

Pre-Visit Teacher's Guide

Journey through Time: Stories of the Jewish People

Grade 2



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Journey through Time
Grade 2

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Dear Teachers:

We're looking forward to your and your students' participation in the Skirball Cultural Center's school tour *Journey through Time: Stories of the Jewish People*. Through immersive storytelling and hands-on activities, students will discover the diverse experiences of Jewish communities throughout history and in different parts of the world, and how these experiences relate to their own families' and communities' journeys.

This Teacher's Guide is designed to assist you in the classroom as you prepare students for their museum visit. The activities will make your visit to the Skirball a more rewarding and enriching experience. For reference, key ideas explored in the tour are bolded throughout the guide. These materials are grade-level appropriate and interactive; we welcome and encourage you to adapt the activities to the specific needs of your class.

Preparing your students before your visit:

- Complete these pre-visit activities with your students so that they are introduced to the major themes they will encounter at the museum.
- Review rules and regulations with students and chaperones.
- Prepare a readable name tag for each student.
- **Important! If you do not have time for all of the activities**, please see the "Quick Prep" information on page 4 to guide a brief conversation with your students before visiting the Skirball (which can be conducted the day before or the morning of your visit).

The Museum Visit Overview

The museum visit includes a sixty-minute program in the Skirball's permanent exhibition, *Visions and Values: Jewish Life from Antiquity to America*, and a sixty-minute program in a Skirball classroom. All visits are guided by a team of trained docents and staff educators.

In the museum galleries: Students learn about the origins of the Jewish people and "travel" a route to visit Ancient Israel, China, Spain, and Russia. Along the way they participate in telling the Hanukkah story, become merchants on the Silk Road in China, hear a story about a family in fifteenth-century Spain, and move into a very crowded house in an Eastern European *shtetl*.

In the Skirball classroom: Students listen to the story of *The Keeping Quilt* by Patricia Polacco, and discuss their own family stories, traditions, and keepsakes. After the story students create quilt squares using fabric and mixed media. Back in your classroom, the quilt squares can be connected to form a classroom quilt, or each student can take home a quilt square as a reminder of the trip to the Skirball.

Please contact us with any questions at education@skirball.org.

Happy Journeying!
The School Programs Team

CURRICULUM CONNECTIONS

California State History—Social Studies Standards

2.1.1, 2—Students differentiate between those things that happened long ago by tracing the history of a family through the use of primary and secondary sources and comparing and contrasting those daily lives with those of parents and grandparents.

2.2.3—Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. They locate on a map where their ancestors used to live, describing when their family moved, and describing how and why they made their trip.

2.5—Students learn about the importance of individual action and character and explain how heroes from long ago made a difference in others' lives.

California State Visual and Performing Arts Standards

Visual Art

Creative Expression 2.1—Students demonstrate beginning skill in the use of basic tools and art-making processes such as printing, crayon rubbings, collage, and stencils.

Aesthetic Valuing 4.1—Students compare ideas expressed through their own works of art with ideas expressed in the work of others'.

Theater

Creative Expression 2.3—Students use improvisation to portray such concepts as friendship, hunger, or seasons.

Historical and Cultural Context 3.1, 2—Students identify theater and storytelling forms from different cultures and identify universal characters in stories and plays from different periods and places.

Common Core State Standards for English Language Arts, Literacy in History/Social Studies

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.2.1—Students participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2—Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.2.3—Students ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

QUICK PREP

If you only have time to prepare your class right before the tour (in the classroom or on the bus), use the points below to have a discussion with your students.

- Tell the class: We are going to the Skirball Cultural Center. We will learn and tell stories about the Jewish people and discover the many places they have journeyed to and the many other cultures they have lived with for thousands of years.
- What does **Jewish** mean?
Being Jewish can be a person's culture and/or a person's religion. Judaism is an ancient religion and culture that follows rules and traditions based on the Hebrew bible, called the *Torah*. In the same way that other cultures—such as Mexicans, Indians, Koreans, Armenians, and many others—have special foods, traditions, languages, and values, Jewish people have these unique cultural aspects, too. There are Jewish holidays, Jewish foods, Jewish languages, and **values** that many Jewish people try to live by such as welcoming others, taking care of the earth, and teaching and learning.
- We are going to learn about the journeys that Jewish people have taken over many years. What does it mean to take a **journey**? Have your families taken journeys? Talk to your neighbor (pair share) about where your family is from (what country).
- We are also going to look at some Jewish symbols and you will get a chance to make your own quilt square with a special symbol on it. What is a **symbol**? [*A symbol is something that represents an idea and communicates meaning. For example, a red octagon is a symbol for "stop."*] Can you find any symbols on the clothes you are wearing? Let's all look for symbols on our bus trip to the Skirball!
- During your trip to the Skirball, we will be using our imaginations, telling stories, asking questions, and sharing experiences. Please don't be shy about speaking up, as everyone is welcome here.

PRE- AND POST-VISIT ACTIVITIES

These activities can be used to introduce and reinforce lessons learned during the tour at the Skirball by making the idea of a “journey” a personal experience. The activities are divided into three sections: activities to be completed in the classroom, activities to be taken home and completed with the help of family members, and activities to be completed after the visit to the Skirball.

PRE-VISIT

In the classroom (pages 6–11)

- **What Is Culture?**
Discussion and bubble map about school culture.
- **Journey Story**
Teacher narrates a story as students draw what they imagine.
- **Let’s Journey Together!**
Movement activity—students “journey” over various terrains.

PRE-VISIT

Take Home (pages 12–14)

- **My Family’s Story**
Students share their family histories through drawing and writing.
- **My Family’s Keepsake**
Students discover more about a family keepsake through drawing and writing.

POST-VISIT (pages 15–16)

- **My Symbol**
Students create their own symbol that represents them in some way.

IN THE CLASSROOM: WHAT IS CULTURE? (10 MINUTES)

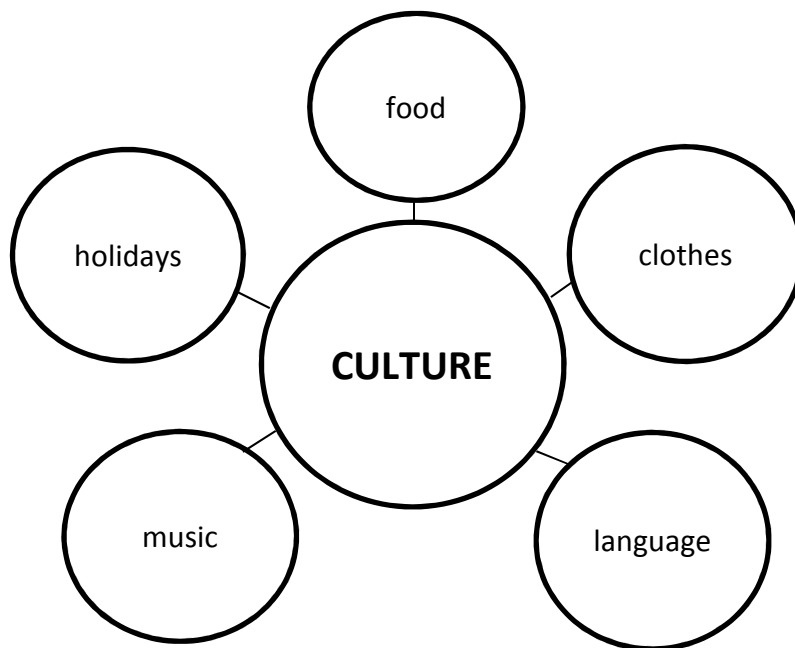
Objective: Students will examine and define the concept of **culture** through the lens of their own **school culture**.

Tour Connection: The topic of culture will be introduced on the tour, as it pertains to Jewish culture and the students' own cultures.

Materials: Whiteboard, dry erase markers, and eraser.

Instructions:

1. On the whiteboard, draw this bubble map to help the class define the concept of culture.
2. The students can work in five small groups to explore the different categories **school culture**, as illustrated below. For example, for the category of language, one of the groups will make a list of all the different languages that the students and teachers speak and languages that they learn about in school.



Discussion:

Ask students to discuss in small groups and then share out with the whole class: “What is an example of (music/language/holiday/food/clothes) in your family’s culture?”

Note: You may want to share your own culture with the class as an example.

IN THE CLASSROOM: STORYTELLING (30–40 MINUTES)

Objective: Students will listen to the “journey” story printed on pages 9–10, and illustrate the pictures that they imagine, with emphasis on the geographical features from the story.

Tour Connection: Storytelling plays a large role in the *Journeys* tour in all of the “lands” that the students visit during their time at the Skirball.

Materials: One long sheet of paper divided into four sections or four sheets of paper for each student, pencils, crayons, colored pencils, or other drawing materials.

Instructions:

1. Provide the students with either several sheets of paper or one long sheet of paper divided into four sections, along with crayons and pencils. Tell them that each section is one part of the story they will hear. They are the **illustrators** of the story.
2. Instruct the students to imagine the different lands that they will hear about and encourage them to draw the **geographical features** of those lands.
3. Narrate the story with great expression, emphasizing the visual details and pausing periodically for the students to sketch what they imagine. As an option, you can list geographical features on the whiteboard as you read. (Some key words are bolded in the story.)
4. Allow the students to draw while they listen. Pause after each chapter to allow students to complete the drawing for that section. Before starting the next chapter, instruct students to move to the next box or section of their paper.

The Long Journey: An Adventure in New Lands

Chapter 1 (first drawing section)

A long, long time ago, a little girl lived with her family in a small village. Their home was carved into the side of a great, big stone **mountain**. She spent her days playing with her brothers and sisters, feeding the **donkeys**, studying, and helping her parents weave the **rugs** they traded with the people in their village.

One day the girl's parents told the family that they were leaving their village. The people in their village had all the rugs they needed, so the girl's family needed to find different people who wanted their rugs. The girl was sad to leave her home, but she had always dreamed of seeing new lands and meeting new people, so she was excited to embark on an adventure.

Along with her family, the girl rolled up the many colorful rugs that her family hoped to trade, and loaded everything onto a great, big wooden **wagon** that their donkeys would pull. She also made sure to place her favorite **wooden flute** into a special pouch tied onto her belt. After many days of packing, the family was ready to begin their journey!

NOTE: Pause to allow students to finish their first illustration—to get the students started you may want to make a list of images to sketch or ask them some questions about what they are imagining.

Chapter 2 (second drawing section)

The girl's family made their long trek down the side of the mountain of their village, with each member of the family guiding a donkey down the steep cliffs. Because the family had grown up in the mountains, they were just as sure-footed as the donkeys.

At the bottom of the great stone mountain, the girl's family stopped and camped at night on the bank of a **river**. They told stories around a toasty campfire and fell asleep beneath the stars. The next morning, they crossed the **river** and made their way into a **forest** of dense green trees.

While the family was weaving through the forest paths, the wagon seemed to get bumpier and bumpier, and clunkier and clunkier, until ... rattle, rattle, rattle ... BOOM! One of the wheels fell off the wagon! The little girl's parents tried all day to fix the wheel, but they did not have the right tools. Just when they thought that all hope was lost, an **old man** from the forest wheeled his own wagon up to the family.

The old man bent over and looked at their broken wagon wheel and said something in a language that the little mountain girl and her family did not understand. He smiled and went over to his wagon and took out an extra wheel and offered it to the little girl's father. Her father smiled and presented the old man a rug in exchange. The two men bowed to each other and shook hands. Before the little girl knew it, her family's wagon was fixed and they were soon on their way again through the dense green **forest**.

Pause for drawing break

Chapter 3 (third drawing section)

After trekking down the mountains, over the streams, and through the forests, the girl's family saw a great expanse of **yellow sand dunes**, like mountains made of sand, and marveled at the many tents sprinkled across the land. The little girl noticed a strange animal she had never seen before—a tan animal on long legs with two large humps on its back. This was when the family from the mountain met the family from the **desert**.

The little mountain girl heard many **languages** as she helped her family fashion a tent out of **rugs** and pieces of fabric. A little boy skipped over to the little mountain girl and waved. The mountain girl waved back. The desert boy looked at the many colorful **rugs** hanging up in the mountain family's tent, smiled, and ran off, only to return a few minutes later with his family.

The mountain family welcomed the desert family into their tent. They had brought **spices** that tickled the mountain girl's nose and a **camel** (who stayed outside of the tent!). In exchange, the mountain family offered the desert family one of their hand-woven **rugs** and one of their **donkeys**. The elders bowed and shook hands and they all shared some hot tea inside of the tent while the little mountain girl played her **flute** and the little desert boy played his **hand drum**.

Pause for drawing break

Chapter 4 (fourth drawing section)

The mountain family continued on across the desert in search of new lands and villages. They now had the camel, the goods they had traded with the desert family, and they still had their rugs to trade. Before they left the desert, the little mountain girl and the little desert boy decided to make a **trade** of their own—they traded their musical instruments, so now the little mountain girl had the hand drum and the little desert boy had the wooden flute. This way, whenever they played music they would think of their friendship.

The mountain family traveled for another year before they had traded all of their rugs, so they had to go back home to weave more. After crossing back over the desert, through the forests, over the streams, and back up to the mountain, they were welcomed back by the people of their village. The mountain family had many **stories** to tell, new words from different **languages** to teach, new **spices** to smell and eat, and new **animals** to show. As the little girl settled back into her home carved out of the side of the great stone **mountain**, she curled up beside her brothers and sisters, took out her new **hand drum**, and played a soft rhythm for her family.

Conclude with a drawing break for students to finish their illustrations.

Discussion:

- After students have finished their drawings, allow the class to have a “gallery walk,” where they all walk around to view each other’s drawings.
- After they have seen each other’s drawings, ask the students to share similarities, differences, and compliments about each other’s work.
- Ask the students to identify the geographical features that they drew.
- Ask the students about the challenges of the family’s journey.

IN THE CLASSROOM: LET'S JOURNEY TOGETHER!

MOVEMENT ACTIVITY (10 MINUTES)

Note: this is an extension of the previous Storytelling activity

Objective: Students will gain an understanding of what it means to take a journey, through pantomime and movement, over several different (imaginary) terrains.

Tour Connection: Students will pantomime journeying to different lands during the tour.

Materials: Some open space and imagination!

Instructions:

1. Gather students at one end of the classroom/playground/field.
2. If you have done the previous activity, discuss the following with students: *We are going on a journey, just like the girl in our story. What does a journey or long trip mean to you?*
3. *We have to journey to a new land, but we have to cross a great ocean—how might we cross?* Lead the students in pantomiming getting into a boat and rowing across the ocean (to the other side of the classroom/field/playground).
4. Once you are on the other side, turn the students around and look back at the opposite side (where you came from).
5. *We now have to cross a great desert. How might we cross?* Pantomime riding camels, or another idea from the students.
6. Once you are on the opposite side, tell the students: *We have to go to another land and up and over mountains and through forests. How might we cross?* Pantomime hiking with all your goods and meander through trees and up and down the mountains.
7. *Yay! We made it! Now we have to go back home!* Reverse all your “journeys” back and forth until you reach “home.”
8. Celebrate completing your journey with dancing!

Discussion:

Now that the students have crossed several different lands and terrains, ask them:

- How was the journey for you?
- What was the hardest land to cross? What makes certain geographic areas or land forms difficult or easy to travel over?
- How did this activity make you feel?
- Do they think a journey is something that is easy or hard? Why?
- What would be some challenges on a REAL journey?

TAKE-HOME ACTIVITIES

These activities can be used to introduce and reinforce lessons learned during the tour at the Skirball Cultural Center by making the idea of a “journey” a personal experience. Below are objectives, materials needed, and an extension for the take-home activity worksheets that follow. Feel free to reproduce these sheets or change them to suit your students’ needs.

My Family’s Story

Objective: Students will interview a family member about their family story and draw a picture of their family.

Tour Connection: Students will hear several stories about different families on the tour.

Materials: Worksheet, a pencil, and crayons.

My Family’s Keepsake

Objective: Students will explore a family keepsake, discover why it is a keepsake, and have an opportunity to share it with their classmates.

Tour Connection: Students will hear a story about a family who has a keepsake quilt and a family who has a special *shofar* (ram’s horn).

Materials: Worksheet, a pencil, and crayons.

Extension: Invite the students to bring in the family keepsake (if the family is comfortable with that) to share in class.

TAKE HOME: MY FAMILY'S STORY

Draw a picture of your family here:



Ask an older family member—mother, father, grandparent, aunt, or uncle—to help you answer the questions below:

1. How long has our family lived in California?

2. Where did our family live before moving to California?

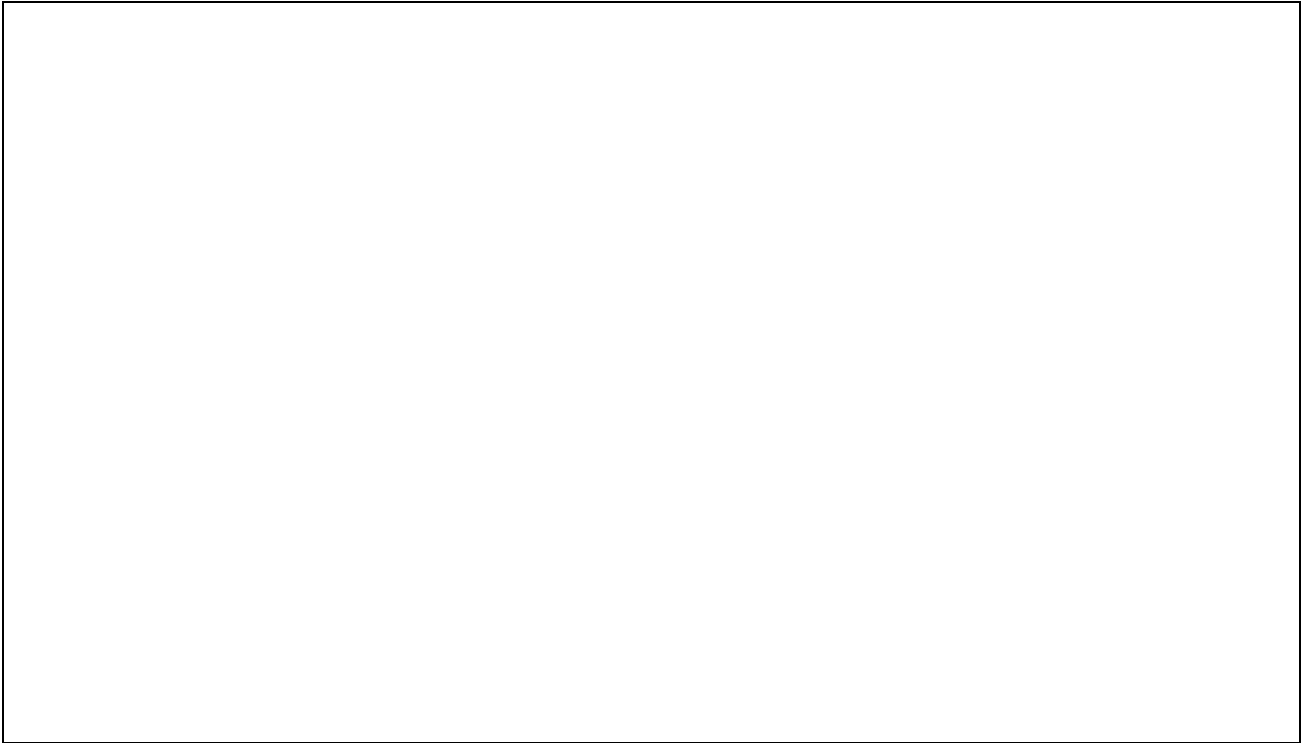
3. Does anyone in our family live in another country? If so, which country?

4. What language or languages do we speak in our home?

5. What is a favorite family tradition, holiday, or food?

TAKE HOME: MY FAMILY'S KEEPSAKE

Draw a picture of an object that is special to your family:



1. What is the name of your special family object?
2. Where does the object come from?
3. Why is this object special in your family?

POST-VISIT ACTIVITY: MY SYMBOL (40 MINUTES)



Introduction

Discuss with students: *During our visit to the Skirball Cultural Center, we learned all about different symbols of the Jewish people: the menorah, the tallit bag, the shofar, and the Star of David. We also made quilt squares with these symbols to remind us of our journey that we took at the Skirball. (You can use the students' quilt squares to review the symbols.) Now we are going to have the opportunity to create our own symbols that represent us as unique individuals.*

Objective: Students will reflect on their unique selves, then create a clay "symbol" that represents them and write an explanation that describes the symbol and why they chose it.

Materials: Modeling clay (Model Magic, air-dry clay, or make your own—recipes below, 3 x 5-inch lined index cards, scrap paper to cover desks, pencils, paper clips and other sculpting tools (optional).

Instructions:

1. To begin the lesson, review with students the meaning of the term **symbol**.
2. Ask some of the following questions: *What is a symbol?* (You can use the symbols from your trip to the Skirball as examples, too.) *Can you give some examples of symbols? What are some symbols that are often used to represent the United States or your home country?* (Some examples are a bald eagle, American flag, or the White House.) *What symbols might be used to represent your state or your school?*
3. Invite students to imagine what kind of symbol might represent them. To model the thought process, you might share a symbol *you* would use to represent yourself. For example a baseball might represent your passion for the game, an ear might represent your ability to listen to people as one of your best personal qualities, a measuring cup might represent your love of cooking, or a bird or a tree might represent your love of nature.
4. After students have had a chance to think about their own symbols and perhaps pair-share with each other, provide them with modeling clay so they can create that symbol.

Tips for Creating Clay Symbols:

- Cover desks with scrap paper so the clay does not get all over the desks.
 - Tools such as pencil tips and paper clips can be used to create detail on the students' symbols.
5. You might have students make their own clay. Please see the links to various clay recipes listed below.

Clay Recipes:

[Play Clay Recipes](#)

[Preschool Clay Recipes: Uncooked](#)

6. Once students have created their symbols, ask them to write one sentence on an index card explaining why they chose the symbol to represent themselves. Set the index card next to each clay symbol in a classroom display.

Discussion:

When students have completed their symbols, encourage each student to share it with the class. This is a nice chance for each student to share something about her or himself and to feel comfortable about getting up in front of the class.

TOUR VOCABULARY

Note: Below are some terms students may encounter on the tour. Please read over this list and go over any new terms with students as you see fit.

Culture: the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought; those patterns, traits, and products considered to be the expression of a particular period, class, community, or population

Cultural Heritage: traditions and customs that are handed down from one generation to the next

Destination: a place a person plans to travel to

Migrate: to leave one place for the purpose of settling in a different place

Hebrew: the traditional language of the Jewish people. One of the earliest phonetic languages, Hebrew is a Semitic language that originated in the ancient Near East. The characters called the aleph-bet are written from right to left.

Judaism: Judaism is a religion and a culture that follows rules and traditions based on the Hebrew bible, called the Torah. In the same way that other cultures—such as Mexicans, Indians, Koreans, Armenians, and many others—have special foods, traditions, languages, and values, Jewish people have these unique cultural aspects, too. There are Jewish holidays, Jewish foods, Jewish languages, and values that many Jewish people try to live by, such as welcoming others, taking care of the earth, and teaching and learning.

Journey: the act of traveling from one place to another; a trip

Ladino: also known as Judaeo-Spanish, a Sephardic language that is a mix of Spanish and Hebrew, primarily spoken among Sephardic Jews

Menorah: a seven-branched candelabrum used in Jewish temples or a Jewish symbol. The nine-branched menorah is used during the holiday of Hanukkah.

Mosaic: a picture or design created from tiny pieces of tile, stone, or other materials called “tesserae”

Rabbi: a teacher of Jewish tradition and religion; a leader of a Jewish religious congregation

Sephardic: Jews of Spain and Portugal or their descendants

Shofar: a ram’s horn, used for Jewish religious purposes

Shtetl: a small Jewish community or town once common in Eastern Europe

Silk Road: a series of ancient trade routes spanning Asia and Europe

Star of David: a six-pointed star that is generally recognized as a symbol of Jewish identity

Synagogue: a Jewish house of worship, often having facilities for religious instruction

Tallit bag: a bag that holds a *tallit*, a Jewish prayer shawl worn in the synagogue on the Sabbath and holidays, and while reciting morning prayers

Torah: a handwritten parchment scroll which contains the first five books of the Hebrew Bible

Yiddish: a German language with a mixture of words from Hebrew and the Slavic languages, written in Hebrew letters, and spoken mainly by Jews in Eastern and Central Europe and by Jewish emigrants from these regions and their descendants

Zodiac: from the Greek term meaning “circle of animals,” a chart or calendar linking twelve star constellations to twelve divisions of the year

ADDITIONAL RESOURCES

Note: These resources can be used to connect your visit to the Skirball with your classroom curriculum.

Websites:

- Skirball Cultural Center: www.skirball.org
- Multicultural site with games, recipes, crafts, and stories: www.kulturekids.org
- General website with information on Judaism: <http://www.myjewishlearning.com>
- National Storytelling Network: www.storynet.org
- Silk Road Fables—watch animated short stories from the Ancient Silk Road: <http://www.amnh.org/explore/ology/anthropology/?pop=29625#http://www.amnh.org/ology/features/silkroadfables>
- Facts about the Silk Road, along with links to more information about Chinese History: http://www.ducksters.com/history/china/silk_road.php

Books:

Dembar Greene, Jacqueline. *The Secret Shofar of Barcelona*. Illustrated by Doug Chayka. Minneapolis: KAR-BEN Publishing, 2009.

In the late 1500s, while Don Fernando, conductor of the Royal Orchestra of Barcelona, prepares for a concert to celebrate Spain's colonies in the New World, his son Rafael secretly practices playing the shofar for the Jews (who must hide their faith from the Inquisition) to celebrate Rosh Hashanah, the Jewish New Year. Includes historical facts and a glossary.

Gilchrist, Cherry. *Stories from the Silk Road*. Illustrated by Niles Mistry. Cambridge: Barefoot Books, 2005.

The spirit of the Silk Road will be your guide on this exotic journey along the ancient trade route between East and West. Caravans following the Silk Road pass through icy mountains and flower-filled valleys, through quiet villages and crowded bazaars. The travelers who go with them are always eager to hear and tell a good story.

Krebs, Laurie. Illustrated by Helen Cann. *We're Riding on a Caravan: An Adventure on the Silk Road*. Cambridge: Barefoot Books, 2005.

Rhyming text introduces the sights and sounds of the Silk Road, such as the Yellow River, the oasis at Dunhuang, the rugged desert near Hami, and the excitement of the market at Kashgar. Includes a history of this trade route and the places where people stopped along the way.

Polacco, Patricia. *The Keeping Quilt*. New York: Simon & Schuster Books for Young Readers, 1988.

A homemade quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith.

Zemach, Margot. *It Could Always Be Worse*. New York: Macmillan, 1976.

Once upon a time a poor unfortunate man lived with his mother, his wife, and his six children in a one-room hut. Because they were so crowded, the children often fought and the man and his wife argued. When the poor man was unable to stand it any longer, he ran to the Rabbi for help. As he follows the Rabbi's unlikely advice, the poor man's life goes from bad to worse, with increasingly uproarious results. In his little hut, silly calamity follows foolish catastrophe.