



Discussion based student learning

Many teachers speak for 60–70% of a class period, leaving less time for students to ask questions and verbally work out their own ideas. A Harkness discussion places teachers in the role of moderator, and responsibility with students to drive the conversation to foster agency and intellectual effort.

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| At school, pre-visit: | | | |
| <p>Creativity Students read 'The Diary of Anne Frank'. Students view 'Schindler's List' or 'Sophie's Choice'. Students think about and comment on the content.</p> | <p>Collaboration With a classmate, students discuss their emotional reactions to written and visual texts.</p> | <p>Critical thinking Students design a criteria or checklist to verify whether information is authentic. Is there bias in the information you have found?</p> | <p>Success criteria Students pose questions, and determine whether they are relevant for a further inquiry about the Holocaust.</p> |

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| At the museum: | | | |
| <p>Creativity More than a million tourists go to see Auschwitz every year. Think about the reason they might want to go there. Can you think of five different reasons?</p> | <p>Collaboration With a classmate study the photos of the survivors. They were children or teenagers during the Holocaust. Would this experience have changed them permanently? Discuss together.</p> | <p>Critical thinking During a war if you are fighting you may be killed. In Auschwitz you are murdered. What is the difference between killing and murder?</p> | <p>Success criteria Students respond to the exhibition.</p> |

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| Back at school: | | | |
| <p>Creativity The soundtrack in the exhibition is original music. Compose a soundtrack to express your response to "Auschwitz. Now.".</p> | <p>Collaboration In student groups, develop a concept for an exhibition: big ideas, audience, feature stories. Refer to our planner www.armymuseum.co.nz/learn 'Making a Museum in your Classroom'.</p> | <p>Critical thinking Our opinions are always being shaped. Identify various tools of propaganda employed today. Students engage in a Harkness-inspired discussion – 'Listen, Talk, Change My Mind' – to investigate the scope of propaganda, then and now.</p> | <p>Success criteria Express in some form the impact "Auschwitz. Now." has made on you.</p> |