

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

**OPTION: PRE-LESSON FOCUS: STUDENT 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
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 a composition book for their Journal, "Journey toward Tzedakah." The 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 class and prior to the next one (My Journal: Journey toward Tzedakah.)

- B. Students will make notes on two journal pages for each lesson:
 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 lesson or series of lessons:
 1. ask one or two different students each week, to share their notes with the class

 2. write students' responses on a large Knowledge Chart which will be used at the end of the lesson or series of lessons to summarize the students' involvements with their learning