

**NACOEJ CURRICULUM  
ETHIOPIAN JEWS ARE PART OF THE WORLDWIDE  
JEWISH COMMUNITY**

**PRE-LESSON OPTION: STUDENTS' JOURNALS AND  
KNOWLEDGE CHARTS**

**I. SUGGESTED INITIAL PREPARATION FOR TEACHERS AND  
STUDENTS TO PROCESS LEARNINGS AND TO ACT UPON  
THAT KNOWLEDGE.**

A. The teacher:

1. Reads the NACOEJ curriculum's introductory pages, 1 and 4
2. Collects the materials noted for each lesson (DVD, pictures, etcetera)
3. Prior to each lesson, instructs students to carefully read the appropriate informational material and to review the vocabulary for the next lesson

B. Students will need composition books for their Journals, "*Journey toward Tzedakah.*" Journal entries should be made for each lesson on:

1. *Journey toward Tzedakah*: My Journal's three columns for notes on:
  - a. Facts and Information about Ethiopian Jewry
  - b. Thoughts and feelings I have had
  - c. Actions I have taken
2. *Knowledge Chart*: three columns for each lesson's notes on:
  - a. What I Know
  - b. What I Want to Know
  - c. What I Learned

## II. IN-CLASS PRE-LESSON FOCUS:

- A. The teacher, at the start of each lesson, will instruct students to make notes during each class (My Journal: *Journey toward Tzedakah.*)
- B. Students will make notes on two journal pages each week:
  - 1. *Journey toward Tzedakah*: on facts and information, thoughts, feelings and actions
  - 2. *Knowledge Chart*: What I know, what I want to know, What I learned
- C. The teacher will, at the start of each lesson and at the end of a unit or series of units:
  - 1 Ask one or two different students each week, to share their notes with the class
  - 2. Write students, weekly responses on a large *Knowledge Chart* which will be used at the end of the unit or series of units to summarize the students' involvements with their learning