Warsaw Ghetto at enormous risk during the Holocaust. A classroom set of *Irena Sendler and the Children of the Warsaw Ghetto* books will be donated to newly participating Collier County Schools. Each participating teacher will also receive a Teacher's Copy of the book.

In this lesson, a Museum Educator will come to your school and teach Sendler's story of heroism and self-sacrifice. Students will analyze original artwork from area resident and artist Bill Farnsworth. Students will learn about Sendler and use think-pair-share groups to analyze artwork pertaining to her story.

While Collier County Schools participate in this program, outside counties are encouraged to inquire about the program as well, as it is available on a first-come first-served basis. All materials will be provided, including a PowerPoint presentation. The lesson is suitable for 5th-8th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 5th grade Florida Standards for both English Language Arts and Visual Art.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details. Please contact Sam Parish, sam@holocaustmuseumsfwl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

THE JOURNEY OF CURIOUS GEORGE

Grades 4-5

It is relatively unknown that the story of our beloved Curious George derived from Holocaust victims seeking refuge from Nazi Germany. Through this educational program, students will learn the true story behind their favorite monkey, while being exposed to 4th and 5th grade Florida Standards. As a class, students will learn about Curious George through Louise Borden's *The Journey that Saved Curious George* and they will analyze both primary and secondary sources.



For this program, a Museum Educator will come to your classroom to present the lesson. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4th or 5th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4th and 5th grade Florida Standards for both English Language Arts and Social Studies.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

THE MOTHER'S MEDAL

Grades 9-12

Designed for a more mature group, the Mother's Medal activity introduces two stark realities of the Holocaust. Using one authentic artifact from Nazi Germany, students learn how to define and interpret artifacts. Then the class is lead through a PowerPoint presentation that adds hints as to what the object really is. Ultimately, students perform the work of a historian in an attempt to determine what the object is.

Nicknamed the Mother's Medal, it is actually the Cross of Honor of the German Mother. It was awarded to women who performed, from the Nazi perspective, half of the most important Holocaust equation; reproducing healthy, approved, Aryan children.

Time permitting, the other half of the equation (that of exterminating the Jews of Europe) is demonstrated through using one original artifact from a local Holocaust Survivor. Her object is a letter received three years after the war showing the round up, arrest, transportation, and extermination of Ft. Myers resident, Renee Beddouk's mother and father. Two artifacts show the lengths the Nazis went to create their Reich, or Empire.

Students will learn the differences between primary and secondary sources. For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. The lesson is suitable for mature 9th-12th grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9th-12th grade Florida Standards for both English Language Arts and Social Studies.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

5-8-10 PROGRAM

The Holocaust Museum & Education Center of Southwest Florida is proud to present their 5-8-10 Program, which is designed to serve students in grades 5, 8, and 10 throughout Collier County. Each grade has a specific program outlined below. Schools outside of Collier County are encouraged to participate; however, they may only do so on a first-come first-served basis.

IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO

Grade 5

This is an outreach program, so the Museum will come to your school or classroom. See “Irena Sendler and the Children of the Warsaw Ghetto” in this Catalog for details.

MUSEUM TOUR/ACTIVITY & SURVIVOR/LIBERATOR TALK

Grade 8

All Collier County 8th grades are invited to participate in a program sponsored by Suncoast Credit Union. The Museum waives the student entry fee and reimburses the school 100% of bussing and substitute teaching costs accrued in order to facilitate the visit.

Schools visit with as many as 60- 8th grade students per day for a tour (approximately 1 hour) and an activity (approximately 1 hour). In the days following the visit, a Holocaust Survivor or Liberator will go to the participating school to deliver a culminating talk (approximately 45-75 minutes). Scheduling Holocaust survivors and liberators is becoming increasingly difficult with time considering their ages, so please contact us about reserving your visitor in advance.

Schools outside of Collier may participate on a first-come first-served basis.

This is the Museum’s most popular and impactful program, so scheduling is limited.

HOLOCAUST EDUCATION CHALLENGE

Grade 10

This is an outreach program designed to challenge your 10th grade students in discovering history. The Museum will come to your school or classroom and conduct an activity that deals with original Holocaust artifacts. Teachers may choose from our “Faktor Investigation: Kurt Kriszhaber” or “Mother’s Medal” activities. See each of those programs in this Catalog for details.

Please contact Sam Parish, sam@holocaustmuseumsfwl.org, 239-263-9200 ext. 206 for scheduling activities in the 5-8-10 Program.

HOLOCAUST OVERVIEW

Grades 5-12

If you want to teach the lessons of the Holocaust, but are unable to visit our Museum, this program is perfect for your classroom. A Museum Educator will come to your school and teach a general overview lesson of the Holocaust. He/she will use a PowerPoint presentation or Museum panels to present the information.

This program can be adjusted for any class period (45-90 minutes) and for grades 5-12. The educator can also be available to teach several lessons throughout the day to single classes, or teach one lesson in an auditorium.

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

SURVIVOR/LIBERATOR TALK

Grades 5-12

Nothing captures the truth of the Holocaust better than hearing from a Holocaust Survivor or camp Liberator. The reaction from students is stunning as they see and hear from a person who is part of history. The talk helps student synthesize what they've read or watched on film.

The Holocaust Museum & Education Center of Southwest Florida is your best conduit to locating, scheduling, bringing, properly introducing speakers, assisting during the talk and with an optional Question & Answer portion, and more.

We work hard to locate the most appropriate speaker for your students' grade, age, level of maturity, and level of understanding. We attempt to connect the ideal speaker who aligns with the materials/lessons you have used to teach the Holocaust.

With advanced notice, the Museum tries to find speakers who are the best fit. For example, if you are a 5th grade teacher and used the Lois Lowry book *Number the Stars*, we would look for someone whose story aligns; someone who was a hidden child or lived in Denmark during the German invasion and round-up of Jews.

However, we also consider the Speaker's delivery, use of language, and approach to telling their story. For that same 5th grade teacher, we would refrain from speakers whose focus is more of a general history, includes graphic/adult topics, or whose story is delivered using high level language.

Lastly, the Museum works with a range of Survivors and Liberators. We can help provide a variety of speakers to engage and spark an interest in students from grades 5-12.

Our Holocaust Survivors include:

Hidden Children

Refugees

Camp internees

Partisans

Ghetto inhabitants

...often they experienced more than one of the above!

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule a Survivor or Liberator talk at your school, library, museum, or other site.

FREQUENTLY ASKED QUESTIONS

What does it cost to have the Museum visit our school?

The Museum will visit your school free of charge. Still, we appreciate any donation that your school may be willing to make to our Museum.

What does it cost for us to visit the Museum?

If your class is visiting the Museum, we ask for a \$3/student donation. This does not apply to 8th grade students in Collier County, as their visits have kindly been sponsored by Suncoast Credit Union.

What educational programs can the Museum bring to our school?

Please see the Table of Contents in this Catalog, which will show you all of the educational programs that our Museum offers.

Are there any Holocaust Survivors that work with the Museum?

Yes. We have a number of Holocaust Survivors and camp Liberators who work with our Museum. Most live locally. Each survivor has a very unique story that will contribute to student learning about the Holocaust.

How many students can we bring to the Museum per trip?

You may bring up to 60 students at one time. Most often, if your group exceeds 25 students, the students will be divided into two groups to tour the Museum and do an activity.

How do we register for a program?

Please contact Sam Parish, sam@holocaustmuseumswfl.org, 239-263-9200 ext. 206 to schedule any educational program. If you know that you'd like to include our Museum's resources in your teaching of the Holocaust, please contact us as soon as possible. With advanced notice, you will be more likely to book the program of your choice, as our school calendar does fill up.

Lesson Plans

In this section, you will find Florida Standards based lesson plans for the following programs:

Dr. Seuss and the Sneetches.....	21
Dr. Seuss Goes to War.....	24
The Faktor Investigation: Kurt Kriszhaber.....	28
Girl Power.....	32
Hana’s Suitcase.....	38
History Detective.....	41
Irena Sendler and the Children of the Warsaw Ghetto.....	44
The Journey that Saved Curious George.....	47
The Mother’s Medal.....	50

DR. SEUSS AND THE SNEETCHES

Topic: Dr. Seuss and the Sneetches	Grade Level: Adjustable for grades 4-5
Lesson Length: 50 minutes	Subject Area: English Language Arts
Florida Standards (ELA): LAFS.K12.L.1.1, LAFS.K12.L.1.2, LAFS.K12.L.3.4, LAFS.K12.R.1.1, LAFS.K12.R.1.2, LAFS.K12.R.2.6, LAFS.K12.SL.1.1, LAFS.K12.W.3.9 LAFS.4.L.2.3, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.2.5, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.2.6 LAFS.5.L.1.1, LAFS.5.L.1.2, LAFS.5.L.3.5, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.3.8, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.RL.2.6, LAFS.5.RL.3.7, LAFS.5.SL.1.1, LAFS.5.SL.1.2, LAFS.5.W.3.9	Anchor Standards (ELA): LAFS.4.RL.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.4.RL.1.2) I can determine the main idea of a text and explain how it is supported by key details in the text. - (LAFS.4.SL.1.1) I can engage in group discussions with diverse partners by building on others' ideas and still expressing my own clearly. - (LAFS.5.RL.1.2) I can determine the theme of a text and summarize the story. - (LAFS.5.RL.1.3) I can compare/contrast two or more characters in a text using specific details. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. How are the sneetches similar? 2. How are the sneetches different? 3. Is one sneetch better than the other? 4. What lesson did the sneetches learn? 5. How does this story remind you of situations in your life or school? 6. How can you relate <i>The Sneetches</i> to your own life?
Differentiation Strategies: <ul style="list-style-type: none"> - Depending on the level of the students, the Venn diagram can be done individually, in groups, or as a class. - After reading, the book can be passed around so students can view the images closer. - If some students finish quickly, they can color more sneetches. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Individual - Small group - Compare/contrast
Materials/Equipment: <ul style="list-style-type: none"> - Photos of sneetches - Venn diagram worksheets - <i>The Sneetches</i> book - Blank sneetches for coloring - Colored pencils 	Vocabulary (with definitions): Peculiar: (<i>adj.</i>) strange or odd. Clamber (<i>v</i>) to awkwardly climb or move. Sly: (<i>adj.</i>) having a tricky or dishonest nature. Contraption (<i>n</i>) a strange machine or device. Precise (<i>adj.</i>) exact or accurate.

<p>Introduction to Lesson:</p> <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Students will be given a photo of two sneetches; one with a star and one without. 3. Each student will also get a Venn diagram where they will be asked to write how the two sneetches are similar and how they're different. 4. When the students are finished, the teacher will lead the class in a group discussion about the higher-order thinking questions. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How are the sneetches similar? 2. How are the sneetches different? 3. Is one sneetch better than the other? <p>Differentiation Strategies: Depending on the level of the students, the Venn diagram can be done individually, in groups, or as a class.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. Now, the teacher will read Dr. Seuss' <i>The Sneetches</i> to the class. As a group, the class will analyze the photos and discuss the higher-order thinking question. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. What lesson did the sneetches learn? 2. How does this story remind you of situations in your life or school? <p>Differentiation Strategies: After reading, the book can be passed around so students can view the images closer.</p>
<p>Guided-Practice:</p> <ol style="list-style-type: none"> 1. Finally, students will have an opportunity to color their own sneetches. The purpose of this activity is to show students that while we are each unique, we are all still humans. 2. Each student will get a worksheet with a blank sneetch to color. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How can you relate <i>The Sneetches</i> to your own life? <p>Differentiation Strategies: If some students finish quickly, they can color more sneetches.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. To close, the teacher will review questions with the group. 	<p>Review Questions (if applicable):</p> <ol style="list-style-type: none"> 1. How were the sneetches similar to and different from one another? 2. How can this story help you in your relationships with other students at your school?

DR. SEUSS GOES TO WAR

Topic: Dr. Seuss Goes to War	Grade Level: Adjustable for grades 9-12
Lesson Length: Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.K12.L.3.4, LAFS.K12.SL.1.1 LAFS.910.RH.1.2, LAFS.910.RH.2.4, LAFS.910.RI.2.4, LAFS.910.RI.2.6, LAFS.910.RL.3.9, LAFS.910.RST.2.4, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4, LAFS.910.WHST.2.4 LAFS.1112.RH.1.2, LAFS.1112.RH.2.6, LAFS.1112.RH.3.8, LAFS.1112.RL.1.3, LAFS.1112.RL.2.6, LAFS.1112.SL.1.1, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.WHST.2.4	Anchor Standards (ELA): LAFS.K12.SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Florida Standards (SS): SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.2, SS.912.A.6.5, SS.912.A.7.12, SS.912.S.3.3, SS.912.W.7.9	Anchor Standards (SS): SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. SS.912.S.3.3: Examine and analyze various points of view relating to historical and current events.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.K12.SL.1.1) I can participate in conversations with partners, build on their ideas, and effectively express my own ideas. - (LAFS.910.RH.1.2/LAFS.1112.RH.1.2) I can determine the central idea of both primary and secondary sources and explain how key ideas develop. - (LAFS.1112.RL.2.6) I can analyze the political cartoons and explain how the author's point of view differs from that of the image itself. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. How is a primary source different from a secondary source? 2. Why might a historian prefer to use a primary source, rather than a secondary source? 3. What do you think the political cartoon says about the time period (globally)? 4. What do you think the image says about American culture during the time period? 5. What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II?

<ul style="list-style-type: none"> - (SS.912.A.1.2) I can use primary and secondary sources to identify key details about a time period. - (SS.912.S.3.3) I can analyze many points of view relating to historical events. 	
Differentiation Strategies: <ul style="list-style-type: none"> - For ESOL students, higher-order thinking questions may be written on the board and also be available in the native language. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Small groups and pairs - Think-pair-share
Materials/Equipment: <ul style="list-style-type: none"> - Example primary and secondary sources - <i>Dr. Seuss Goes to War</i> image collection - <i>Dr. Seuss Goes to War</i> analyzing worksheets - <i>Life of Dr. Seuss</i> PowerPoint - Timeline on classroom whiteboard - Blank paper and colored pencils 	Vocabulary (with definitions): Primary Source: (<i>n</i>) pertaining to or being a firsthand account, original data, etc. Secondary Source: (<i>n</i>) pertaining to or being derived from original data. Isolationism: (<i>n</i>) a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.

Introduction to Lesson: <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Ask students the first higher-order thinking question. Students will then look at examples of both sources. As a class, they will determine which sources are primary and which are secondary. Now, the teacher will ask the second higher-order thinking question. 3. Next, the teacher will explain that the political cartoons are secondary sources because they are replicated from the original images. Even with a secondary source like a political cartoon, a historian can make inferences about the time period he/she is studying. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How is a primary source different from a secondary source? 2. Why might a historian prefer to use a primary source, rather than a secondary source?
	Differentiation Strategies: <ul style="list-style-type: none"> - If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language. - If applicable, students will be able to touch certain artifacts to help in their observations of them.
Instruction: <ol style="list-style-type: none"> 1. The teacher will break students up into pairs (groups of 3 are fine). Each pair will receive a <i>Dr. Seuss Goes to War</i> image to analyze. Each image will have a worksheet where students can record their findings. This should take about 10 minutes. 2. Next, the teacher will combine pairs to make groups of 4 students. The teacher will present the higher-order thinking question to the whole class. Each pair will present their findings about their analyzed image. Students must make sure to address the higher-order thinking question in their groups. Students will have about 5-10 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. What do you think the political cartoon says about the time period (globally)? 2. What do you think the image says about American culture during the time period?
	Differentiation Strategies: ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.

<p>minutes to do so.</p> <p>3. After the think-pair-share session, the class will come back together and briefly discuss each image.</p>	
<p>Guided-Practice:</p> <ol style="list-style-type: none"> Now that the students have analyzed political cartoons, the teacher will present a 10-minute lesson on the life of Dr. Seuss via the PowerPoint. Discuss the higher-order thinking questions with the class. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II? What other observations about Dr. Seuss' life do they think contributed to the satirical nature of his cartoons? <p>Differentiation Strategies: ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.</p>
<p>Closure/Review:</p> <ol style="list-style-type: none"> Finally, each pair will be asked to bring their political cartoon to the board and place it in the correct spot on the timeline. This will help students have a visual representation of when Dr. Seuss created each image and what was occurring during the war at the time. 	
<p>Assessment:</p> <ol style="list-style-type: none"> Now, students will be asked to use their political cartoon knowledge to draw their own. Each student may draw a political cartoon using one of the following subjects: <ul style="list-style-type: none"> Students running for student council Cafeteria food PE activities Yearbook activities If students have another idea that they'd like to use, they must ask a teacher. Students may not draw images of current political issues. 	<p>Review Questions (if applicable):</p> <ol style="list-style-type: none"> Why might a historian prefer a primary source, rather than a secondary source? How have Dr. Seuss' political cartoons helped us grasp the political environment of the United States before and during World War II?

THE FAKTOR INVESTIGATION: KURT KRISZHABER

Topic: Kurt Kriszhaber Investigation	Grade Level: Adjustable for grades 9-12
Lesson Length: Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.910.L.3.6, LAFS.910.RH.1.1, LAFS.910.RH.1.2, LAFS.910.RH.1.3, LAFS.910.RH.2.4, LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.2.4, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1, LAFS.910.SL.1.2 LAFS.1112.L.3.6, LAFS.1112.RH.1.1, LAFS.1112.RH.1.2, LAFS.1112.RH.1.3, LAFS.1112.RH.2.4, LAFS.1112.RH.2.5, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.2.6, LAFS.1112.RL.1.1, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2	Anchor Standards (ELA): LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Florida Standards (SS): SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.A.6.4, SS.912.G.6.4, SS.912.W.1.1, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.7.6, SS.912.W.7.11	Anchor Standards (SS): SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.910.RH.1.2) I can determine the central ideas of a primary or secondary source, and write a summary of how the key events/ideas develop. - (LAFS.910.SL.1.2) I can use multiple sources of information and evaluate the credibility of each source. - (LAFS.1112.RH.3.9) I can use both primary and secondary sources to understand an event or idea. - (SS.912.W.1.3) I can interpret both primary and secondary sources. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. Who is Kurt Kriszhaber? 2. Why might a historian prefer to use a primary source for his/her research? Why were “enemy aliens” sent abroad from Great Britain? 3. Why did Winston Churchill call the Dunera incident a “deplorable mistake”? 4. Based on the documents, what were conditions like in Tatura? 5. How does mapping our Krizhaber’s journey help us understand his life? 6. How can historians use historical evidence to piece together history?
Differentiation Strategies: <ul style="list-style-type: none"> - Use of document camera so all students can see mapping process. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Think pair share

<ul style="list-style-type: none"> - Source titles can be available in other languages for ESOL students. 	<ul style="list-style-type: none"> - Character mapping
Materials/Equipment: <ul style="list-style-type: none"> - Sources 1-6 - Maps for students - Markers for marking map - Website of unmarked grave 	Vocabulary (with definitions): Refugee: <i>(n)</i> a person who has been forced to leave his/her home due to war, natural disasters, or political unrest, etc. Enemy Alien: <i>(n)</i> a person who is nonnative to the nation in which he/she resides, but is considered an enemy of that nation. Internment Camps: <i>(n)</i> camps that house interned people.

Introduction to Lesson: <ol style="list-style-type: none"> 4. Teacher will introduce him/herself and give a brief introduction to the Museum. 5. Teacher will then introduce the name <i>Kurt Kriszhaber</i>. Ask students if they can guess who he may have been based on his name (examples: was he Jewish? Was he a Nazi? Is this Holocaust or WWII related?). 6. Based on the correct answers from this question, teacher will create a character map on the board. 7. Now, the teacher will continue filling in the character map as he/she gives a brief bio on Kriszhaber (sample character map attached). 8. Teacher will explain that we will be learning about this man's journey through using both primary and secondary sources. 9. Ask students if they can explain the difference between a primary and secondary source. Provide a brief discussion on the difference. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. Who is Kurt Kriszhaber? 2. Why might a historian prefer to use a primary source for his/her research?
	Differentiation Strategies: N/A
Instruction: <ol style="list-style-type: none"> 1. Next, students will also receive their own blank maps to track Kriszhaber's life. 2. The teacher will lead the students in drawing an arrow from Vienna to England and adding the dates (sample map attached). 3. Teacher will hand students Sources 1 and 2, and ask if it is a primary or secondary source. 4. Students will read Sources 1 and 2 to learn more about the treatment of enemy aliens in Great Britain. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. Why were "enemy aliens" sent abroad from Great Britain? 2. Why did Winston Churchill call the Dunera incident a "deplorable mistake"?
	Differentiation Strategies: The map can be projected onto the document camera so all students can see.
Guided-Practice:	Higher-Order Thinking Question:

<ol style="list-style-type: none"> 1. Now, students will read Sources 3, 4, and 5 to determine the second tracking from England to Australia via the <i>HMT Dunera</i>. 2. With the reading of each source, provide a brief discussion on topics like the <i>HMT Dunera</i> and internment camps in Australia. Also discuss the higher-order thinking questions about each document. 3. The teacher will also lead students through finishing their map. The map will show Kriszhaber's full journey. 	<ol style="list-style-type: none"> 1. Based on the documents, what were conditions like in Tatura? 2. How does mapping our Kriszhaber's journey help us understand his life? <p>Differentiation Strategies: Source titles can be available in other languages for ESOL students.</p>
<p>Closure/Review:</p> <ol style="list-style-type: none"> 1. After reviewing the map and Kriszhaber's final destination, the teacher will ask students to guess what they think may have happened to Kriszhaber. 2. Students will read Source 6. 3. Students will then view the site of his unmarked grave via internet. 4. Teacher will introduce students to the project for a memorial or grave marker for Kriszhaber. 	<p>Review Questions (if applicable):</p> <ol style="list-style-type: none"> 1. How can historians use historical evidence to piece together history?
<p>Source List:</p> <ol style="list-style-type: none"> 1. Source 1: (secondary source) <i>The Dunera Boys- 70 Years on After Notorious Voyage</i> article from BBC News. 2. Source 2: (secondary source) Henry Kahn biography by the USHMM. 3. Source 3: (primary source) Australian Prisoners of War form. This shows that Kriszhaber transferred from Hay to Tatura. 4. Source 4: (secondary source) <i>Tatura-Rushworth, Victoria (1940-41)</i> article by the National Archives of Australia. 5. Source 5: (primary source) letter from Kriszhaber to Sally Factor, 1941. 6. Source 6: (secondary source) Kriszhaber's obituary, September 1946. 	

GIRL POWER, GRADE 8

Topic: Girl Power	Grade Level: 8
Lesson Length: Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.K12.R.1.1, LAFS.K12.R.3.9, LAFS.K12.R.4.10, LAFS.K.SL.1.1 LAFS.68.RST.3.9 LAFS.8.RI.1.1, LAFS.8.RI.2.4, LAFS.8.RI.3.8, LAFS.RL.1.1, LAFS.RL.2.5, LAFS.SL.1.1	Anchor Standards (ELA): LAFS.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Florida Standards (SS): SS.8.A.1.7	Anchor Standards (SS): SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.SL.1.1) I can engage in discussions with partners on grade 8 topics, build on others' ideas, and express my own clearly. - (SS.8.A.1.7) I can view historic events through the eyes of those who were there. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. What is a hero? 2. What characteristics do you think it takes to become a hero? 3. How does your hero display the characteristics of a true hero? 4. How are you similar to and different from your heroes? 5. How did you feel when you learned the fates of your heroes?
Differentiation Strategies: <ul style="list-style-type: none"> - Writing definitions on board - Reading to students who struggle with grade-level material - Teacher assistance with Venn diagrams 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Small group instruction - Venn Diagrams
Materials/Equipment: <ul style="list-style-type: none"> - Laminated hero descriptions (12) - Guided Reading worksheets - Girl Power PowerPoint - World Map (for projection under document camera) 	Vocabulary (with definitions): <ol style="list-style-type: none"> 1. Empathy: (<i>n</i>) the ability to understand and share the feelings of others. 2. Resistance: (<i>n</i>) the attempt to prevent something by argument or action. 3. Compassion: (<i>n</i>) concern for the sufferings or misfortunes of others.

<p>Introduction to Lesson:</p> <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Ask students: what is a hero? Ask for some examples of famous heroes (like Superman or Spiderman). Let students to describe what types of characteristics a person must have to be that kind of hero (like superpowers, etc.). 3. Next, ask students if they think heroes existed during the Holocaust. Also ask about situations where heroes may have existed. What kind of characteristics do those heroes have? 4. After the brief discussion on heroism, the teacher will explain that students will be reading about several different heroes today. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. What is a hero? 2. What characteristics do you think it takes to become a hero? <p>Differentiation Strategies: The definition of "hero" may be written on the board for students who benefit from the visual representation.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher will break students up into 6 groups (groups of 2-5 students, depending on class size- smaller is better). Each group will receive 2 hero descriptions. 2. Each group will read through the descriptions and use the guided-reading questions to help them analyze each hero. They may also use this time for a brief discussion on their heroes. 3. Next, the teacher will use the Girl Power PowerPoint to give the class a brief description about each hero. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How does your hero display the characteristics of a true hero? <p>Differentiation Strategies: The teacher can read the hero descriptions to students who have difficulty with its reading level.</p>
<p>Guided-Practice:</p> <ol style="list-style-type: none"> 1. Now, students will reflect independently. After viewing a sample from the teacher, each student will create their own triple Venn diagram. They will compare both of their heroes to each other and to themselves. This will help students discover personal connections to each hero that they've learned about. 2. Teachers may assist students in finding comparisons to themselves and their heroes. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How are you similar to and different from your heroes? 2. How did you feel when you learned the fates of your heroes? <p>Differentiation Strategies: The teacher can partially fill in the Venn diagrams to help some students get started.</p>
<p>Closure/Review:</p> <ol style="list-style-type: none"> 1. Next, the teacher will project a map onto the board. Volunteer students will come up to the board and place a star on the map to represent each hero's country of origin. 2. The teacher will close with a brief discussion about how heroes can be from all different places and walks of life. 	

GIRL POWER, GRADES 9-12

Topic: Girl Power	Grade Level: Adjustable for Grades 9-12
Lesson Length: Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.K12.SL.1.1, LAFS.K12.W.3.9 LAFS.910.RH.1.1, LAFS.910.RH.2.4, LAFS.910.RH.2.5, LAFS.910.RL.1.1, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1 LAFS.1112.RH.1.2, LAFS.1112.RI.1.3, LAFS.1112.RI.3.7, LAFS.1112.RL.1.1, LAFS.1112.SL.1.1, LAFS.1112.W.3.9	Anchor Standards (ELA): LAFS.K12.SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Florida Standards (SS): SS.912.A.6.3, SS.912.G.4.9, SS.912.P.10.11, SS.912.W.1.4, SS.912.W.7.11, SS.912.W.7.6, SS.912.W.7.7	Anchor Standards (SS): SS.912.P.10.11: Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.K12.SL.1.1) I can participate in collaborative discussions, build on others' ideas, and express my own. - (LAFS.910.RH.2.4) I can determine the meanings of words based on context clues in the text. - (LAFS.910.RL.1.1) I can cite textual evidence to support my ideas about the text. - (LAFS.1112.RI.1.3) I can analyze a sequence of events and explain how individuals and ideas interact over the course of a text. - (SS.912.P.10.11) I can understand how the roles of women and men are perceived in societies. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 6. What is a hero? 7. What characteristics do you think it takes to become a hero? 8. How does your hero display the characteristics of a true hero? 9. How are you similar to and different from your heroes? 10. How did you feel when you learned the fates of your heroes?
Differentiation Strategies: <ul style="list-style-type: none"> - Writing definitions on board - Reading to struggling students - Teacher assistance with Venn diagrams 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Small group instruction - Venn Diagrams

Materials/Equipment: <ul style="list-style-type: none"> - Laminated hero descriptions (12) - Guided Reading worksheets - Girl Power PowerPoint - World Map (for projection under document camera) 	Vocabulary (with definitions): <ol style="list-style-type: none"> 4. Empathy: (<i>n</i>) the ability to understand and share the feelings of others. 5. Resistance: (<i>n</i>) the attempt to prevent something by argument or action. 6. Compassion: (<i>n</i>) concern for others.
Introduction to Lesson: <ol style="list-style-type: none"> 5. Teacher will introduce him/herself and give a brief introduction to the Museum. 6. Ask students: what is a hero? Ask for some examples of famous heroes (like Superman or Spiderman). Let students to describe what types of characteristics a person must have to be that kind of hero (like superpowers, etc.). 7. Next, ask students if they think heroes existed during the Holocaust. Also ask about situations where heroes may have existed. What kind of characteristics do those heroes have? 8. After the brief discussion on heroism, the teacher will explain that students will be reading about several different heroes today. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. What is a hero? 2. What characteristics do you think it takes to become a hero? Differentiation Strategies: The definition of “hero” may be written on the board for students who benefit from the visual representation.
Instruction: <ol style="list-style-type: none"> 4. The teacher will break students up into 6 groups (groups of 2-5 students, depending on class size-smaller is better). Each group will receive 2 hero descriptions. 5. Each group will read through the descriptions and use the guided-reading questions to help them analyze each hero. They may also use this time for a brief discussion on their heroes. 6. Next, the teacher will use the Girl Power PowerPoint to give the class a brief description about each hero. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How does your hero display the characteristics of a true hero? Differentiation Strategies: The teacher can read the hero descriptions to students who have difficulty with its reading level.
Guided-Practice: <ol style="list-style-type: none"> 3. Now, students will reflect independently. After viewing a sample from the teacher, each student will create their own triple Venn diagram. They will compare both of their heroes to each other and to themselves. This will help students discover personal connections to each hero that they’ve learned about. 4. Teachers may assist students in finding comparisons to themselves and their heroes. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How are you similar to and different from your heroes? 2. How did you feel when you learned the fates of your heroes? Differentiation Strategies: The teacher can partially fill in the Venn diagrams to help some students get started.
Closure/Review: <ol style="list-style-type: none"> 3. Next, the teacher will project a map onto the board. Volunteer students will come up to the board and place a star on the map to represent each hero’s country of origin. 4. The teacher will close with a brief discussion about how heroes can be from all different places and walks of life. 	

HANA'S SUITCASE

Topic: Hana's Suitcase	Grade Level: Adjustable for grades 4-5
Lesson Length: 50 minutes	Subject Area: English Language Arts
Florida Standards: LAFS.K12.SL.1.2, LAFS.K12.SL.1.3, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5 LAFS.4.RL.2.6, LAFS.4.SL.1.2, LAFS.4.SL.1.3 LAFS.5.SL.1.2, LAFS.5.SL.1.3	Anchor Standards: LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Learning Objective (address anchor standards): <ul style="list-style-type: none"> - (LAFS.K12.SL.1.2) I can evaluate and use information presented in different ways. - (LAFS.4.SL.1.2) I can paraphrase information presented to me visually, quantitatively, and orally. - (LAFS.5.SL.1.2) I can summarize information presented to me visually, quantitatively, and orally. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. What is an inference? 2. What kind of questions do you need to ask about an artifact in order to learn more about it? 3. Why was Hana targeted during the Holocaust? 4. What part of Hana's life do you think was the most difficult? 5. Who is narrating the story? 6. How does Hana's art help you to better understand her life and experiences?
Differentiation Strategies: <ul style="list-style-type: none"> - For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language. - Students who struggling with drawing may have the option of writing a short story about Hana. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - PowerPoint presentation - Creative drawings
Materials/Equipment: <ul style="list-style-type: none"> - <i>Hana's Suitcase</i> book - Hana's Suitcase worksheets (1 per student) - PowerPoint presentation - Blank paper and colored pencils 	Vocabulary (with definitions): Inference: (<i>n</i>) ac conclusion reached on the basis of evidence and reasoning. Artifact: (<i>n</i>) an object made by a human, typically of cultural or historical significance.

Introduction to Lesson: <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Begin by explaining to students that we will be learning the story of a girl who experienced the Holocaust. But first, ask students to describe an inference. Provide a brief description of an inference. 3. Next, give students the worksheets. Ask students to observe the photos and fill in the worksheet that asks them what kind of questions they may need to ask in order to discover part of Hana's story. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. What is an inference? 2. What kind of questions do you need to ask about an artifact in order to learn more about it? Differentiation Strategies: For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language.
Instruction: <ol style="list-style-type: none"> 1. Now, the teacher will share the story of Hana's suitcase by using the PowerPoint presentation. The teacher will stop throughout the story to ask the students questions and keep them engaged in the presentation. The teacher will also make sure to explain the different narrators throughout the story. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. Why was Hana targeted during the Holocaust? 2. What part of Hana's life do you think was the most difficult? 3. Who is narrating the story? Differentiation Strategies: N/A
Guided-Practice: <ol style="list-style-type: none"> 1. Time permitting; students will have the opportunity to express their creativity by recreating a scene from the story. This will also help students identify with Hana, as she often drew and depicted scenes from her own life. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How does Hana's art help you to better understand her life and experiences? Differentiation Strategies: Students who struggling with drawing may have the option of writing a short story about Hana.
Closure/Review: <ol style="list-style-type: none"> 1. To close, the teacher will give a brief description of Hana's legacy and her brother George. 	Review Questions (if applicable): N/A

HISTORY DETECTIVE

Topic: History Detective	Grade Level: Adjustable for grades 4-5
Lesson Length: 50 minutes	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.K12.L.3.4, LAFS.K12.R.3.7, LAFS.K12.SL.1.1, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5 LAFS.4.RI.2.6, LAFS.4.SL.1.1, LAFS.4.SL.1.3 LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RL.2.6, LAFS.5.SL.1.1, LAFS.5.SL.1.3	Anchor Standards (ELA): LAFS.K12.SL.2.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
Florida Standards (SS): SS.5.A.1.1	Anchor Standards (SS): SS.5.A.1.1: Use primary and secondary sources to understand history.
Learning Objective (address anchor standards): <ul style="list-style-type: none"> - (LAFS.K12.SL.2.4) I can present information and evidence so listeners can follow along and my style is appropriate to the task and audience. - (LAFS.4.SL.1.1/LAFS.5.SL.1.1) I can engage in collaborative discussions, build on others' ideas, and elaborate on my own. - (LAFS.5.RI.3.7) I can draw on information from multiple sources and find answers/solve problems quickly and efficiently. - (SS.5.A.1.1) I can use primary and secondary sources to understand history. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. How do we tell the story of those who came before us? 2. What is the difference between the past and history? 3. Using your senses, how does the candy feel, smell, look, sound, and taste? 4. How can we use primary source artifacts to learn about history? 5. Why is the perfume bottle significant? 6. How can you use your knowledge as a history detective to help you learn more about the past?
Differentiation Strategies: <ul style="list-style-type: none"> - For ESOL students, higher-order thinking questions may be written on the board in both English and their native language. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Analyzing artifacts

<ul style="list-style-type: none"> - Struggling students may verbally tell their teachers about their observations instead of using written responses. 	
Materials/Equipment: <ul style="list-style-type: none"> - PowerPoint Presentation - Life saver candies (1 per student) - History detective worksheets (1 per student) 	Vocabulary (with definitions): Artifact: (n) an object made by a human being, usually of cultural or historical significance.
Introduction to Lesson: <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Begin with the PowerPoint presentation and ask students both higher-order thinking questions. 3. Explain to students that we will practice observing artifacts with something simple and familiar. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How do we tell the story of those who came before us? 2. What is the difference between the past and history?
	Differentiation Strategies: For ESOL students, higher-order thinking questions may be written on the board in both English and their native language.
Instruction: <ol style="list-style-type: none"> 1. Each student will be given a life saver candy. Teacher will give explicit instruction that students are not to eat the life savers, but rather observe them. 2. Using Part I of their worksheets as a guide, students will address the higher-order thinking questions and write their answers on the worksheets. This will allow students to practice observing artifacts before they observe real artifacts. 3. Last, the teacher will instruct students to taste the candy and write their findings on the worksheet. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. Using your senses, how does the candy feel, smell, look, sound, and taste?
	Differentiation Strategies: Struggling students may verbally tell their teachers about their observations instead of using written responses.
Guided-Practice: <ol style="list-style-type: none"> 1. Now, students will observe the primary source artifact. This artifact is a perfume bottle from Paris during World War II. Students will be asked to analyze it to determine where it may have come from and how it may be significant. Teacher will use special gloves to hold the artifact and carry it around to students. 2. Next, the teacher will finish the PowerPoint and share the story of the perfume bottle with the class. They will learn the bottle's origins and significance. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How can we use primary source artifacts to learn about history? 2. Why is the perfume bottle significant?
	Differentiation Strategies: N/A

Closure/Review:

1. Teacher will close by asking students how they can use their knowledge as a history detective to help them learn more about the past.

Review Question:

1. How can you use your knowledge as a history detective to help you learn more about the past?

IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO

Topic: Irena Sendler	Grade Level: Adjustable for grades 5-8 (grade 5 shown here)
Lesson Length: 50 minutes	Subject Area: English Language Arts/Visual Art
Florida Standards (ELA): LAFS.K12.R.1.1, LAFS.K12.R.1.2, LAFS.K12.R.1.3, LAFS.K12.SL.1.1, LAFS.K12.W.1.3, LAFS.K12.W.3.9 LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.SL.1.1, LAFS.5.SL.1.3, LAFS.5.W.1.3	Anchor Standards (ELA): LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Florida Standards (VA): VA.5.C.3.2, VA.5.C.3.3, VA.5.O.2.1, VA.5.O.3.1	Anchor Standards (VA): VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.5.RI.1.2) I can determine the main ideas of a text and support them with the details in the text. - (LAFS.5.RL.1.2) I can determine the theme of a story and talk about how characters respond to challenges in the story. - (VA.5.C.3.3) I can critique works of art to understand its content and make connections with other content areas. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. What is the Holocaust? 2. What is a hero? 3. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story? 4. How did Irena Sendler help children escape from the Warsaw Ghetto? 5. What kind of risk did she take by helping those children? 6. How can you relate to Irena Sendler? 7. How can your poem show readers that you identify with her?
Differentiation Strategies: <ul style="list-style-type: none"> - Higher-order thinking questions can be written on the board in English and the native language, if necessary. - Struggling students may give verbal answers rather than written responses. - Teachers may help struggling students in writing the first parts of the poem. 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Analyzing art - Writing poetry
Materials/Equipment: <ul style="list-style-type: none"> - <i>Irena Sendler and the Children of the Warsaw</i> 	Vocabulary (with definitions): Hero: (n) a person who is admired for courage.

<p><i>Ghetto</i> book</p> <ul style="list-style-type: none"> - PowerPoint Presentation - Worksheets 	<p>Rescue: (v) to save someone from a dangerous situation.</p>
<p>Introduction to Lesson:</p> <ul style="list-style-type: none"> - Teacher will introduce him/herself and give a brief description of the Museum. - Lead a brief discussion on the Holocaust and correctly define it as a class. - Teacher will ask students the higher-order thinking question and initiate a brief discussion on the definition of a hero. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. What is the Holocaust? 2. What is a hero? <p>Differentiation Strategies: If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language, if necessary.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. Teacher will give each student a worksheet and ask them to fill in the first 3 questions individually. These questions ask the students to analyze an image from the story. 2. Teacher will use the PowerPoint Presentation to tell the story of Irena Sendler. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story? 2. How did Irena Sendler help children escape from the Warsaw Ghetto? 3. What kind of risk did she take by helping those children? <p>Differentiation Strategies: Struggling students may give verbal answers rather than written responses.</p>
<p>Guided-Practice:</p> <ol style="list-style-type: none"> 1. When the PowerPoint presentation is completed, the students will finish the first part of their worksheets individually. 2. Time permitting; the teacher will give a brief instruction on Haiku poems. Students will break up into groups of 3-4 (students must have the same worksheets) and complete the bottom half of the worksheet by writing poems. If there is not enough time for this portion of the activity, the worksheets may be left with the classroom teacher to use as a post-visit activity. 	<p>Higher-Order Thinking Question:</p> <ol style="list-style-type: none"> 1. How can you relate to Irena Sendler? 2. How can your poem show readers that you identify with her? <p>Differentiation Strategies: Teachers may help struggling students in writing the first parts of the poem.</p>
<p>Closure/Review:</p> <ol style="list-style-type: none"> 1. As a class, briefly discuss the poems. Discuss how artwork may help us identify with different areas in history. 	

THE JOURNEY THAT SAVED CURIOUS GEORGE

Topic: The Journey That Saved Curious George	Grade Level: Adjustable for grades 4-5
Lesson Length: 50 minutes	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.K12.R.1.3, LAFS.K12.R.2.4, LAFS.K12.SL.1.1 LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.1.1, LAFS.4.SL.1.2 LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.RL.2.6, LAFS.5.SL.1.1	Anchor Standards (ELA): LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Florida Standards (SS): SS.4.A.1.1 SS.5.A.1.1	Anchor Standards (SS): SS.5.A.1.1: Use primary and secondary sources to understand history.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.4.RI.1.2) I can determine the main idea of a text and summarize the text with key details. - (LAFS.5.RI.1.3) I can explain the relationships between two or more characters or events in a historical text. - (SS.5.A.1.1) I can understand the use of primary and secondary sources when studying history. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. How is Curious George related to the Holocaust? 2. Why was it important for the Hans and Margaret to escape Europe? 3. How did they get the idea for Curious George? 4. Why might they have changed the character's name after arrival into the United States? 5. Why might a historian prefer to use a primary source? 6. What can be a benefit of using a secondary source? 7. How did Louise Borden use primary and secondary sources?
Differentiation Strategies: <ul style="list-style-type: none"> - The class may take turns reading the story. - Students may assist by following along the reading with a pencil under the document camera. - Verbal responses accepted on analytical worksheets rather than written responses 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction/discussions - Individual work - Analyzing primary/secondary source documents
Materials/Equipment: <ul style="list-style-type: none"> - <i>The Journey That Saved Curious George</i> book - Worksheets 1-5 	Vocabulary (with definitions): Exchange: (v) giving something and receiving something of the same kind.

	Manuscript: (n) a book, document, or text that has not yet been published.
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Introduction to Lesson: <ol style="list-style-type: none"> Teacher will introduce him/herself and give a brief introduction to the Holocaust Museum. Teacher will give a brief, grade-appropriate introduction to the Holocaust. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> How is Curious George related to the Holocaust?
	Differentiation Strategies: N/A
Instruction: <ol style="list-style-type: none"> Now, the teacher will read <i>The Journey That Saved Curious George</i> to the class. For visual learners, it's best to have the book underneath the document camera during reading so students can follow along. During the reading, the teacher will pause for reactions, to ask questions, and to clarify ideas. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> Why was it important for the Hans and Margaret to escape Europe? How did they get the idea for Curious George? Why might they have changed the character's name after arrival into the United States?
	Differentiation Strategies: <ul style="list-style-type: none"> Depending on the level of the class, the teacher can decide to read the story himself/herself or by having the class take turns reading and passing the book. Students who have difficulty paying attention can take turns sitting at the document camera and using a pen to follow along in the reading.
Guided-Practice: *If there is not enough time for this portion of the activity, the worksheets may be left with the class as a post-visit activity. <ol style="list-style-type: none"> After the reading, the teacher will also give a brief description of primary and secondary sources. Next, each student will receive a worksheet. There are 5 different worksheets in total; each prompt students to analyze images from the story. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> Why might a historian prefer to use a primary source? What can be a benefit of using a secondary source? How did Louise Borden use primary and secondary sources?
	Differentiation Strategies: <ul style="list-style-type: none"> Students may use assistance from teachers in the classroom. Struggling students may be required to verbally respond to the prompts, rather than using written responses.
Closure/Review: <ol style="list-style-type: none"> When students have completed the worksheets, the teacher will briefly review each one. Teacher will close with discussion on Curious George in the United States. 	

THE MOTHER'S MEDAL

Topic: Mother's Medal	Grade Level: Adjustable for grades 9–12
Lesson Length: Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	Subject Area: English Language Arts/Social Studies
Florida Standards (ELA): LAFS.910.RH.1.2, LAFS.910.RH.3.7, LAFS.910.RH.3.9, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4 LAFS.1112.RH.1.2, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.3.7, LAFS.1112.RST.3.7, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.2.5	Anchor Standards (ELA): LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Florida Standards (SS): SS.912.A.1.2, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.P.10.12, SS.912.P.14.2, SS.912.S.4.9, SS.912.S.5.3, SS.912.S.6.3, SS.912.W.1.3, SS.912.W.7.6, SS.912.W.7.8	Anchor Standards (SS): SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. SS.912.S.6.3: Describe how collective behavior can influence and change society.
Learning Objectives (address anchor standards): <ul style="list-style-type: none"> - (LAFS.910.SL.1.1/LAFS.1112.SL.1.1) I can initiate and participate in collaborative discussions, building on others' ideas while I clearly express my own. - (SS.912.A.1.2) I can use both primary and secondary sources to understand a historical period. - (SS.912.A.1.4) I can analyze how sources may be used to understand the significance of time periods and historical events. - (SS.912.S.6.3) I can describe how collective behavior can influence and change a society. 	Higher-Order Thinking Questions: <ol style="list-style-type: none"> 1. What is the difference between the past and history? 2. What is an artifact? 3. How is a primary source different from a secondary source? 4. Why might a historian prefer to use a primary source, rather than a secondary source? 5. How do political concepts affect populations? 6. How do civic groups form unique cultures? 7. Why would Joseph Goebbels promote marriage? 8. How can individual, strong leaders forge a nation's directions?
Differentiation Strategies: <ul style="list-style-type: none"> - For ESOL students, the higher-order thinking questions may be written on the board in both 	Teaching Strategies: <ul style="list-style-type: none"> - Whole group instruction - Analyzing primary and secondary sources

English and their native language(s).	- Making inferences
Materials/Equipment: <ul style="list-style-type: none"> - Mother's Medal - Other primary/secondary sources - PowerPoint Presentation 	Vocabulary (with definitions): Aryan: (<i>n, adj.</i>) refers to a German person with blonde hair and blue eyes. Reich: (<i>n</i>) empire.
Introduction to Lesson: <ol style="list-style-type: none"> 1. Teacher will introduce him/herself and give a brief introduction to the Museum. 2. Ask students the higher-order thinking questions. Students will then be shown an authentic, primary source artifact from the Museum's collection. As a class, they will offer suggestions of what the object might be based on (like color, shape, materials, symbols, writing, and feel). They will recognize that it is a primary source. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. What is the difference between the past and history? 2. What is an artifact? 3. How is a primary source different from a secondary source? 4. Why might a historian prefer to use a primary source, rather than a secondary source? Differentiation Strategies: <ul style="list-style-type: none"> - If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language. - If applicable, students will be able to touch certain artifacts to help in their observations of them.
Instruction: <ol style="list-style-type: none"> 1. Next, the teacher will use a PowerPoint presentation to offer a wide variety of hints leading to determining what the object was and its impact/role during the Holocaust. 2. Students will be asked to add knowledge gained to reinterpret the artifact until numerous clues have been revealed. 3. Teacher will present the name/meaning of the artifact. 	Higher-Order Thinking Question: <ol style="list-style-type: none"> 1. How do political concepts affect populations? 2. How do civic groups form unique cultures? 3. Why would Joseph Goebbels promote marriage? 4. How can individual, strong leaders forge a nation's directions? Differentiation Strategies: If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.
Guided-Practice: <ol style="list-style-type: none"> 1. Time permitting; the teacher will present a second artifact in a condensed format revealing how students can extract information from a document. 	Higher-Order Thinking Question: Continue to discuss higher-order thinking questions from previous section. Differentiation Strategies: N/A
Closure/Review: <ol style="list-style-type: none"> 1. Close by discussing the role of museums in our society. Teacher will explain that by visiting museums, they can observe primary sources to learn more about history. 	

Please contact us for any questions regarding educational programs or to schedule an event. We look forward to working with you.



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