



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):
 - 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)*
 - 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.