

## JEWISH PRAGUE SCAVENGER HUNT RESPONSE SHEET

**Name:** (Come up with a name for your group) \_\_\_\_\_

**Group Members:** \_\_\_\_\_

For each station, write your observations and ideas. Answers do not need to be perfectly correct. Responses can be approximations based on what your group observed and inferred from the clues.

### Station 1 – Map of the Jewish Quarter

1. What do you notice about where the Jewish Quarter is located?
2. What clues on the map help you see signs of Jewish life?
3. Why do you think Jews lived close together in one area?

### Station 2 – Tomb of Rabbi Loew

1. What makes this tomb look impressive?
2. Who do you think Rabbi Judah Loew was?
3. Why might people still visit his tomb today?

### Station 3 – Old-New Synagogue

1. What features show this is a synagogue?
2. What do you think the name of the synagogue means?
3. Which century do you think this image is from? What details in the picture helped you decide?

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### Station 4 – Kosher Prague Restaurant

4. What type of Kosher restaurant is it: dairy, meat or both? Why do you think so?
5. Where is the restaurant located?
6. Why might Kosher food appear in Prague restaurants?

### Station 5 – Stumbling Stones

1. Who or what is being remembered?
2. What do you think is the purpose of installing the plaques on the floor?
3. What is the effect of putting the plaques on the floor instead of on a wall?

### Station 6 – Franz Kafka Museum

1. What was special about Franz Kafka?
2. What does the term “Kafkaesque story” mean?
3. Why do you think there an entire museum dedicated to Kafka?

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### Final Reflection and Story

What is one thing that surprised or interested you about Jewish Prague? Why? (More than one response is acceptable).

Use the clues the group gathered to piece together a short story of Jewish life in Prague (5 to 7 sentences). The story does not need to be fully historically accurate or complete. Your group will read the story later in front of the entire class.

You may choose to write about:

- a) Real people you encountered in the scavenger hunt clues such as Rabbi Judah Loew or Franz Kafka
- b) Fictional characters who visited or lived in Prague at any point in time (including yourselves)
- c) A fictional story from the point of view of an object, a synagogue, a tombstone, a *mezuzah*, a Jewish restaurant, a *Stolpersteine*, etc.
- d) A fictional story of a teen who traveled to Prague with their family and discovered Jewish clues
- e) A day in the life of a teen or Jewish family living in Prague currently or in the past
- f) A story centered on food, tracing a Jewish recipe from the 12th century onwards
- g) A story centered on one single clue—a text, a picture, a map—and what it reveals
- h) A teen explaining a story about Jewish Prague to a younger sibling
- i) A short newspaper article about Jewish Prague, present or past
- j) A story (real or fictional) about someone who found a tombstone or a *Stolpersteine* plaque of a member of his/her own family

## ***JEWISH PRAGUE SCAVENGER HUNT RESPONSE SHEET***

## **JEWISH PRAGUE SCAVENGER HUNT RESPONSE SHEET FOR TEACHERS**

Remind learners that their answers do not need to be perfectly correct. Responses can be approximations based on what they observed and infer from the clues. One of the main goals of this activity is for learners to practice careful observation skills, inference, and reasoning. Learners should learn through inductive process—building understanding from evidence rather than memorizing facts or listening to the teacher telling them what they observed.

As groups share their thinking, encourage multiple interpretations and emphasize the process and value of how they arrived to their ideas. At the end, take time to affirm strong observations, clarify misunderstandings, and fill in the historical context—helping learners clarify their ideas while respecting their thinking process and effort.

### **Station 1 – Map of the Jewish Quarter**

1. What do you notice about where the Jewish Quarter is located?  
*Located near the river; small, tightly packed area, narrow streets.*
2. What clues on the map help you see signs of Jewish life?  
*Synagogues and cemetery, Preserved buildings and Jewish artifacts.*
3. Why do you think Jews lived close together in one area?  
*Jews lived together due to safety and community needs.*

### **Station 2 – Tomb of Rabbi Loew**

1. What makes this tomb look impressive?  
*Its size (taller than others), Hebrew writing, central location in the cemetery, and the lion figure.*
2. Who do you think Rabbi Judah Loew was?  
*A famous Rabbi, scholar connected to the Golem legend.*
3. Why might people still visit his tomb today?  
*Since he was an important Rabbi, Jews derive inspiration from him, and seek spiritual connection. Praying at the tomb of a righteous rabbi, Jews hope his merit will help answer their prayers.*

## **JEWISH PRAGUE SCAVENGER HUNT RESPONSE SHEET FOR TEACHERS**

### **Station 3 – *Altneu Shul***

1. What features show this is a synagogue?

*Menorah, Torah, Hebrew writing, flag with Magen David, and Jewish symbols.*

2. What do you think the name of the synagogue means?

*Old New synagogue*

3. Which century do you think this image is from? What details in the picture helped you decide?

*According to people's clothing, it looks this picture is from the 19th century (dated 1845).*

### **Station 4 – Kosher Prague Restaurant**

1. What type of Kosher restaurant is it: dairy, meat or both? Why do you think so?

*Dairy. Cheese is among the must-try dishes.*

2. Where is the restaurant located?

*Near the River Vltava.*

3. Why might Kosher food appear in Prague restaurants?

*The Kosher restaurant responds to the needs of Prague Jews who either live in the city or visit the city and observe the laws of Kashrut.*

## **JEWISH PRAGUE SCAVENGER HUNT RESPONSE SHEET FOR TEACHERS**

### **Station 5 – Stumbling Stones**

1. Who or what is being remembered?

*Usually honors Holocaust victims or former Jewish residents of the city of Prague.*

2. What do you think is the purpose of installing the plaques on the floor?

*The purpose of the memorials is to keep history alive in public spaces. This in turn helps communities (Jewish and non-Jewish) remember, learn, and honor those lost.*

3. What is the effect of putting the plaques on the floor instead of on a wall?

*People often have mixed feelings about the location of the plaques. Knowing that they are set on the ground, exposed to the elements and walked over by passerby, can feel uncomfortable or even troubling to some. At the same time, placing the plaques in everyday walking paths keeps the memory of these people present and unavoidable. Instead of being hidden, the plaques invite passerby to pause, notice and remember.*

### **Station 6 – Franz Kafka Museum**

1. What was special about Franz Kafka?

*He was an influential gifted writer who left a mark in the world literature of the 20th century.*

2. What does the term “Kafkaesque story” mean?

*A Kafkaian (or Kafkaesque) story describes a strange and bizarre situation that feels illogical, overwhelming, and oppressive. It typically features an isolated character who is trapped in a surreal and confusing predicament and feels alienated and powerless when dealing with rigid bureaucratic governmental powers.*

3. Why is there an entire museum dedicated to Kafka?

*There is a museum dedicated to Franz Kafka because he is considered a significant 20th-century author whose work explored universal themes of alienation, absurdity, bureaucracy, and anxiety. Kafka is intrinsically linked to his birthplace, Prague; and the city deeply influenced his writing. The museum honors his impact on world literature and his strong connection to Prague.*