

TEACHER GUIDE

At Home in LA

Grades 2 and 3 School Tour



A Program of the Education Department
Skirball Cultural Center
2701 N. Sepulveda Blvd.
Los Angeles, CA 90049
education@skirball.org
skirball.org

Skirball 
Cultural Center

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WELCOME

We look forward to welcoming you and your students to the Skirball Cultural Center! On your class's school tour At Home in LA, students will celebrate the incredible diversity of Los Angeles and the universal values of welcoming others, caring for the earth, and teaching and learning. Students will make music together, discuss their own families' cultural celebrations around a Jewish holiday table, explore major life events through objects, and create a take-home project to inspire service learning.

The following activities will make your visit to the Skirball a more rewarding and enriching experience. We encourage you to adapt the activities to the specific needs of your class. Share your photos, videos, student writing and drawing, or other projects by emailing education@skirball.org.

ABOUT THE SKIRBALL

The Skirball Cultural Center is a place of meeting guided by the Jewish tradition of welcoming the stranger and inspired by the American democratic ideals of freedom and equality. We welcome people of all communities and generations to participate in cultural experiences that celebrate discovery and hope, foster human connections, and call upon us to help build a more just society.

PRE-VISIT CHECKLIST

Before you arrive at the Skirball, please make sure you prepare the following:

- Print a complete list of student names in case of an emergency.
- Create a readable nametag for each student.
- If your group is larger than thirty students, divide them into two even groups, then further divide each half into five smaller groups.
- Be sure that you have one adult (teacher or chaperone) for every fifteen students. The maximum number of adults admitted is ten (teachers and chaperones combined).
- Get ready to join the fun! Teachers and chaperones, tuck phones away, unplug, and be active participants with your students. If you need to make a call or check messages during the program, feel free to briefly step away. Otherwise, please always remain with your group in case of an emergency.
- Visit this [FAQ webpage](#) for more information. The Skirball welcomes students of all learning abilities with an ever-expanding list of amenities and services, such as sensory bags and noise-dampening headphones. Please email education@skirball.org to request any accommodations.

ACTIVITIES OVERVIEW

PRE-VISIT Activities

CLASSROOM ACTIVITY

LESSON PLAN:
WHAT IS CULTURE?



Discuss and complete a bubble map about culture.

TAKE-HOME ACTIVITY

PERSONAL TIMELINE



Illustrate four important life events.

POST-VISIT Activities

TAKE-HOME ACTIVITY

STORY COLLECTOR



Interview family and/or community members to learn more about their stories.

CLASSROOM ACTIVITY

LESSON PLAN:
TAKING ACTION TOGETHER



Take action to make a difference in the community.



LESSON PLAN: WHAT IS CULTURE?

Duration: 20–40 minutes

SUPPLIES

- Whiteboard
- Dry erase markers
- Eraser

TOUR CONNECTION

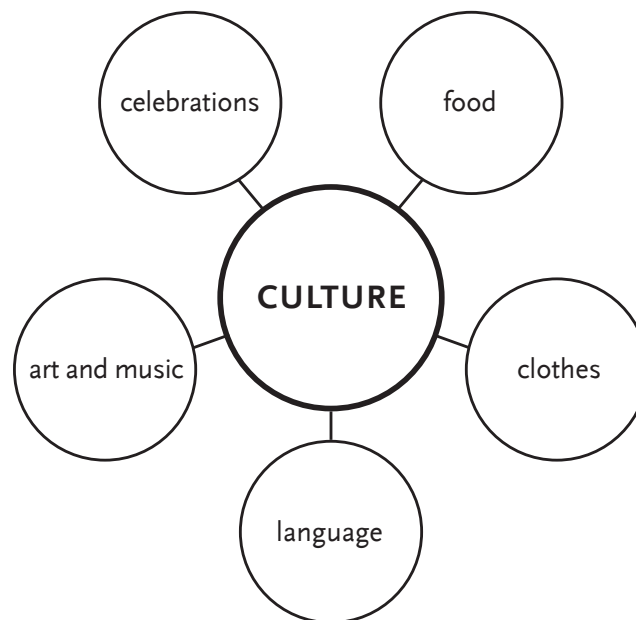
During the tour, students will learn about the topic of culture as it pertains to Jewish culture and the students' own cultures.

OBJECTIVE

Students will examine and define the concept of culture through the lens of their own school community.

INSTRUCTIONS

1. On the whiteboard, draw this bubble map to help the class define the concept of culture. Note to teacher: During the tour, culture will be defined as the way of life of a group of people, including what they eat, how they celebrate, and how they express themselves.



2. Ask the students to work as a class to brainstorm a list of aspects as it pertains to their school community. For example, for the category of language, the students will list all the different languages that the students and teachers speak and the languages that they learn about in school. For the category of art and music, students will list various art forms they can see on their school campus.
3. Now that you have talked about your school community, connect the idea of culture to students' lives. Ask them to break into small groups and discuss their family or community culture. For example, they may talk about food, art, music, language, celebrations, or clothing. Then share with the whole class. Note for teachers: To start the conversation, share your culture with the class as an example.



PERSONAL TIMELINE

We all have special moments throughout our lives. During your visit to the Skirball, you will learn about how different cultures celebrate and honor these important events. Choose four special moments in your own life and draw a picture for each in the boxes below.

Examples:

- Your birthday
- First tooth loss
- Birth of a family member
- Wedding of a family member
- First trip or special vacation
- Learning to walk, swim, write, ride a bike, etc.
- First day of school any grade



STORY COLLECTOR

Everyone is a storyteller. Stories are a powerful way to make connections, build community, and carry on traditions from one generation to the next.

Choose three of the story prompts below. Use these prompts to interview members of your family or community. Using a notebook or the back of this page, write a journal entry for each story you discover.

STORY PROMPTS

- Share about one of your favorite family traditions.
- Share about a food that is special to your family or community.
- Share a memory of a journey or family trip.
- Share your favorite childhood game or pastime.
- Share a memory of a great grandparent or ancestor.
- Share about a time your family or community worked together to solve a problem.
- Share a story of a time you were brave.
- Share an adventure you had when you were younger.
- Share a time when you taught something to someone else.
- Share what you appreciate about your family or community.
- Share a time when you felt welcome in a new place.
- Share a story about an object that is important to you.

JOURNAL REFLECTION

In each of your three journal entries, be sure to include answers to the following questions:

Who shared their story with you?

What was the story about?

**How did the story make you feel?
What did it make you wonder?**



LESSON PLAN:
TAKE ACTION TOGETHER

Duration: 45–60 minutes

SUPPLIES

- Whiteboard
- Dry erase markers
- Eraser
- “Take Action Together Brainstorm” worksheet (one per student)
- “How Our Class Will Take Action Together” worksheet (one per classroom)

TOUR CONNECTION

During the tour, students will be introduced to the idea of *tzedakah*, meaning “justice” or “good deeds.” Together, they will talk about their own ideas for providing justice and good deeds in their school or family community.

OBJECTIVE

This lesson will invite students to think in greater depth about how they make an impact on the world and one another and what they specifically can do to take action in their community. Students will brainstorm with their classmates about how they can take action to help in the classroom, at home, or in their community. Teachers will help weigh the importance, feasibility, complexity, and impact of a variety of ideas in order to choose which one they will collectively work on.

INSTRUCTIONS

1. Ask students what they remember about *tzedakah*, meaning “justice” or “good deeds,” and then facilitate a conversation about their ideas for providing justice and good deeds in their community.
2. Ask students what the community needs. Brainstorm together and create a list of ideas they are interested in addressing. The following are potential ideas where your students can make an impact:

<ol style="list-style-type: none"> a. Taking care of the environment (recycling; cleaning up the beach; planting a garden; banning single-use plastic at your school; etc.) b. Helping others and showing kindness (initiating a school-wide donation drive of books, clothing, food, etc.; sending “postcards of positivity” or notes of gratitude to community members) 	<ol style="list-style-type: none"> c. Protecting animals or wildlife (raising awareness or supporting local organizations) d. Making the classroom or school more beautiful in big or small ways (creating a school garden; decorating spaces with art; and posting messages of welcome; etc.)
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3. Provide students with a “Take Action Together Brainstorm” worksheet and give them time to think and write ideas for creating positive change.
4. As a class, choose one project to do together. Use the “How Our Class Will Take Action Together” worksheet. Think about what steps are needed and make a plan of action.
5. Set a deadline and take action together!

TAKE ACTION TOGETHER BRAINSTORM

My community needs: _____

Things I am good at: _____

Things I like to do: _____

How can I use my strengths to help my community? _____

Who could help me? _____

HOW OUR CLASS WILL TAKE ACTION TOGETHER

We, the students of _____
NAME OF TEACHER(S)

from _____
NAME OF SCHOOL

have this goal to make our community and world a better place:

Here are the steps we will take together:

1. _____
2. _____
3. _____

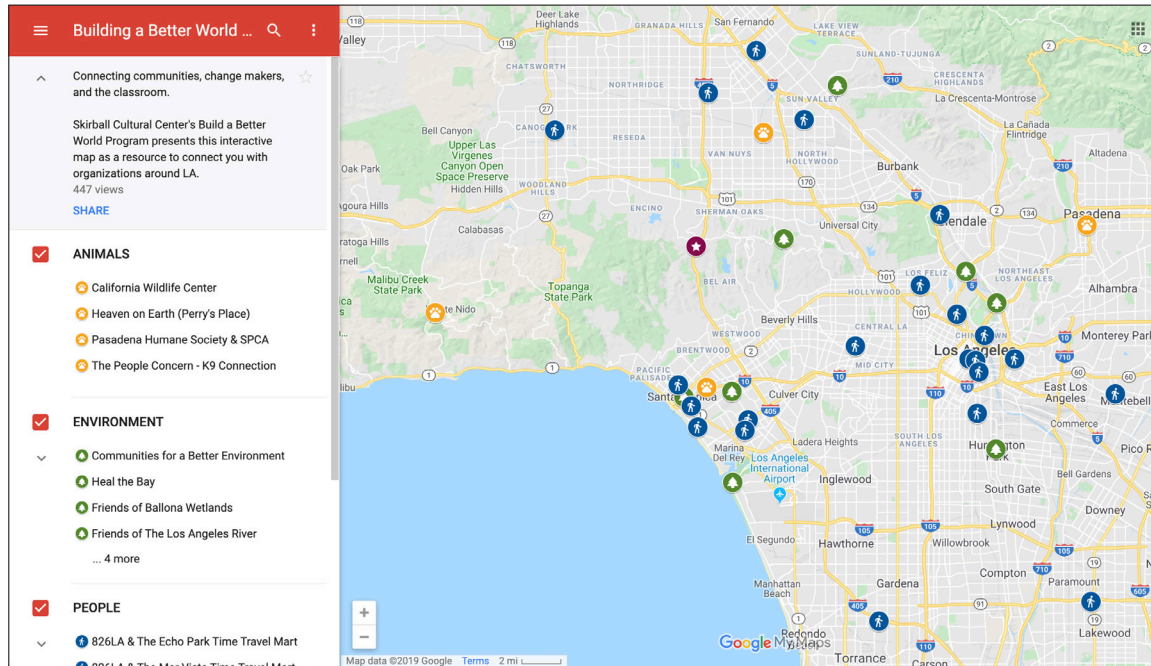
STUDENT SIGNATURES

ADDITIONAL RESOURCES

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

COMMUNITY PARTNERS

Check out this [map](#) for organizations in your area that are making a difference. You might consider supporting them or connecting with them for a classroom visit, field trip, or service-learning project.



DIGITAL RESOURCES

My Jewish Learning

Find general information on Judaism, and check out a list of *mitzvah* (“good deeds”) ideas [here](#). myjewishlearning.com

Roots and Shoots

Jane Goodall’s youth service program inspiring individuals to take action making the world a better place. The organization also provides grants to support service-learning projects. rootsandshoots.org/educators

Teaching Tolerance

Check out free resources for educators to encourage civic responsibility in a diverse democracy. tolerance.org

Social Justice Books

Find other helpful resources to inspire your students. socialjusticebooks.org/booklists/

BOOKS

These books relate thematically to your At Home in LA school tour and feature change makers and justice seekers.

Brown, Monica and Rafael Lopez. *Side by Side: Lado a Lado*. Harper Collins Publisher, 2010.

This powerful and accessible bilingual picture book is a tribute to the lives and work of Dolores Huerta and Cesar Chavez and highlights “the power and impact of ordinary but dedicated citizens.”

Bruchac, Joseph and Bill Farnsworth. *Buffalo Song*. Lee and Low Books, 2014.

This book details the great success story of Walking Coyote and the first efforts to save the endangered buffalo, an animal sacred to indigenous peoples and a powerful symbol of the American West.

Levy, Debbie and Elizabeth Baddeley. *I Dissent: Ruth Bader Ginsburg Makes Her Mark*. Simon & Schuster Books for Young Readers, 2016.

This book tells the story of Supreme Court Justice Ruth Bader Ginsburg, who has spent a lifetime disagreeing: disagreeing with inequality, arguing against unfair treatment, and standing up for what’s right for people everywhere.

Paul, Miranda and Elizabeth Zunon. *One Plastic Bag: Isatou Ceesay & the Recycling Women of the Gambia*. Millbrook Picture Books, 2015.

The inspiring true story of how one woman from The Gambia began a movement to recycle the plastic bags that were polluting her community.

CURRICULUM CONNECTIONS

CA COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS

SL.2.1—Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3—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.

SL.2.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.3.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.4—Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.2.8—Recall information from experiences or gather information from provided sources to answer a question.

CALIFORNIA CONTENT STANDARDS

HISTORY-SOCIAL SCIENCE

HSS-2.1.1, 2—Students differentiate between things that happened long ago and things that happened yesterday; students trace the history of a family through the use of primary and secondary sources and comparing and contrasting their daily lives with those of parents, grandparents, and/or guardians.

HSS-2.1.3—Place important things in their lives in the order in which they occurred (e.g. on a time line).

HSS-3.2.1—Describe national identities, religious beliefs, customs, and various folklore traditions.

HSS-3.4.2—Discuss the importance of public virtue and the role of citizens, including how to participate in the classroom, in the community, and in civic life.

CALIFORNIA ARTS STANDARDS

VISUAL ARTS

2.VA:Cn10—Create works of art about events in home, school, or community life.

2.VA:Cr1.2—Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.

2.VA:Cr2.1—Experiment with various materials and tools to explore personal interests in a work of art or design.

2.VA:Cr3—Discuss and reflect with peers about choices made in creating artwork.

3.VA:Cr1.1—Elaborate on an imaginative idea.

3.VA:Cr1.2—Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

3.VA:Cr2.1—Create personally satisfying artwork using a variety of artistic processes and materials.

THEATER

2.TH:Cr3a—Contribute to the adaptation of dialogue in a guided drama experience.

2.TH:Pr6—Contribute to group guided drama experiences and informally share with peers.

2.TH:Cn10—Relate character experiences to personal experiences in a guided drama experience.

3.TH:Cn11.1a—Identify connections to community, social issues and other content areas in drama/theater work.