

## Opportunity Outside the Classroom

### Proposal

**Cycle and Theme:** Freshman Fall Intersession at Clark falls in a strange place on the calendar, straddling both first and second quarter as well as the transition between two themes: foundations and perspectives. This allows us a unique opportunity to reflect on the triumphs and stumbles of the last quarter, the foundations of their experience, as they look forward to future growth as new high schoolers. **Visiting the museum at Union Terminal would prepare students for future science units, as well as a second quarter ELA unit on the Holocaust and a third quarter history unit on World War II.**

In the past, Freshman Intersession has included coursework on the logistics of GPAs and college/job preparation as well as mindfulness, seminar practice, organization skills, interpersonal communication, and an appreciation for the city of Cincinnati itself. This field studies opportunity allows for several of these topics to connect and interact--especially the last three--strengthening the learning in a way that students will find engaging.

**Objectives/Standards:** The purpose of Fall Intersession remains to help prepare students for the demands of high school firstly by encouraging bonding across communities.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**Needs of the Adolescent:** This will allow students to explore deeper meaning and purpose in studying several subjects, especially the Holocaust. The scavenger hunt will allow for creativity. The field studies especially dedicated to the freshmen and their needs will be a rite of initiation.

**Work:** Describes in narrative form what the work is that the students actually will be doing.

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| <b>Holocaust Museum</b> | <p>Students will receive a guided tour of the exhibit with trained docents. While in the exhibit, they will have to prepare for one of two assignments.</p> <ul style="list-style-type: none"><li>• Object Assignment: Students will choose one artifact from the Holocaust Museum and explore its significance, sketching or photographing the piece and writing a detailed creative piece based on the meaning imbued in the object.</li><li>• Humanity Gallery Assignment: Students will create a detailed, useable community service plan based on the local resources provided in the Humanity Gallery in the final room of the Holocaust museum.</li></ul> |
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| <b>Science</b>  | <b>Scavenger Hunt:</b> This will be written in collaboration with the history and science teachers to be sure it covers all important curriculum topics.  |
| <b>History</b>  |   |
| <b>Group Initiative</b>   | <p>Students will participate in group initiatives of their choice.</p> <ul style="list-style-type: none"> <li>• <b>Mirroring:</b> Choose a partner and take time imitating the movements of your partner as though you were a reflection. Move in synch with no delay between your movements.</li> <li>• <b>Alien-Tiger-Cow:</b> <ul style="list-style-type: none"> <li>○ Have everyone stand in a circle.</li> <li>○ On the count of 3, the players have the choice of being one of three things (like rock, paper, scissors): ALIEN: they hold their fingers up to their head like an antennae and say “Bleep, bleep, bleep,” TIGER: they throw their hands out like claws and say “Rooooar!”, COW: they put their hands on their tummies with fingers sticking out (like utters) and say “Mooo.”</li> <li>○ On the count of 3 everyone has the choice of being one of these things. This continues until the group is in synch</li> </ul> </li> <li>• <b>Clap, Snap, Stomp</b> <ul style="list-style-type: none"> <li>○ Have the class stand in a circle.</li> <li>○ Count off around the circle “1, 2, 3”. (“1, 2, 3, 1, 2, 3, etc.”)</li> <li>○ Do it again, but this time all the 1’s will be replaced by a <i>snap</i> of the fingers. (“<i>snap</i>, 2, 3, <i>snap</i>, 2, 3, etc.”)</li> <li>○ Do it again, but this time also replace the 2 with a clap. (<i>snap, clap, 3, snap, clap, 3, etc.</i>)</li> <li>○ For the final round, 1 will be replaced by a <i>snap</i>, 2 will be replaced by a <i>clap</i>, and 3 will be replaced by a <i>stomp</i>. (<i>snap, clap, stomp, snap, clap, stomp, etc.</i>)</li> </ul> </li> </ul> |
| <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Assignment Choice (choose one) <ul style="list-style-type: none"> <li>○ Object Project</li> <li>○ Humanity Gallery Project</li> </ul> </li> <li>• Scavenger hunt for the science/history exhibits</li> <li>• Self-assessment to be used in reflection at the end of the experience</li> <li>• Seminar the next day to unpack the experience and allow students to process.</li> </ul> |   |
| <b>Contact Information:</b><br><br>Center for Holocaust and Humanity<br>1301 Western Ave, Suite 2101,<br>Cincinnati, OH 45203<br><br>Jodi Elowitz, Director of Education<br>jelowitz@holocaustandhumanity   | <b>Logistics:</b><br><br>Fall Intersession activity for freshmen<br>Possible Dates: October 7-18<br><br>Arrange for buses. Arrive at 10:00 AM. Leave at 1:00. Bring packed lunch and arrange for group initiative space with the Museum Center staff as well as a quiet work space. Students go in rounds through the Holocaust Museum, the natural history exhibits, and the Cincinnati history exhibits.  |

ty.org or 513-487-3055

|          | <b>Round 1</b><br>10-10:45 | <b>Round 2</b><br>10:45-11:30 | <b>Round 3</b><br>11:30-12:15 | <b>Round 4</b><br>12:15-1:00 |
|----------|----------------------------|-------------------------------|-------------------------------|------------------------------|
| <b>1</b> | Science/History            | Lunch/Group Initiative        | Holocaust                     | Work Time                    |
| <b>2</b> | Holocaust                  | Lunch/Group Initiative        | Science/History               | Work Time                    |
| <b>3</b> | Lunch/Group Initiative     | Holocaust                     | Work Time                     | Science/ History             |
| <b>4</b> | Lunch/Group Initiative     | Science/History               | Work Time                     | Holocaust                    |