

# NEXT GENERATIONS

## GenZ Story Expressions Lesson Plan

### Lesson Plan: UNIVERSITY LEVEL INSTRUCTION – Session 1/3

**NOTE: Session 1 can be provided to students as an independent pre-requisite activity or a classroom activity as determined by the instructor. If it is an independent activity, the instructor may design it in a format best suited for his/her class.**

| Time   | Objectives & Activities  | Florida Standards  |
|--|--|--|
| Lesson time allocation to be completed by teacher  | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To orient students to the activity and the goals and objectives about to unfold for the “Story Expression Workshop Project.”</li> <li>To provide students with an understanding of the Holocaust as a significant event in history that continues to have universal implications.</li> </ol>  | <p><i>Students must complete, with grades of C or higher, courses that involve substantial writing for a total of 24,000 words. Courses that count toward this requirement will be in one of three categories:</i></p> |
| It is estimated that this orientation should take the amount of time available to the class. | <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>Standard geographic overview /map showing where the survivor’s journey took place.</li> <li>Time line chart of survivor’s journey</li> <li>Survivor’s Family tree for student activity</li> <li>Map of geographic area of survivor’s account.</li> </ol>   | <p><i>course work with at least 2,000 words Gordon Rule credit - 2,000 words</i></p> <p><i>course work with at least 4,000 words Gordon Rule credit - 4,000 words</i></p>  |
|  | <p><b>Procedures/Activities For Classroom Session:</b></p> <p>This session should be considered by the teacher as an independent activity for students to do in advance or to do as a group prior to the survivor’s presentation:</p> <ol style="list-style-type: none"> <li>Articulate to the students the scope and sequence of the Story Expression Workshop Project and their involvement.</li> <li>Indicate to the students that this workshop project is a part of their grade and academic activity.</li> <li>Identify vocabulary words (list to be provided)– review words with students (Words to come from summary of survivor’s account)</li> <li>Activity 1: Have students define terms as they understand them – or have them look them up on their tablets.</li> <li>Break students up into three groups: Students are provided with survivor’s time-line, family tree &amp; map of geographic area of survivor’s account. (independently or as a group)</li> <li>In class activity: Cooperative Learning Activity:<br/>Have each group prepare a brief overview of the survivor’s account based on one of the following perspectives:<br/>Activities 2-4:<br/>Group A: Overview from the perspective of the Time-line<br/>Group B: Overview from the perspective of the Family Tree<br/>Group C: Overview from the perspective of the Map</li> <li>Each group to articulate their overview for the entire class</li> <li>Activity 5: Have students generate questions based on the material provided to be used after they hear the survivor’s presentation.</li> </ol> | <p><i>course work with at least 6,000 words Gordon Rule credit - 6,000 words</i></p>   |
|  | <p><b>Assessment:</b></p> <p>Teacher to collect the questions for review and assessment. Teacher to</p>  |  |

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|  | identify the quality and caliber of students' abilities to present the overview of the material   |  |
|  | <p><b>Follow Up</b></p> <ol style="list-style-type: none"><li>1. Identify a student to introduce the survivor to the group the following session. (have student reach out and contact the survivor, advising him/her that they will be introducing her and ask a pertinent biographical question about the Survivor's family today)<ol style="list-style-type: none"><li>a. Teacher to review student's introduction</li></ol></li><li>2. Students to hear the survivor speak at a designated next session</li><li>3. Students to create an independent expression of their observation and perceptions</li></ol> |  |

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### Lesson Plan: UNIVERSITY INSTRUCTION – Session 2/3

| <b>Time</b>   | <b>Objectives &amp; Activities</b>   | <b>University Standards</b>   |
|---|--|---|
| Time available for this entire session is 90 minutes. | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the Holocaust as a significant event in history that continues to have universal implications.</li> <li>2. Students will hear the account of a Holocaust Survivor in person.</li> <li>3. Students’ awareness will be raised regarding the atrocities and events surrounding the Holocaust.</li> <li>4. Students will engage with the survivor in asking questions and addressing the responses</li> <li>5. Students will begin to process the survivor’s account in terms of preparation for their workshop expression.</li> </ol>          | <p><i>Students must complete, with grades of C or higher, courses that involve substantial writing for a total of 24,000 words. Courses that count toward this requirement will be in one of three categories:</i></p> <p><i>course work with at least 2,000 words</i><br/> <i>Gordon Rule credit – 2,000 words</i></p> |
|   | <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Survivor</li> <li>2. Microphone if necessary</li> <li>3. Video equipment – to tape his/her presentation &amp; questions</li> <li>4. Video equipment – to play GenZ DVD (6 minutes)</li> <li>5. Students bring their time-lines, family trees &amp; maps to the session. (Prepare additional copies in the event some forgot the material).</li> <li>6. Pencils/pens – notebooks (students’ or pads)</li> </ol>  | <p><i>course work with at least 4,000 words</i><br/> <i>Gordon Rule credit – 4,000 words</i></p> <p><i>course work with at least 6,000 words</i><br/> <i>Gordon Rule credit – 6,000 words</i></p>   |
|   | <p><b>Procedures/Activities:</b></p> <ol style="list-style-type: none"> <li>1. Orient students to the activity – alert them to consider writing down questions as they think of them so as not to forget any new questions they may unfold.</li> <li>2. Show GenZ video (6 minutes) – “What is a story expression!”</li> <li>3. Have pre-designated student introduce the survivor to the assembled.</li> <li>4. Survivor offers a presentation. (45 minutes)</li> <li>5. Students are offered the opportunity to ask questions (prepared in advance from previous lesson - or spontaneous ones that came out of the session)</li> </ol> |   |

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|    | <p><b>Assessment:</b><br/>         Students to write paragraphs of their understanding and how it can direct them to do their project.<br/>         Paragraph 1: The highlight of the Survivor’s account after hearing her presentation.<br/>         Paragraph 2: (to be written after Session 3) What inspired them to create their graphic presentation?</p> <p><i>Teacher provides a Rubric to students to give them guidelines as to what is expected from their written assignment and how it will be assessed.</i></p> |  |
| St | <p><b>Follow Up (Homework, Reports, Etc as needed)</b><br/>         [To be Determined by the teacher]<br/>         Three components necessary for the Story Expression<br/>         2 paragraphs<br/>         The work-product – with title<br/>         Photo &amp; brief bio of student (name, school, hobbies, talents, any holocaust family connections)</p>  |  |

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### Lesson Plan: UNIVERSITY INSTRUCTION – Session 3/3

| Time  | Objectives & Activities   |
|---|---|
| Lesson time allocation to be completed by teacher       | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To make the program relevant to today, so students can better identify with the Holocaust account with the hope enabling the workshop to motivate the students to take a stand against bullying and intolerance.</li> <li>2. Students will identify their personal relevance of the survivor’s account.</li> <li>3. Students will connect relevance for comparable issues of discrimination, bullying, and apathy.</li> <li>4. Students will think critically about the survivor’s account and how it can relate to lessons for today’s social constitution.</li> </ol>   |
| It is estimated that this lesson should take # minutes. | <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. An Art Center with a host of available materials</li> </ol>  |
|   | <p><b>Procedures/Activities:</b></p> <ol style="list-style-type: none"> <li>2. Orient students to the nature of the activity.</li> <li>3. Have students offer a recap of the survivor’s account.</li> <li>4. Teacher to generate a word-web with students, identifying those ideas that came to them as a result of hearing the survivor.</li> <li>5. Teacher to ask students to generate some introspection of what they gleaned after hearing the survivor.</li> <li>6. Students to utilize their previously prepared paragraph on how they want to express their perspective and vision of the significance of hearing the survivor.</li> <li>7. Teacher to provide material, guidance and supervision as students begin to work on their projects.</li> </ol> |
|   | <p><b>Assessment:</b></p> <p>End-product to be assessed by the teacher as to its relevance to the survivor’s presentation and it’s understanding of the implications for comparable issues of discrimination, bullying, and apathy.</p> <p><u>Three components necessary for the Story Expression</u></p> <ol style="list-style-type: none"> <li>1. 2 paragraphs</li> <li>2. The work-product – with title</li> <li>3. Photo &amp; brief bio of student (name, school, hobbies, talents, any holocaust family connections)</li> </ol>   |
|   | <p><b>Follow Up</b></p> <p>[To be Determined by the teacher]</p>  |

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