Keeping the Memory Alive
Poster Session

Yom HaShoah program for Grades 3 to 5
This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Give the students a chance to process what they have learned about the Holocaust.

Estimated time: 30-45 minutes

Essential questions:
• What are you taking away from your Holocaust lessons?

Essential lessons:
• There are many ways to respond to the Holocaust. All are valid.
• The Nazis tried to kill us, but they failed. We are still here. The Jewish community survived and continues to thrive.

Materials:
• Keeping the Memory Alive posters from 2012 and 2014
• Remove the following posters as not age-appropriate, too confusing, or generally regarding aspects not yet covered (artists are listed at the bottom of the posters):
  o From the 2014 set:
    ▪ Caroline Leger (Leave your children at the station...Don’t cry)
    ▪ Ellie Maskell (Train tracks to death camps)
    ▪ Grinka Ksenia (Chimney)
    ▪ Marko Watt Kunst (Auschwitz gate – Erinnern Macht Frei)
    ▪ Ofer Shemesh (Factory with Hebrew writing)
  o From the 2012 set:
    ▪ Aude Benhaim (child behind words)
    ▪ Ondrej Jiraska (Zide)
    ▪ Malki Wiegner (erasing the words)
    ▪ Martin Pasquier (fuzzy page)
    ▪ Ohad Zlotnick (57 vs 148 on a train)
**Procedure:**

- Lay out the posters around a room where the students can walk around and view them.
- Have the students walk around the posters and pick one or two that speaks to them *(5 to 10 minutes)*
- Have each class get back together and discuss what they saw. *(10 to 15 minutes)*
  - Each student should describe to their classmates which poster(s) they picked and why it spoke to them.
  - Have each class pick one or two posters that spoke to them as a group.
- Come back together as a group with all the classes. *(10 to 15 minutes)*
  - Have each class show the poster(s) they picked to the whole group and described why they picked it.
  - *Note that it’s ok if multiple classes pick the same picture. They are likely to have different reasons for picking it.*
  - *Classes often have trouble picking one poster. Allow them to pick up to two.*
- Pull out the poster of the red child looking up *(by Peter Chemla).*
  - *There are two ways to look at this poster. Be sure that you can see both:*
    - If you focus on the black, you will see a Nazi soldier looking down at the child. If you look carefully, you will see the child’s eye is a star of David and the Nazi’s eye is a swastika.
    - If you focus on the grey, you will see the child looking up at a starry night sky behind hills. The hills resemble the hills around Jerusalem.
  - Show this poster to the students and ask what they see.
    - *They will point out one or the other version. Ask if anyone else sees something different. Generally, someone will see the other.*
    - Make sure that everyone can see both ways of looking at this poster.
  - Tell the students that this poster represents what we are trying to teach them in their Holocaust lessons.
    - Nazis did horrible things and we need to know about that.
    - But we survived. We are still here and in fact, we now live in Jerusalem again. The Nazis failed, and this is one of the most important points.
    - Discuss other lessons about Jewish resilience that you want to be sure that your students take away from the program.
  - Ask for questions and allow discussion if the students desire it.

*Remember to stay age appropriate in your discussion.*

- Let them respond naturally to the posters. All emotions are OK, from tears to anger to numbness to nothing at all.
- Be open to all the questions that these images may raise. Try to stay age-appropriate in your answers.