

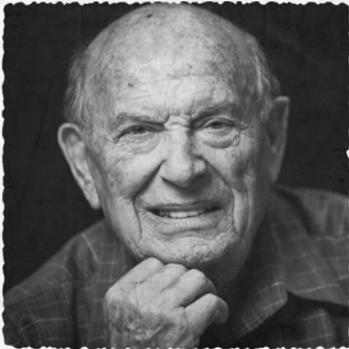
Hope Chest

Remembering the Holocaust



Welcome to Hope Chest

Remembering the Holocaust



Hope Chest takes students on an immersive journey through one young man's harrowing experiences during the Holocaust. Oskar Knoblauch was just 7 years old, living in Leipzig, Germany, when Hitler and the Nazi Party came into power. Three years later, he and his family fled to Kraków, Poland, in an attempt to escape Nazi antisemitic persecution. On the morning of September 1, 1939, 13-year-old Oskar recalls the sounds of German bombers flying low over the rooftops, releasing destruction on Kraków's railway station and buildings throughout the city. This was the beginning of the "war whose effects would be felt throughout the world for many decades to come."¹ *A Boy's Story, A Man's Memory: Remembering the Holocaust 1933–1945* tells the story of his family's struggle to survive by working together and guided

by lessons of respect, hope, and giving 110%. He attributes his survival to the help of upstanders—individuals who acted upon what was right and helped when possible, even if it meant putting their own lives at risk.

Hope Chest is an engaging teaching resource, designed to meet English language arts (ELA) and social studies standards, using critical thinking, inquiry, and arts integration strategies while supporting social emotional learning (SEL). Lessons target 7th grade standards and is appropriate for grades 7 and up. The unit is guided by the essential questions:

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

This contemporary perspective creates empowering and relevant text-to-self connections for students to embark on dynamic learning. Students will engage directly with the content and build 21st century learning skills through a variety of interactives, including Socratic seminar, tableau, photo analysis, and six-word story. These strategies are wonderful resources that can be added to your teacher's toolbox for use across your curriculum.

Hope Chest organizes *A Boy's Story, A Man's Memory* into thematic sections. Each section of the teacher's guide opens with a guiding question to prepare students for the reading, followed by a lesson overview of vocabulary, historical events, and a list of characters introduced within each section. An answer key corresponding to *Hope Chest* student journals includes vocabulary, questions, and journal-writing prompts. Students will complete one section of the *Hope Chest* student journal concurrently with the reading. Critical thinking arts activities inspire students to engage with the reading and promote deeper understanding of the material. Activities are often completed together in class and may require additional materials, such as paint, photographs, or digital music or video files. Most materials required to complete activities are included within *Hope Chest*.

The Holocaust and events of World War II are complex and emotionally charged. Oskar Knoblauch's compelling firsthand account of a young person's indomitable determination to survive this pivotal and tragic time in history is raw and relatable for young readers. *Hope Chest* is an opportunity to cultivate creativity, curiosity, and critical thinking in a safe, supportive, and collaborative classroom environment. More profoundly, students will develop lifelong lessons of empathy, perseverance, and tolerance, and will be empowered with the knowledge that the decisions they make impact the world around them and guide them on their path through life.

Content Overview

While the Holocaust is a complex and sensitive subject, it provides abundant opportunity to empower students with the knowledge that they can positively impact the world every day through their choices and actions. *Hope Chest*'s step-by-step, student-centered lesson plans teach a segment of Holocaust history through a survivor's firsthand experience while developing critical and creative thinkers and empowering active and empathetic community members.

Safe Space

Oskar's story may stir emotional responses from some students. Additionally, throughout the unit, students will be asked to share journal entries from *Hope Chest* student journals. Prior to beginning this journey, it is recommended that, as a class community, you work together to set behavioral expectations. This may take the form of a classroom contract. If you have already created a classroom contract, this may be a good time to revisit expectations. An important tenant to include is that respect will be shown at all times. Respect is a credo for Oskar throughout *A Boy's Story, A Man's Memory*.

Lesson Prep

Hope Chest includes techniques for building curiosity and reading comprehension through surprising anticipatory sets, inspiring arts integration activities, and engaging pre-teaching lessons. To begin, review daily lesson plans and, if possible, read corresponding chapters to prepare curriculum connections you would like to pre-teach or materials you may need to organize. Vocabulary, relevant historical events, and themes are listed in the lesson overview of each section. Also, parts of Oskar's story may stir strong emotions for some readers. A few chapters that include intense content are identified at the beginning of each section in the lesson overview. You may wish to discuss the content together in advance, read these chapters to the class, and/or reflect to address questions.

Building Classroom Community

Throughout the unit, students will engage in group activities and discussions. Journal prompts in each section ask students to make predictions or connect text to self through a personal experience. Drawing directly from themes found in *A Boy's Story, A Man's Memory*, students will explore the material through social emotional skill-building writing prompts (self-awareness, self-management, social awareness, relationships, and decision-making). Sharing memories and perspectives on themes such as hope, perseverance, and overcoming adversity generates connections to both the text and each other. Students will also be asked to share and discuss their questions and take part in Socratic seminar. This student-guided discussion will use an open-ended question to analyze and interpret elements of the reading. Together, these techniques help contribute to a strong classroom community by building trust and relationships in an environment where students feel vested, empowered, and respected.

Arts & Active Learning

Each section of *Hope Chest* incorporates a critical-thinking arts activity. These arts-integrated lessons can be used to introduce or close the section. When used as a pre-reading activity, they build excitement around the story and aid in comprehension. You will discover a variety of fun and memorable approaches to learning, including music to inspire imagery and sensory language, photo analysis, poetry, and storyboarding. Instructions and tips for guiding arts-integrated activities can be found in the **Strategies** tab of the teacher's guide. Most materials are provided in *Hope Chest*.

Assessment

Hope Chest includes several methods of formative assessment and a final summative assessment. Throughout the unit, students will demonstrate understanding through Socratic seminar, tableau, and written responses. The final reflection can be done in a couple of ways. One option is the final journal in Section 10. Students are asked to write three-paragraph journal entries as if they are Oskar, looking back on their experiences during the war. “What have you learned over the past several years? How has the war changed you? How can you use your experience to help others in the future?” Another option is to have students write a three- to five-paragraph essay in response to *Hope Chest*’s essential questions: “How do we form and shape our individual identities?” and “How do our decisions help guide our individual paths?” Each option would require students to support their answers with quotes and/or examples from the text. A rubric is provided.

Pre-Lesson

Lesson 1: Introduction to Holocaust, WWII, and Oskar Knoblauch

Lesson 2: Finish watching Oskar Knoblauch: Voice of Tolerance

Duration: One to two class periods

Overview

It is important for students to have foundational knowledge of the Holocaust to reference throughout their reading. This pre-lesson will prepare students for historical content they will encounter in *A Boy's Story, A Man's Memory*. Students will create a K-W-L (Know-Want-Learn) chart to gauge prior knowledge and spark curiosity. After students share what they know, discuss together as a class what they are curious to learn. Below is an outline of important information about the Holocaust that you may include in your discussion. Finally, students will watch Oskar's presentation, *Voice of Tolerance*, to complete "What I learned." The video is 80 minutes and may take two class periods. Another optional extension is to read *Terrible Things: An Allegory of the Holocaust* by Eve Bunting. This 32-page short story is an easy children's book with a powerful message about the consequences of being a bystander.

When asked what they know about the Holocaust, many students immediately think of death camps and victims with tattooed numbers on their arms. It may come as a surprise that not all concentration camp prisoners were tattooed. The system of tattooing victims took place only at the Auschwitz camp complex.² Also, the Nazis established between 1,200 and 1,500 camps in occupied countries. There were many different types of camps and sub-camps, including concentration camps (detention centers), forced-labor camps (brutal use of slave labor to support the Nazi regime), transit camps (holding places usually before deportation to death camps), prisoner-of-war camps (for Allied prisoners of war), and death camps.³ Oskar's story includes concentration, forced-labor, and death camps. He also talks about life in a Jewish ghetto and a rare experience inside a Nazi headquarters.

The Nazis believed that Germans belonged to a "superior" race.⁴ When the National Socialist German Workers' Party came into power in January 1933, one of its tenets was to require German citizenship by blood and that no Jews could be a member of the nation.⁵ They used propaganda to systematically target and persecute those of the Jewish faith as a threat to Germany. Additionally, the Nazi regime targeted anyone they considered "inferior," including individuals with mental or physical disabilities, people of color, homosexuals, and groups with certain political or ideological views.⁶

It should be clarified that the autobiography students will be reading is a primary source written by someone who experienced events of WWII and the Holocaust. Oskar's story, however, is only one point of view. Individual experiences varied greatly. Students may be familiar with the story of Anne Frank or former Nazi Party member Oskar Schindler. Each are mentioned in *A Boy's Story, A Man's Memory*. These examples, as well as Oskar's story, are just a few individuals out of millions who experienced this time of inhumane atrocities and mass slaughter. Each person's experience and struggle to survive was as unique as the individual. In the end, approximately 6 million Jews lost their lives in the Holocaust; millions more Soviet civilians, prisoners of war, and others that the Nazis determined undesirable.⁷ inhumane atrocities and mass slaughter. Each person's experience and struggle to survive was as unique as the individual. In the end, approximately 6 million Jews lost their lives in the Holocaust; millions more Soviet civilians, prisoners of war, and others that the Nazis determined undesirable.⁷

Purpose

The goal of this lesson is to gauge students' prior understanding and establish foundational knowledge of World War II and the Holocaust in order to spark inquiry and prepare students for reading Section 1, chapters 1–3.

Objectives

At the end of this lesson, students will be able to:

- Identify and articulate their understanding of and points of inquiry around World War II and the Holocaust.
- Locate Germany and Poland on a map.

Materials

- Map of Europe prior to World War II.
- White board and/or large poster board.
- Paper and pencil for each student.
- Oskar Knoblauch's video, *Voice of Tolerance* (VoiceOfTolerance.com/Speaking-Engagements).

Activities

Prior to class:

- Post the map of pre-WWII Europe somewhere prominent in the room.
- Create a Word Wall by identifying a large space where vocabulary throughout the unit can be easily written and referenced.
- Draw a K-W-L chart on the board.

What I Know (think I know)	What I Want to Know
What I Learned	

Lesson 1

Duration: 40 minutes

- As you take attendance, instruct students to copy the K-W-L template on the board.
- Introduce *A Boy's Story, A Man's Memory: Remembering the Holocaust 1933–1945*.
Over the next several weeks, we will be reading an autobiography written by a Holocaust survivor. What do you know about WWII and the Holocaust?
Take one minute to quietly think about what you know about the Holocaust and WWII. Write your thoughts on your paper under the “What I Know” column.
- Use your preferred method to pair up students.
In the next two minutes, take turns telling your partner what you know about the Holocaust.
- Ask each group to share something that they know about WWII and the Holocaust and write it on the board.
- Instruct students to take a minute to think to themselves about what they would like to learn about WWII and Holocaust.
Write your thoughts under the “What I Want to Know” column.
In the next two minutes, take turns telling your partner what you know about the Holocaust.
- Ask each group to share something that they would like to know about WWII and the Holocaust and write it on the board.
- Introduce Oskar's video presentation, *Voice of Tolerance*. You may use information provided in the **Lesson Overview**.
- Instruct students to write down at least three things that they learn while watching *Voice of Tolerance*.
- Watch *Oskar Knoblauch: Voice of Tolerance* (84 minutes).
- The video of Oskar's presentation will take you to the end of the class period.

Lesson 2

Duration: 40 minutes

- As you take attendance, instruct students to take out their K-W-L charts.
- Finish watching *Oskar Knoblauch: Voice of Tolerance*.

Reflection

The video of Oskar's presentation will take you to the end of the class period. Ask students to be ready to share what they learned for the next class.

1. Knoblauch, Oskar. *A Boy's Story, A Man's Memory: Surviving the Holocaust: 1933-1945* (Phoenix: Access Laserpress, 2014), 39.
2. United States Holocaust Memorial Museum. "Tattoos and Numbers: The System of Identifying Prisoners at Auschwitz," Holocaust Encyclopedia, Dec 9, 2019, <https://encyclopedia.ushmm.org/content/en/article/tattoos-and-numbers-the-system-of-identifying-prisoners-at-auschwitz>.
3. United States Holocaust Memorial Museum. "Early Camps (1933–38)," Holocaust Encyclopedia, accessed May 1, 2020, <https://encyclopedia.ushmm.org/content/en/article/nazi-camps>.
4. United States Holocaust Memorial Museum. "Introduction to the Holocaust," Holocaust Encyclopedia, March 12, 2018, <https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust>.
5. Facing History and Ourselves. "Nazi Party Platform," *The Weimar Republic: The Fragility of Democracy*, accessed May 1, 2020, <https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/nazi-party-platform-politics-political-party-platforms>.
6. United States Holocaust Memorial Museum. "Introduction to the Holocaust," Holocaust Encyclopedia, March 12, 2018, <https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust>.
7. United States Holocaust Memorial Museum. "Documenting Numbers of Victims of the Holocaust and Nazi Persecution," Holocaust Encyclopedia, February 4, 2019, <https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution>.

Section 1

Loyalty

Chapters 1-3

*Your Life is a Gift that is one of a kind.
Love, respect, and hope,
Always keep those three in mind!*

— Ruzia & Leopold Knoblauch



Lesson 1

Lesson 1 of 2: Intro, Reading

Duration: One class period

Overview

Day one of a new book is an opportunity to build excitement and interest for this new experience. You may wish to prepare an anticipatory set or a dramatic and fun introduction to “hook” students. For example, in Chapter 1, Oskar describes sights, sounds, and smells of his hometown of Leipzig, Germany. One idea would be to bring flowers into the classroom to elucidate the colorful wildflowers that are described growing around the city (pages 8 and 9). Another option would be to bring small cookies or pretzels corresponding to Oskar’s description of the treats found in the Grossman’s Bakery (pages 6–8).

Teaching the Holocaust is an emotional experience as students confront the inhumanity of Nazi crimes. *Hope Chest* underscores inspirational messages that are a focus of Oskar’s presentations and book. Throughout *A Boy’s Story, A Man’s Memory*, Oskar references lessons instilled in him by his parents that helped him to remain positive and hold on to hope even in the most desperate of circumstances. Each section of the *Hope Chest* student journal begins with an inspirational quote. These quotes, as well as students’ *Hope Chest* journal entries, provide compelling prompts for class discussion.

Prior to class, write the essential questions and guiding question for the section on the board. Add vocabulary listed at the beginning of Section 1 to the Word Wall. Discuss vocabulary prior to the reading to build meaning behind words, concepts, and ideas that may be unfamiliar. Key terms and ideas that you may wish to discuss prior to reading Section 1 include:

- Foreshadowing
- Primary and secondary sources
- World War I
- Rise of fascism and the Nazi Party
- Hitler Youth
- Loyalty

Vocabulary

- Militia: Group of supplementary military force, recruited from otherwise non-military citizens.
- Upheaval: Sudden significant change.
- Anti-Semitism: Prejudice against people of the Jewish faith.

Introduction & Historical Context

Chapter 1

- 1930, Leipzig Germany; Leipzig is 75 miles southwest of Berlin.
- Leipzig known for:
- Headquarters of the German book publishing industry since 1825.
- In the 19th century, Leipzig became one of the musical centers of Europe.
- By 1930, Leipzig had many botanical gardens, zoos, parks, an observatory, and museums.
- “This, of course, was at the time when the general public in Germany did not widely acknowledge Nazism. However, as time passed, Hitler’s socialist party was slowly creeping through the land, infecting the German population like cancer” (page 11).

Chapter 2

- Themes: bullying; intolerance.
- “In the spring of 1932, my sister, brother, and I sensed that something was happening in Germany” (page 12).
- “With each new day, the Nazi Party membership grew to new levels. To celebrate and show their strength, Hitler’s militia, the *Sturmabteilung* (SA), marched through the streets of Leipzig in their brown shirts. At first, Gunther and I thought it was fun to see the parades. The two of us marched right along with them; after all, how can any kid resist a parade and not join in. Many people at first jeered and threw things at the marchers, yet others cheered and applauded the brown shirts. Within a few months, the Nazis had a very large numbers marching to the sound of their bands and waving a colorful assortment of flags” (page 12).

Chapter 3

- “At a little after six in the evening, early in the summer of 1936, our train arrived in Kraków. . . . My parents left a lot of German-Jewish friends behind that they stayed in constant touch with until shortly before the war broke out in September of 1939. Still, our departure from Leipzig was happy one. We looked forward to going back to normal lives and to being treated like human beings again. A new chapter in our lives began” (page 18).
- “Life in Poland differed from that in Germany in many ways. From the physical point of view, Poland’s interior was not as developed as most European counties. For instance, not all the streets in the cities were paved and neither were the few highways that led out of Kraków. Rail and bus services were inferior compared with the ones in Germany. Poland, though, had just regained its independence in 1918, and it was still a recovering country” (page 18).

Characters

Main Characters:

- Oskar Knoblauch: author of *A Boy’s Story, A Man’s Memory*. Oskar is a Jewish boy born in Leipzig, Germany in 1925. Oskar is 5 years old when the story begins, and it continues to follow his life as he grows up during the tragic events of the Holocaust. Oskar is 19 years old when Kraków is liberated in 1945.
- Ilse Knoblauch: Oskar’s older sister.
- Siegmund (Bubek) Knoblauch: Oskar’s older brother.
- Leopold Knoblauch: Oskar’s father; referred to as “Father” and “Dad.”
- Ruzia Knoblauch: Oskar’s mother.

Supporting Characters:

- Renate Dorfmann: neighbor and best friend to Oskar’s older sister, Ilse.
- Uncle Adolph: Oskar’s uncle, who lived with the family while in Leipzig.
- Karl Dorfmann: neighbor to Oskar’s family.
- Gunter Dorfmann: Oskar’s friend and neighbor.
- Herr and Miriam Grossman: local bakery owners.
- Horst Werner: athletic club coach.
- Frau Bergheimer: superintendent of Oskar’s apartment building in Leipzig.
- Aunt Itka: Oskar’s mother’s sister, who met Oskar’s family in Modlnica (small village near Kraków) and rented a small apartment for Oskar’s family.
- Cousin Rose: Oskar’s cousin; daughter of Aunt Itka.

- Zbigniew Mankewicz: Oskar's Catholic friend in Kraków.
- Marina: woman who helped with the laundry, owned a small farm.
- Jasiek: Marina's husband; farmer.
- Mrs. Kaminski: Oskar's family's new unfriendly neighbor.

Essential Questions

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

Guiding Question

What makes a true friendship? What are the characteristics of a true friend?

Objectives

At the end of Section 1, students will be able to:

- Articulate an understanding of Nazi Party ideology.
- Identify examples of the Nazi Party's influence on German people.
- Locate Germany and Poland on a map.

Materials

- Students K-W-L charts
- *A Boy's Story, A Man's Memory: Remembering the Holocaust 1933–1945* (if accessing online, select Section 1)
- *Hope Chest* student journals
- Map of Europe prior to World War II
- White board and/or large poster board
- List of vocabulary for Section 1: chapters 1–3

Activities

Prior to class:

- Write the essential and guiding questions on the board.
- Post the map of pre-WWII Europe somewhere prominent in the room.
- Write vocabulary found in Section 1 on the Word Wall.

Anticipatory Set:

- To engage students with a new book, incorporating special treats relating to the text helps build excitement about the subject.

For example, in chapter 1, Oskar describes sights, sounds, and smells of his hometown of Leipzig, Germany. You may wish to bring flowers into the classroom to elucidate the colorful wildflowers that are described growing around the city (pages 8 and 9).

Alternately, bring in small cookies or pretzels corresponding to Oskar's description of the treats found in the Grossman's Bakery (pages 6–8).

Lesson

- While taking attendance, ask students to take out their K-W-L charts.
- As a class, review “What I Learned” together. Write student responses on the board to complete the chart.
- Introduce *A Boy's Story, A Man's Memory: Remembering the Holocaust 1933–1945*

Over the next several weeks, we will be reading an autobiography written by a Holocaust survivor. The story follows a boy named Oskar, who was very much like you, and his family as they struggle to survive the Holocaust in Nazi-era Germany and Poland. The story begins in Leipzig, Germany, in 1930. Five-year old Oskar lives a happy life with his mother, father, older sister and brother, and uncle. Oskar is confused as his neighbors, classmates, coach, and even his friends and teachers begin to treat him and his family differently.

- You may also wish to discuss other terms and themes as it fits within your curriculum, including:

Foreshadowing

Primary and secondary sources

World War I

Rise of fascism and the Nazi party

Hitler Youth

Loyalty

- Introduce the Word Wall

Discuss vocabulary that students will come across in the reading.

- If treats or flowers were brought in, you may wish to incorporate these elements into your lesson

In the first couple of chapters, Oskar uses imagery and sensory language to paint a picture of what growing up in his hometown of Leipzig was like (introduce anticipatory set).

- Pass out *Hope Chest* student journals.
- Reading: Read Section 1, chapters 1–3. It is recommended to read the first chapters together as a class.

Lesson 2

Lesson 2 of 2: Journal and Critical Thinking Arts Activity

Duration: One class period

Overview

In this lesson, students will reflect upon and engage more deeply with the reading by sharing their journal entries and creating art in response to the text. At the end of Chapter 3, Oskar describes a storm on the horizon. Students are asked to predict what the significance of this might be to the plot. This question asks students to infer meaning and predict what might happen next. As students share their ideas, not only will they verbalize their understanding, but as they listen to other ideas, they will also consider new perspectives and further synthesize information. The discussion closes by students sharing questions they have at the end of Section 1 (Chapter 3).

The Critical Thinking Arts Activity allows students to listen to music that Oskar uses to describe the hills and fields of flowers around Kraków. They will then interpret the music in their own way by creating artwork as they listen to the music. An informational sheet on symbolism is provided to help students understand the symbolic use of color. This activity will not only actively engage students with the reading to gain deeper understanding, but it will also spark their imagination and curiosity. Audio clips can be found on the enclosed digital resources flash drive in “Section 1” and can be accessed via the Digital Resources in the *Hope Chest* tab of the Scottsdale Arts website ([ScottsdaleArtsLearning.org/ Hope-Chest](http://ScottsdaleArtsLearning.org/Hope-Chest)).

Essential Questions

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

Guiding Questions

What makes a true friendship? What are the characteristics of a true friend?

Objectives

At the end of Section 1, students will be able to:

- Define vocabulary listed in Section 2.
- Recognize literary devices that include foreshadowing, symbolism, and imagery.
- Demonstrate understanding of symbolic use of color in visual art.
- Interpret visual imagery from music to demonstrate understanding of sensory language.
- Articulate ideas about what it means to be a true friend and characteristics of friendship.

Materials

- *Hope Chest* student journals
- Symbolism reference sheet
- Blank paper
- Markers, colored pencils, and/or watercolor paint

- Paint brushes (if using watercolor paint)
- Cups for water (if using watercolor paint)
- Digital files: audio clips are saved to “Section 1” on the enclosed flash drive and can also be accessed via Digital Resources under the *Hope Chest* tab of the Scottsdale Arts website: ScottsdaleArtsLearning.org/Hope-Chest.

YouTube.com: “Dvořák - Slavonic Dances, Op 46 - Kocsis” (Start at 16:26 and play for at least one minute).

YouTube.com: “Frühlingsstimmen op. 410 - Johann Strauss II” (Play from the beginning).

Activities

- Reflect on student journals.
- Critical Thinking Arts Activity.

Lesson

Duration: 35 minutes

- While taking attendance, have students take out *Hope Chest* student journals.
- Ask students if they would like to share their journal entries. (10 minutes)
Question: “At the end of Chapter 3, Oskar describes a storm on the horizon. What do you think the significance of this might be to the plot? Write one or two paragraphs.”
- Ask students what questions they are left with in Section 1. (5 minutes)
- Critical Thinking Arts Activity. (20 minutes)
- Pass out symbolism sheet, blank paper, markers, colored pencils, and/or watercolor paint.
- *Color can be used by artists and in many other aspects in the world around us, such as in advertising and logos, to communicate using a common language of color.*

Ask what comes to mind when they think of certain colors: green, blue, yellow, etc.

If you see green in the logo of a restaurant, what kind of food would you think is sold there?

Can you think of examples in the text in which Oskar uses color to convey symbolic meaning?

- Review the Symbolism sheet together.

We will use what we know about symbolism to create a piece of artwork inspired by the music Oskar says he thinks of when he looks at the hills and flowers around his home.

- Read passage on page 28.

In Chapter 3, page 28, Oskar compares the landscape to a melody of Johann Strauss or a dance by Antonin Dvorak. While listening to the clip(s), write or draw what the music makes you think about.

Audio clips are saved in “Section 1” on the flash drive and can also be accessed via the Digital Resources under the *Hope Chest* tab of the Scottsdale Arts website: ScottsdaleArtsLearning.org/Hope-Chest.

YouTube.com: “Dvorak, Slavonic Dances, op. 46” (Start at 16:26 and play for at least one minute).

YouTube.com: “Strauss, Frühlingsstimmen, op. 410” (Play from the beginning).

Reflection

Duration: 5 minutes

- After playing the clips, have groups of four share their artwork with each other.
Are there commonalities? How is there artwork similar and different?
- Ask students to share with the class the similarities and differences when comparing their artwork to others.
- Have students store their artwork in a safe place in the classroom.

