

» » » LESSONS AND ACTIVITIES

WHAT DO I KNOW ALREADY? WHAT CAN I PREDICT?

(See Resources A and B)

OBJECTIVE:

Students use multiple media sources to collect and create words and images related to their upcoming visit to the Museum of Tolerance.

ACTIVITY:

Provide each student with a folder to serve as a portfolio of each student's Museum experience.

Ask students to staple the ends of the folders shut so that material can be kept in this folder. As students find material that relates to their experience, they will put it in the folder. Folder material may be used to support follow-up lessons, such as those suggested in this guide.

Ask students to create on one side of the folder a symbol, drawing or image that they imagine will represent their trip to the Museum and/or the ideas, topics or issues they will encounter (prediction activity).

Students can use pictures cut out of magazines, artwork they create, or material found on the Web or any other appropriate source. After the trip to the Museum, students will use the other side of the folder to symbolically represent what the Museum visit meant to them. Any journals created during and after the Museum visit can be saved in the portfolio for use later to support rough and final drafts of compositions.

A companion or stand alone activity to the above asks students to think about specific images related to their Museum visit. For this activity, teachers use the images provided by the Museum (*Resources A and B*) to ask students to identify or predict what ideas are being expressed.

Students respond to and discuss the following questions related to the images:

1. *What do you think is the subject, content or main idea of this photo?*
Relate what you think is happening.
2. *When and where do you think the photo was taken?*
3. *Who do you think took the photo? Why might it have been taken?*

PRODUCTS/APPLICATION:

Students create portfolios of pictures, thoughts, ideas that represent students' current knowledge about the Holocaust and new learning. Portfolios provide resources for students to develop writing assignments or other classroom products.

RESOURCE A





RESOURCE A

Use the images on pages 2 and 3 with students and reference these descriptions and prompts for follow-up discussion.



KRISTALLNACHT NOVEMBER 9-10, 1938

This image captures the burning of the Rostock Synagogue in Germany during Kristallnacht, “The Night of Broken Glass.” This anti-Jewish violence resulted in the destruction of Jewish homes, Jewish-owned businesses and synagogues as well as the murder of Jews throughout Germany and Austria. The aggression was conducted by the Gestapo with the support of local police and citizens.

What do you see in this image?

What do you not see that you might expect to see?
(e.g. fire trucks, police officers)

RESOURCE B

KOVNO GHETTO 1941

An adult and a child read a sign in Yiddish propped up against a wall in the ghetto. Ghettos were infamous for their overcrowding, starvation and harsh labor. After the outbreak of the war across eastern Europe, many Jews were forced to live in sealed off areas, surrounded by barbed wire or walls, and held under duress. Both the adult and the child wear stars sewn on the front and back of their jackets as required by law.

The sign reads: “Jews! Donate old winter clothing and footwear that you don't need to the poor and naked. Give generously.”

Who do you think made this sign?
Who do you think the two people are in the image?



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» » » LESSONS AND ACTIVITIES

ESSENTIAL VOCABULARY AND CONCEPTS

(See Vocabulary List, Resources A and B)

OBJECTIVE:

Students preview, clarify and understand essential vocabulary words and concepts related to prejudice, racism and injustice. *(California Content Standards for English-Language Arts, Grades 7-12, Reading Standard 1.0)*

ACTIVITY:

Students complete a worksheet to learn essential vocabulary words and concepts related to their Museum visit. Teachers may create a grade-appropriate worksheet from the Vocabulary List found in this guide or use/expand the provided worksheets.

Resource A - Let students switch papers so they can compare their answers and the reasons for their choices. After they have discussed their choices, provide students with the vocabulary definitions in this guide. Encourage students to share the reasons behind the choices they made.

Resource B - The teacher should conclude the activity with a class discussion in which the teacher explains the reasons why certain words fit the scenarios.

Expect heated discussion about the distinctions between vocabulary words. The teacher should try to draw distinctions from the students and refrain from too much 'teacher talk.' Being fully accurate at this time is not the point of the exercise. It is meant to cause a discussion about the words and stir interest before the students receive the definitions.

PRODUCT/APPLICATION:

Students correctly use and apply new words and concepts from the Vocabulary List. Students discuss answers/reasons to broaden their understanding of words and concepts and to share multiple perspectives and points of view about terms and concepts.

EXTENSION:

Students expand the vocabulary list by adding additional words, phrases or concepts learned on their Museum visit or by expanding and enhancing the original definitions on the Vocabulary List.

RESOURCE A

ESSENTIAL VOCABULARY AND CONCEPTS

DIRECTIONS:

Match the terms 1-13 to the definitions A-M listed below. Place the number of the term in the blank next to the definition you think matches the term.

01. ANTISEMITISM
02. CIVIL RIGHTS
03. DISCRIMINATION
04. GENOCIDE
05. HATE CRIME
06. THE HOLOCAUST
07. PREJUDICE
08. PROPAGANDA
09. RACISM
10. RESPONSIBILITY
11. STEREOTYPE
12. SCAPEGOAT
13. TOLERANCE

- A. _____ A fair and objective attitude toward those whose opinions and practices differ from one's own; the commitment to respect human dignity.
- B. _____ Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic and political discrimination.
- C. _____ Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing and education.
- D. _____ Personal and property rights guaranteed by the Constitution and by law.
- E. _____ An historical event that took place in Europe between 1933 and 1945, where six million Jews were systematically and brutally murdered by the Nazis and their collaborators.
- F. _____ The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.
- G. _____ Personal and social accountability reflected in choices and actions that promote social justice.
- H. _____ A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.
- I. _____ Violence, property damage or threat that is motivated in whole or in part by an offender's bias against the target's real or perceived 'race,' religion, ethnicity, nationality, gender, disability or sexual orientation.
- J. _____ The deliberate and systematic attempted annihilation of a national, racial, ethnic or religious group of people.
- K. _____ A set of beliefs based on perceived 'racial' superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources and power.
- L. _____ An individual or group unfairly blamed for problems not of their making.
- M. _____ A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

RESOURCE B

ESSENTIAL VOCABULARY AND CONCEPTS

DIRECTIONS:

Read the scenarios listed under SCENARIOS. Select words from the VOCABULARY WORDS section and write your choices in the STUDENT SELECTION column. You are being asked to choose one or more vocabulary words that describe what is going on in the scenario. You may use a word more than once.

VOCABULARY WORDS

- PREJUDICE
- RACISM
- GENOCIDE
- STEREOTYPE
- DISCRIMINATION

SCENARIOS

STUDENT SELECTIONS

People blame innocent Arab Americans for terrorist attacks.

A school puts all Latino students into agriculture classes.

Nazis try to kill all Jews.

A job is given to white people only.

A male boss never gives women important work.

An auto insurance company charges Asians higher premiums.

Thousands of Native Americans are forced off their land.

RESOURCE A

ANSWER SHEET

A. 13	E. 06	H. 07	K. 09
B. 01	F. 08	I. 05	L. 12
C. 03	G. 10	J. 04	M. 11
D. 02			

RESOURCE B

This activity has a number of appropriate responses. The varied student selections offer an opportunity to discuss the meaning of vocabulary words in the context of real-world examples.

Possible correct vocabulary words for the different scenarios are:

People blame innocent Arab Americans for terrorist attacks.	<u>Prejudice</u> , <u>Discrimination</u> , <u>Stereotype</u>
A school puts all Latino students in Agriculture classes.	<u>Stereotype</u> , <u>Racism</u> , <u>Discrimination</u>
Nazis try to kill all Jews.	<u>Genocide</u>
A job is given to white people only.	<u>Racism</u> , <u>Discrimination</u>
A male boss never gives women important work.	<u>Discrimination</u>
An auto insurance company charges Asians higher premiums.	<u>Racism</u> , <u>Discrimination</u> , <u>Stereotype</u>
Thousands of Native Americans are forced off their land.	<u>Discrimination</u> , <u>Racism</u>



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» » » LESSONS AND ACTIVITIES

DEVELOPING MEDIA LITERACY

(See Resource A)

OBJECTIVES:

- Students identify and analyze how words, figurative language, images and characterization can be used to convey particular ideas, attitudes or opinions.
(California Content Standards for English-Language Arts, Grades 9-10, 11-12, Reading Standard 3.0)
- Students determine the adequacy or appropriateness of an author's evidence for his/her conclusions and make reasonable assertions about texts through accurate, supportive citations.
(California Content Standards for English-Language Arts, Grades 7-12, Reading Standard 2.0)
- Students note instances of bias, stereotyping and unsupported inferences, fallacious reasoning, persuasion and propaganda in pictures, text and historical interpretations.
(California Content Standards for History-Social Science, Grades 9-12, Analysis Skills)
- Students take, defend and evaluate a position on the influence of the media on people's lives.
(California Content Standards for History-Social Science, Grade 12, Standard 12.8)

ACTIVITY:

Students compare two web sites and complete the attached evaluation form. Students review the web sites to analyze the purpose and point of view of the content and the authority of the author(s).

The teacher provides printouts of one of the following pairs of web sites:

<http://www.thekingcenter.com> "The official web site of The King Center in Atlanta, Georgia"
Informational and educational web site offering a review of the life and work of Rev. Martin Luther King, Jr., including speeches and papers, biographical timeline and his philosophy and methods of nonviolence.

AND

<http://mlking.org> "Martin Luther King, Jr. Online: An Historical Examination"
Content rich web site offering revisionist history perspective on the life and work of Rev. Martin Luther King Jr.

OR

<http://motlc.wiesenthal.net> "Museum of Tolerance Multimedia Learning Center"
A comprehensive resource on the Holocaust and World War II, with over 3,000 text files, and tens of thousands of photos.

AND

<http://www.ihr.org> "The Institute for Historical Review"
A web site offering a revisionist perspective on history including the Holocaust and World War II.

Students work individually or in groups, using the attached Web Site Evaluation Form to:

- 1) Provide descriptive summaries of each web site.
- 2) Analyze each web site for message effectiveness and accuracy.

PRODUCT/APPLICATION:

Student discussion, summaries and analyses. Students might also compare and critique the analyses of other student groups.

EXTENSION:

Building on the first part of this lesson and other related activities, students respond to questions in small groups or as a class, in short or long answers.

Questions for discussion might include:

- To what extent should schools control use of the Internet? What would be the benefits and/or costs if schools exerted more control of content and access?
- How can schools and other organizations safeguard student exposure to questionable content and still protect First and Fourth Amendment rights?
- What kind of content should be allowed to be available on the Internet? What content should be restricted? Who should restrict or prohibit specific content from being accessed on the Internet? The government? School officials? Parents? Others?

Students work individually or in groups to take and defend a stand related to one of the above related issues or others that might have arisen during the discussion. Students may prepare presentations or drafts of compositions for this assignment. Either application should include well developed, logical, supporting ideas. Compositions can be scored using the appropriate grade level rubric found on the Museum of Tolerance Teachers' Guide web site.

Your name(s): _____

Web Site URL: http:// _____

Title of Web Site: _____

CONTENT

Briefly describe the contents of this site: _____

Is the purpose (e.g. inform, persuade, sell, entertain) of the site indicated on the homepage? YES/NO

If not, can you guess the purpose of the web page? YES/NO

If yes, how? _____

Could that purpose cause the web author to be biased? YES/NO

Do you feel as though the document is trying to convince you of something? YES/NO

Is the information useful for your purpose? YES/NO

Would it have been easier to get the information somewhere else? YES/NO

Would information somewhere else have different meaning? YES/NO

If so, why? _____

Did the information lead you to other sources that were useful? YES/NO

When was the document created? _____

Is the information current? YES/NO

Does up-to-date information matter for your purpose? YES/NO

Does the information appear biased? YES/NO

Does the author express his or her opinion as fact? YES/NO

Does the author support his or her ideas with references to show that s/he has done research? YES/NO

Does the information contradict something that you found somewhere else? YES/NO

Do most of the pictures complement the content of the page? YES/NO/Not Applicable

AUTHORITY

Is there a person or organization responsible for the web page? YES/NO

Write the name of the person or organization: _____

Is there an email address to contact the author or authors? YES/NO

What authority or credentials does the person or organization have or present? _____

Is the Web page linked to a homepage for an organization, commercial enterprise or individual? YES/NO

Has the site been reviewed by an online reviewing agency? YES/NO

Does the domain (i.e. com, edu, gov) of the page influence your evaluation of the site? YES/NO

Are you positive that the information is true? YES/NO

What can you do to prove that it is true? YES/NO

Are you satisfied that the information is useful for your purpose? YES/NO

If not, what can you do next? _____



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LESSONS AND ACTIVITIES

INFLUENCE OF MEDIA

(See Resources A and B)

OBJECTIVES:

- Students take, defend and evaluate a position on the influence of the media on people's lives.
(California Content Standards for History-Social Science, Grade 12, Standard 12.8)
- Students identify and analyze how words, figurative language, images and characterization can be used to convey particular ideas, attitudes or opinions.
(California Content Standards for English-Language Arts, Grades 9-10, 11-12, Reading Standard 3.0)
- Students note instances of bias, stereotyping and unsupported inferences, fallacious reasoning, persuasion and propaganda in pictures, text and historical interpretations.
(California Content Standards for History-Social Science, Grades 9-12, Analysis Skills)

ACTIVITY:

Students view or read sources of propaganda from the Museum of Tolerance archives. Individually or in groups, students analyze the effects of media images by discussing and responding to the questions below. Students communicate their arguments to appropriate individuals or groups and/or publish their finished compositions in appropriate newspapers, journals or other media sources.

1. What mood or message does each image convey? What do you see directly? What do you sense or feel indirectly as a result of this image?
2. What has the designer of this image done specifically to convey his/her direct or implied meaning?
3. What might be the effects of such an image on those viewing it? On the subject(s) depicted in the image or others in his/her group?
4. What examples of propaganda or media influence do you notice in your environment? Find some samples of modern media influence or even propaganda. Share your example(s) with your classmates, discussing the literal and figurative meaning of contemporary text or images portrayed by the media.
5. What new insights or conclusions do you draw from this assignment? How can you be a more critical consumer of information? Why is being a critical consumer of information important?

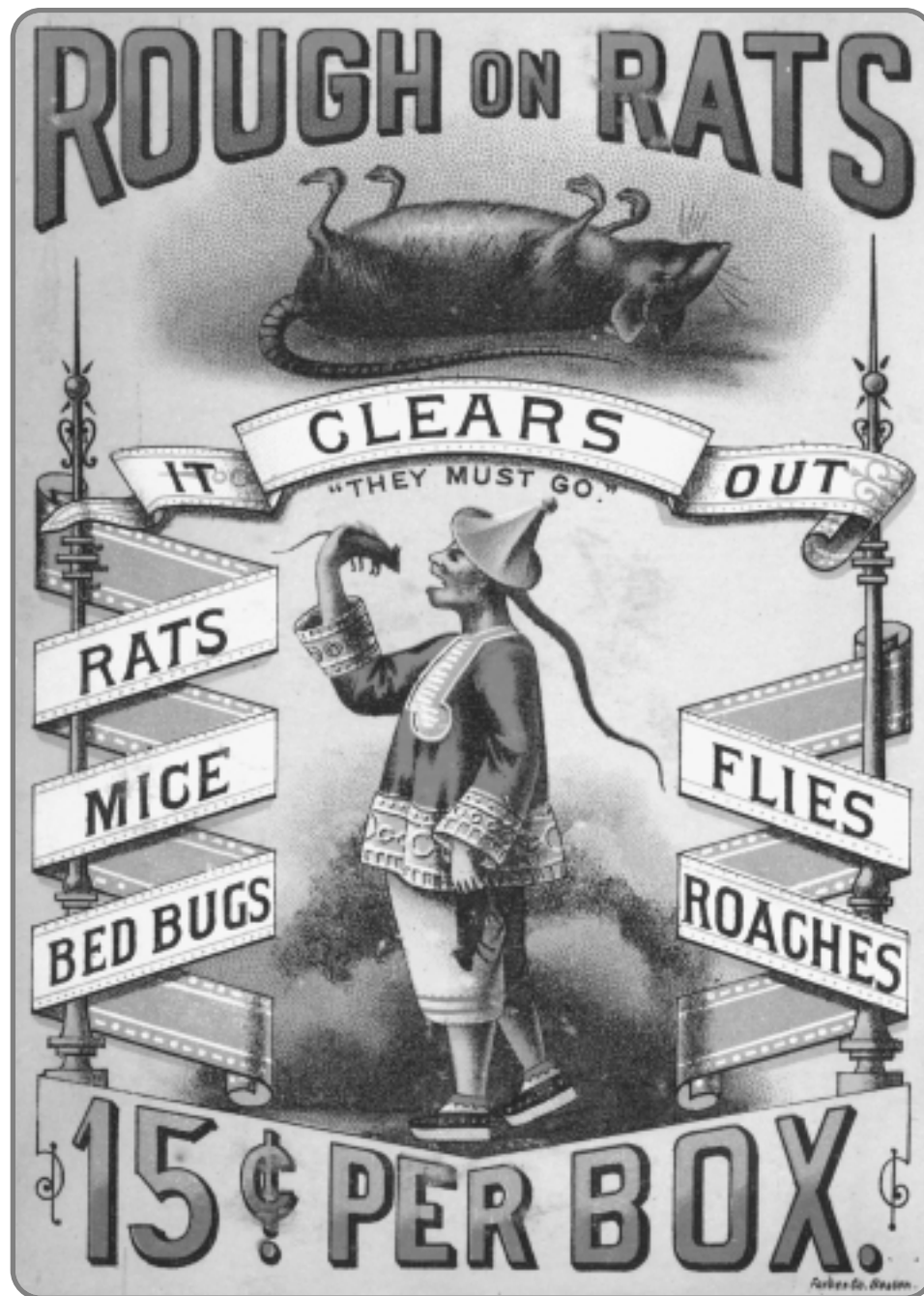
Ask students to identify 2-3 new insights gained or conclusions drawn as a result of this assignment.

PRODUCT/APPLICATION:

Students develop and support presentations and/or compositions which take a stand on a controversial issue related to the influence of media on people's lives. Appropriate grade level rubrics, found in the Teachers' section of the Museum of Tolerance web site, can be used to guide student writing and to provide feedback to students about their compositions.



RESOURCE B



RESOURCE A

Use the images on pages 2 and 3 with students and reference these descriptions for follow-up discussion.



"HINTER DEN FEINDMÄCHTEN:
DER JUDE" POSTER
1940s

This antisemitic poster depicts a large Jewish man behind the flags of the United States, Russia and Great Britain. This caricature shows a Jew working behind the scenes in world affairs, manipulating the superpowers.

The poster reads: "Behind the hostile powers: the Jew."

RESOURCE B



"ROUGH ON RATS"
1890s

This image is on a box of rat poison sold in the United States at the end of the 19th Century. The product name was "Rough on Rats." The box design depicts a Chinese man holding a rat near his mouth as if he were about to eat it. The representation is based on the stereotype that Chinese eat rats and mice.

» » » LESSONS AND ACTIVITIES

MY EXPERIENCE WITH INJUSTICE

OBJECTIVES:

- Students write autobiographical or biographical narratives that relate a sequence of events and communicate the significance to the audience. Students make effective use of descriptions of appearance, images, shifting perspectives and sensory details and other narrative strategies appropriate for grade level.
(California Content Standards for English-Language Arts, Grades 7-12, Writing Application Standard 2.1)
- Students identify a personal experience with injustice, intolerance or prejudice and explore the consequences of the event on the target of the injustice, the perpetrator and the witnesses of the event.
- Students discuss the implications, impact and meaning of the Holocaust, and recognize that events could have had other outcomes. Students brainstorm events, actions, interventions and/or positive alternatives that could have reversed the course of the Holocaust.
(California Content Standards for History-Social Science, Grade 9-12, History Social Science Analysis Skills for Historical Interpretation)

ACTIVITY:

The following activity will prepare students for their Museum trip by asking them to think of a time when they witnessed injustice. Students reflect on the following prompts and record their ideas on paper:

Prompt A: Think about a time when you were treated unjustly due to someone's bias or prejudice about you, your actions or intentions. Briefly describe the event and the circumstances related to it. How did you feel? How did others react to you? How did you resolve the situation and your feelings about it? How do you think this event has affected the way you think about injustice or intolerance today?

OR

Prompt B: Think about a time that you witnessed the unjust, biased or prejudicial treatment of another person. Briefly describe the event and the circumstances related to it. How did the event affect the person targeted by the injustice? How did it affect the person responsible for the injustice? How did it affect you or other witnesses of the event? How do you think this event has influenced your present/future reactions to similar events?

PRODUCT/APPLICATION:

Students write compositions of more than one paragraph. The writing domain (descriptive, narrative, expository) will be determined by the grade level standards for a particular group of students. Use appropriate 7th grade or CHSEE rubrics to guide student writing and to evaluate final products giving specific feedback to students. Rubrics can be found in the Teach section of the Museum of Tolerance Teachers' Guide web site.

MY EXPERIENCE WITH INJUSTICE

EXTENSION:

Following the visit to the Museum, students review, discuss and/or rewrite their compositions identifying the roles of those involved and the steps that could have been taken to prevent the unjust occurrence.

Students discuss the implications, impact and meaning of the Holocaust and recognize that events could have taken other directions. Students identify specific alternatives that would have altered the course of history, and apply the learning to present day events and situations.



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» » » LESSONS AND ACTIVITIES

THE PRICE OF PERSONAL RESPONSIBILITY

(See Teacher's Guide web site for Resources; Suggested follow-up lesson to The Documents that Shape Society)

OBJECTIVES:

- Students evaluate positions on the fundamental values and principles of civil society and the meaning and importance of those values and principles for a free society.
(California Content Standards for History-Social Science, Grade 12, Standard 12.3)
- Students identify personal next steps for stemming injustice, bigotry and racism in classrooms, schools and communities.
- Students examine the role of policies and law(s) versus personal responsibility to promote social justice in classrooms, schools and communities.

ACTIVITY:

Students read and discuss primary source documents by well known activists for justice and human rights. Select primary source documents that describe an individual's commitment to beliefs, regardless of the consequences. The following suggested primary source documents are available on the Museum of Tolerance Teachers' Guide web site:

"Speech in the Virginia Convention," by Patrick Henry

"Civil Disobedience," by Henry David Thoreau

"Letter from Birmingham Jail," by Rev. Martin Luther King, Jr.

Discussion points should address the following questions:

- *What is similar/different about the ideas presented in each of these primary sources?*
- *How far was each of these authors prepared to go to ensure liberty and justice for all? What were they willing to give up?*
- *How far should one go to defend individual rights and freedoms?*
- *What might be the costs? What might be the benefits?*
- *How do you feel about the statement "I am not free until everyone is free?"*

Students present individual or group responses to the above discussion questions or respond individually in grade-appropriate writing assignments.

PRODUCT/APPLICATION:

Students participate in small/large group discussion and prepare drafts or compositions summarizing and comparing the significant features of two primary sources. Advanced students take and defend a personal position related to their study of the sources. Student products can be individual/group presentations or individual writing assignments. Appropriate grade level rubrics should be used to evaluate student writing. Rubrics to guide and respond to student writing can be found on the Museum of Tolerance web site.

EXTENSION:

Following the visit to the Museum and a review of the above activity, students discuss and/or write about their own personal next steps by addressing the following questions:

- *What injustice are you committed to help reverse or end?*
- *How far are you willing to go to interrupt or end this injustice? Do you have a commitment to this issue only or for all manifestations of injustice you observe and encounter? Explain differences in your level of commitment for various issues.*
- *What might you need to give up to realize your commitment? What might you and/or others gain?*

Students voluntarily share their responses/products.



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will understand why immigrants came to America. By comparing and contrasting the reasons why some groups became disenfranchised, they will be able to recognize, understand and explain how some groups assimilated while others continue to remain disenfranchised. Students will also explore what has been done and what can continue to be done to assist disenfranchised groups become inclusive members of American society.

STANDARDS:

- Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (*California Content Standards for History/Social Science, United States History and Geography: Growth and Conflict, Grade 8, Standard 8*)
- Students analyze the aspirations and ideals of the people of the new nation; discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). (*California Content Standards for History/Social Science, Grade 8, Standard 8.4*)
- Benchmark: Write brief responses to selected literature with factual understanding of the text using simple sentences. (*California Content Standards for English/Language Arts. Grades 6-8, Writing: Organization and Focus*)
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. (*California Content Standards for English/Language Arts. Grade 8, Writing: Listening and Speaking*)
- Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: Deliver narrative presentations (e.g., biographical autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. B. Reveal the significance of, and the subject's attitude about the incident, event, or situation. C. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). (*California Content Standards for English/Language Arts. Grade 8, Speaking Applications: Genres and their Characteristics, Standard 2.1*)

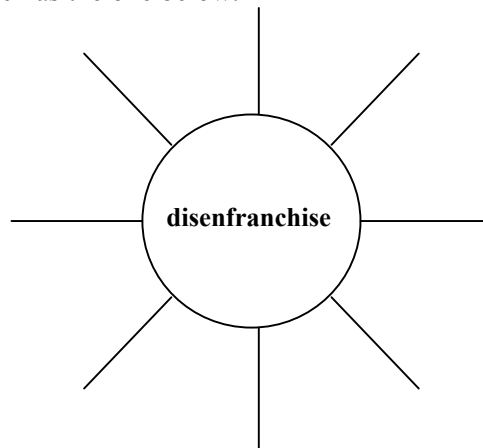
ASSESSMENT:

Students will demonstrate in writing or speaking, their understanding of the following:

- Reasons why some immigrant groups became disenfranchised and others did not.
- The various responses to disenfranchisement by disenfranchised groups.
- What has occurred to assist disenfranchised groups to become inclusive members of American society.
- What can be done, today to assist disenfranchised groups become inclusive members of American society.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Introductory activity: Activate students background knowledge by asking, “What comes to mind when you hear the word ‘disenfranchise’?” Ask students to record ideas, individually with the use of a graphic organizer for each student such as the one below.



2. Students share ideas in pairs or small groups. In a class discussion, ask students to brainstorm: “What are some of the reasons why people may become disenfranchised?”
3. Research: Ask students to conduct research to identify why the following groups emigrated to the United States, the reasons why many became disenfranchised after living in America, and their response.

Immigrant Group	Time Frame	Reasons for Immigrating	Examples/Reasons for Disenfranchisement	Response to Disenfranchisement
Native Americans	Pre-Columbian			
Africans	1700-1800			
Chinese	1800-1850			
Irish	1900-1950			
European Jews	1900-1950			

MUSIC EVOKES MEMORIES AND EMOTIONS

4. Compare and Contrast: Ask students to compare and contrast why different immigrant groups came to America, which groups became disenfranchised, reasons for disenfranchisement and various responses. Ask students to respond to the following questions:
 - Which groups willingly came to North America? Which did not? Why?
 - Which groups experienced disenfranchisement? What are the common factors that contributed to disenfranchisement among different groups?
 - Why did some groups experience more disenfranchisement than others?
5. Explore the reasons why many groups continue to feel disenfranchised today. What prevents or hinders their ability to overcome challenges and obstacles? What can be done to help?

TIME ELEMENT: 10 days

MATERIALS/RESOURCES: The Trail of Tears by John Ehle
Narrative of the life of Frederick Douglas by Frederick Douglas
Whitewash by Ntozake Shange
Special Sorrows by Matthew Jacobson (Irish experience)
Coolies by Yin
Two Worlds (Mexican-American experience)
La Causa: the Migrant Farm Worker Story by Dana and Katherine de Ruiz
White Servitude in Colonial America by D.W. Gadenon

AUTHORS: Andrea Patton, Eugenia Schnyder, Bill Mimiaga



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will understand there are inequities and differences in social and economic status among members of society based on race and gender. Students will gather and graph statistical data on average incomes of different groups, analyze data for differences, and conduct interviews to identify various perceptions of reasons for inequities and differences.

STANDARDS:

- Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program. (*California Content Standards, Grade 7, Statistics, Data Analysis, and Probability, Standard 1.0*)
- Students know various forms of display for data sets, including a “stem-and-leaf” plot or “box-and-whisker” plot; use the forms to display a single set of data or to compare two sets of data. (*California Content Standards, Grade 7, Statistics, Data Analysis, and Probability, Standard 1.1*)

Understandings: Students will learn how to organize data in a way that is easy to understand, analyze data as compared to public opinion, and develop conclusions based on acquired information.

Essential Questions: How can raw data be represented using graphics? How can the data be analyzed? How does statistical data compare to general opinions?

Knowledge and Skills: Students must know how to transform raw data into a graph format. (Example: Bar Graph of circle Graph) Students must know how to compute percentages and use those percentages to compare data.

ASSESSMENT:

Students will demonstrate mastery by completing a summary sheet that records their findings, their process for computing findings, and conclusions.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students research recent information on wages for full time workers according to race and gender.
2. Students graph data and compute differences by percentages.
3. Students prepare to answer the following questions:
 - Which racial groups represent the highest wage earners for men? For women?
 - Which racial groups represent the lowest wage earners for men? For women?
4. Students interview 5-6 adults to share data and conclusions, and ask, “*Why, in your opinion, do these differences occur?*”
5. Students graph the results of their interviews and write an individual conclusion on their findings.
6. Students share conclusions in a group and/or class discussion.

RUBRIC

Visual Representations: Charts, Tables, and Graphs	1	2	3	4	Your Score
Unable to read or create charts, tables or graphs. Is unable to understand the visual representation of mathematical concepts.					
Some difficulty in creating or reading charts, tables, or graphs. Has difficulty representing mathematical concepts visually.					
Can make most connections between the visual and numeric mathematical concept, though some errors are made in use or creation of charts, tables and graphs.					
Is able to create and/or interpret tables, charts and graphs that show mathematical concepts visually.					

Analysis / Mathematical Reasoning	1	2	3	4	Your Score
Shows little to no understanding of either the pattern or relationship. Not able to explain the response they have given.					
Shows some understanding of the pattern or relationship. Some irrelevant details in explanation.					
Short but complete answer that shows an understanding of pattern or relationship.					
Can demonstrate a full understanding of the pattern or relationships among the numbers. Explanation is detailed and organized and indicates logical thinking.					

Percents, Ordering, and Grouping/Place Value	1	2	3	Your Score
Shows little or no knowledge of percent, ordering of whole numbers, fractions and decimals, or grouping/place value. Unable to solve problems.				
Attempts to solve problems but there is confusion in use of percent, ordering of whole numbers, fractions and decimals, and grouping/place value. Minimal ability to provide detailed answers to problems.				
Aware of the concept of percent, ordering of whole numbers, fractions and decimals, and grouping/place value. Is able to solve problems with minor inaccuracies or lack of detail in answers.				

Understands the concept of percent	1	2	3	Your Score
Recognizes the order of whole numbers, fractions and decimals.				
Strong understanding of grouping/place value.				
Detailed answers to problems.				

TIME ELEMENT: 3 class sessions

MATERIALS/RESOURCES: Web Sites for U.S. Department of Labor; U.S. Census Bureau

AUTHOR: Melva Watts



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Working in groups, students explore past instances of oppression and through published works gain understanding of the collaboration between African American and Jewish communities in the struggle for Civil Rights in the United States during the mid-1900s. Students write individual essay reflecting on their learning and summarize with a discussion on the relevance of this history on “the American Dream.”

STANDARDS:

- Students analyze the development of federal civil rights and voting rights. (*California Content Standards, Grade 11, United States History and Geography: Continuity and Change in the Twentieth Century Standard 11.10*)
- Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. (*California Content Standards, Grade 11, Standard 11.10.2*)
- Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education. (*California Content Standards, Grade 11, Standard 11.10.3*)
- Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech. (*California Content Standards, Grade 11, Standard 11.10.4*)
- Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-fourth Amendment, with an emphasis on equality of access to education and to the political process. (*California Content Standards, Grade 11, Standard 11.10.6*)

ASSESSMENT:

Students will write a personal testimony discussing an experience from their own lives or describe another person’s experience in which they identified as a target of oppression (either individually/personally or as a member of a target group). They will describe the reason(s) for being targeted, the response, and outcome(s). Finally, students will create an action plan for responding to oppression that does not violate others’ Constitutional rights, yet allows target groups to feel both empowered and accomplished.

RUBRIC

4	3	2	1
Two or more examples of oppression are clearly described and compared with details that support the reasons for the target, the responses, and the outcomes. The action plan is clearly described with supporting details, does not violate others’ Constitutional rights, yet allows target groups to feel both empowered and accomplished.	Example of oppression is clearly described with details that support the reason for the target, the response, and the outcome(s). The action plan is clearly described with supporting details, does not violate others’ Constitutional rights, yet allows target groups to feel both empowered and accomplished.	Example of oppression is vague with few details that support the reason for the target, the response, and the outcome(s). The action plan is not clearly described and may lack supporting details. The plan may not violate others’ Constitutional rights, yet allows target groups to feel both empowered and accomplished.	Example of oppression is extremely vague with few or no details that support the reason for the target, the response, and the outcome(s). The action plan is not clearly described and lacks supporting details. The plan may or may not violate others’ Constitutional rights, and may not allow target groups to feel both empowered and accomplished.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:**PART 1**

1. Introduce lesson by sharing the following quote by Martin Luther King, Jr.:
"The history of Americans of African descent and Jewish descent is a story of two groups of people who have suffered uncommon persecution but who have persevered with uncommon faith. This is our common ground. We share the dream of a beloved community where one can live without the threat of racism, poverty, or violence. We share the dream of a beloved community where the worst of the human spirit is defeated by our best."
 (from "Shared Dreams: Martin Luther King, Jr. and the Jewish Community")
2. Teacher introduces useful vocabulary for discussions of oppression:

KEY VOCABULARY:

- *target-* member of a social identity group that is disenfranchised, exploited, and victimized by an oppressive system/institutions
 - *agent-* member of a dominant social group, privileged by birth/acquisition, who knowingly or unknowingly exploits or reaps unfair benefits over members of a target group
3. Students brainstorm various examples of oppression throughout history and how victim/target groups/individuals responded. The teacher may help to facilitate this activity by creating a class chart with the columns: target group/agent group/reason for oppression/ methods of oppression/response by targets/response by agents.

Examples of Oppression	Target Group	Agent Group	Reason for Oppression	Methods of Oppression	Response by Targets	Response by Agents
Example						
Example						
Example						
Anti-Semitism in 1900's leading to the Holocaust						
Oppression of African-Americans leading up to Civil Rights Movement in 1960's						

This activity will be used to introduce a general theme and then narrowed to discuss two specific examples. First, students will discuss anti-Semitism in the 1900s leading up to the Holocaust and the varied responses of the Jewish people. Secondly, students will discuss the historic oppression of African-American people (slavery, Jim Crow laws, etc.) leading up to the Civil Rights Movement of the 1960s.

PART 1 HOMEWORK: Students will write a personal reflection/journal regarding a specific experience they have had in which they felt they were targets of oppression (either individually or as a member of a target group or describe an act of oppression that targeted other individuals or groups. These reflections will attempt to answer the questions: Why was I/he/she/they a target? How did it make me/him/her/them feel? How did I/he/she/they respond? Who (if anyone) helped/supported me/him/her/them in this struggle?

PART 2

4. Students have an opportunity to share thoughts/reflections from the night's homework.
5. Teacher again shares the following quote from Martin Luther King, Jr. describing the collaboration of African Americans and Jews during the Civil Rights Movement: "The history of Americans of African descent and Jewish descent is a story of two groups of people who have suffered uncommon persecution but who have persevered with uncommon faith. This is our common ground. We share the dream of a beloved community where one can live without the threat of racism, poverty, or violence. We share the dream of a beloved community where the worst of the human spirit is defeated by our best." - Martin Luther King Jr. (from "Shared Dreams: Martin Luther King, Jr. and the Jewish Community")
6. Students will then be introduced to key historical figures involved in the civil rights struggles of the mid-1900s through brief biographical discussions/readings. (Suggested figures include: Louis Brandeis, Thurgood Marshall, Jack Greenberg, & Paul Parks. An ideal way of conducting this activity may be through a jigsaw of various biographical readings, personal testimonies, etc. Consider readings from Kaufman and other biographical sources.)
7. Students will begin to develop an understanding of the collaboration that took place between these individuals; moreover, they will discuss (small group discussions may work best) how this collaboration represents a greater partnership between the African-American and Jewish-American communities to further the civil rights of both groups.
8. The entire class will come together to (briefly) share reflections and go over homework activity (transition to HW).

PART 2 HOMEWORK: (A pre-reading class activity will prepare students with some questions to consider while reading this assignment-- see below.) Students will read and respond (journal/free response method) to a reading summarizing the rationale/motivating factors behind the Jewish activism in the Civil Rights Movement. (from Kaufman, pg. 98-101)

QUESTIONS TO CONSIDER:

- a) How did Jewish individuals and organizations respond to the civil rights struggles of African Americans? (Note: there were many different responses)
- b) Did these responses relate to their Jewish traditions? Explain.
- c) What historical experiences did Jews draw on in their responses to civil rights struggles in America?
- d) How did the idea of America or the "American dream" contribute to the Jewish response?
- e) How was Jewish involvement in the civil rights movement self-serving?
- f) How was Jewish involvement in the civil rights movement a result of concern for others?
- g) Which individuals, events, or issues do you think were most significant in this history?
- h) Overall, what do you think is the most important thing to understand about this history?
- i) What other historical examples can you think of where an alliance was formed between targets and agents of oppression?
- j) Is this history relevant today? Explain.

PART 3

9. Students will have an opportunity to share reflections/thoughts from last night's homework.
10. Students will review key information from yesterday's lesson and readings on the collaboration between (Northern) whites and (Southern) African-Americans to end segregation in the 1960s.
11. Students (in a large-class discussion format) will aid the teacher in developing a timeline (or other graphic organizer of your choice) of key figures/events/issues that helped to create the alliance between the African-American and Jewish communities.

MUSIC EVOKES MEMORIES AND EMOTIONS

12. In a large-group discussion, the class will reflect on the various methods of responding to the oppression of others. (transition to HW)

PART 3 HOMEWORK: Students will write a personal reflection/journal regarding a specific experience they have had in which they observed someone else being the target of oppression (either individually or as a member of a target group). These reflections will attempt to answer the questions: Why was he/she/they targeted? How do you think it made him/her/them feel? How did it make me feel? How did I respond? Who (if anyone) helped/supported her/him/them in this struggle?

PART 4

13. Students will share their responses to the night's reading assignment.
14. Subsequently, they will discuss reflections on the pre-reading "questions to consider."
15. Finally, the group will close by considering the application of the knowledge we have gained (both in terms of content and overarching themes developed) by reading/reflecting on the relevance of this history in the scope of overarching course themes, such as "the American Dream." (Suggested reading to consider: Kaufman, pg. 12)

PART 4 HOMEWORK: Students will re-visit their earlier writing assignments and reflect/write on additional questions: "How could I have responded? How could my response help me to feel more empowered/accomplished? How could I respond in a way that helps to prevent others from being the targets of oppression?" Most importantly, they will address the issue: Having studied the lessons/successes of the Civil Rights Movement, how might I respond to oppression in the future (either as a target or an agent) in an empowering way? What type of change can I hope to affect in my society by doing this?

EXTENSIONS:

Consider why the alliance that had developed between African-Americans and Jewish Americans during the Civil Rights Movement broke-down. What lessons can be learned from this? (Suggested Reading: Takaki, pg. 406-409.)

TIME ELEMENT: 5-6 days

MATERIALS/RESOURCES: Jonathan Kaufman, *BROKEN ALLIANCE: THE TURBULENT TIMES BETWEEN BLACKS AND JEWS IN AMERICA*. Charles Scribner's Sons: New York (1988) pgs. 12, 70-71, 95-101.

Rabbi Marc Shneier, *SHARED DREAMS: MARTIN LUTHER KING, JR. & THE JEWISH COMMUNITY*. Jewish Lights Publishing: Woodstock, Vt. (1999) pg. xii

Ronald Takaki, *A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA*. Little, Brown, and Company: New York (1993) pgs. 406-409

AUTHOR: Allison Beck



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» » » LESSONS AND ACTIVITIES

CAN IT HAPPEN IN AMERICA? TAKING SOCIAL ACTION

OBJECTIVES:

- Students develop and share informed points of view on a variety of subjects/events and marshal evidence in support of a thesis and related claims, including information and explanation about all relevant perspectives. (*California Content Standards for English-Language Arts, Grades 9-10, 11-12, Listening and Speaking Standard 2.0*)
- Students analyze the divergent paths of American people, their contributions and the challenges they faced. (*California Content Standards for History-Social Science, Grade 8, Standards 8.7, 8.8, 8.11*)

ACTIVITY:

This activity allows students to seek accurate and complete information about events in American history. By investigating evidence from the past, students can make informed decisions to stand against injustice in the present and future.

Working in groups of five, students are provided information about a particular manifestation of racism/oppression in America.

Primary source documents might include:

- Jim Crow Laws
- Executive Order 9066
- Chinese Exclusion Act
- The Indian Removal Act

These primary source documents are available in the Teach section of the Museum of Tolerance Teachers' Guide web site. Teachers may select other historical documents that describe the subjugation or exclusion of a particular group.

Students read the information and discuss it. Begin with a brief description of the document reviewed by your group, and conduct further research to answer the following questions:

- *When and where was your document written?*
- *What was the stated intent of the policy? What was the outcome?*
- *Who was the primary group targeted by this policy/practice? Who else do you think was affected? How?*
- *Who was responsible for enacting this policy/practice? Were those responsible aware of the consequences? How did they justify their actions?*
- *Who, if anyone, intervened or protested this policy/practice?*
- *What were the risks of intervening in or protesting the policy/practice? What were the benefits?*

Call on various student groups to report their findings and responses to other groups.

PRODUCT/APPLICATION:

Students review information about events in U.S. history and discuss and analyze the causes and the consequences. Students understand the different paths, contributions and challenges encountered by diverse groups of Americans.

EXTENSION:

Students (especially older or more advanced students) discuss or write in response to the following question:

You have just examined and shared information about many examples of injustice and discrimination that have occurred in U.S. history. Write a composition in which you explain the causes and consequences of one or more of these events. What generalizations can you make about the policies/practices studied and the on-going struggle for human rights and social justice? To what extent do similar struggles exist today for some Americans?

This lesson was developed from work by Pamula Hart and Jim Rodriguez.



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students discuss and analyze the benefits and/or challenges of current methods and outcomes of racial/ethnic classification. This discussion and analysis leads students to deeper understanding of their own cultural identity and their personal responsibility for ending discrimination in our society.

STANDARDS:

- Students actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. (*California Content Standards, English Language Arts 9-12 Listening and Speaking, Speaking Applications*)
- Students apply knowledge of text connectors to make inferences. (*California Content Standards, English Language Arts 9-12, Writing, Writing Strategies, Organization and Focus*)
- Students use basic strategies of note taking, outlining and the writing process to structure drafts of simple essays with consistent use of standard grammatical forms. (*California Content Standards, English Language Arts 9-12, Written and Oral English Language Conventions*)
- Students investigate and research a topic and develop a brief essay or report that include source citations. (*California Content Standards, English Language Arts 9-12, Writing, Writing Applications [Genres and Their Characteristics]*)

RUBRIC

Essays will be assessed with a rubric appropriate for this genre and grade level.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. In small groups, students answer the following questions:
 - What do you look like?
 - How do you describe yourself? What are some aspects of your identity that are important to you when you describe yourself?
 - How important is your race as an aspect of your cultural identity?Volunteer students share their responses with the larger group.
2. Led by teacher, students identify as many classifications for identifying people on documents and applications as possible.
3. Students share thoughts, feelings and reactions to identity classification information. Why might collecting this data be beneficial? When can collecting this data be problematic?

MUSIC EVOKES MEMORIES AND EMOTIONS

4. Students research and collect documents and application forms that ask for information about racial/ethnic and other cultural classifications.
5. Students share documents and forms in class and continue discussing in small and large groups (like-groups and different-groups) their feelings about providing the various sorts of information asked for on the documents and information forms.
6. Teacher and students look for patters in answers and responses to providing cultural classification information.

Note: It is healthy at this point in the discussion to solicit multiple perspectives about this topic and not lead students to a particular conclusion. To avoid having polarized discussion groups, teacher should introduce multiple appropriate perspectives on this topic.

7. Students draft an expository essay that takes a position on the benefits or challenges of racial/ethnic classification in our society today. Students will create a claim that include a “because clause.” (i.e. Racial/Ethnic identity classification is/ is not an effective practice because...) Essay should be 3-5 pages in length.

EXTENSIONS:

Students conduct action research and interview family members and/. or friends to find out how others feel about racial/ethnic classification. (3 days)

Students conduct an internet search on the history or origin of racial/ethnic classification in America.

TIME ELEMENT: 2-3 Weeks

MATERIALS/RESOURCES:

- *More than a Label*, by Aisha Muharrar. Published by Free Spirit Publishing, Minnesota
- *Teaching and Learning Anti-Racism: A developmental Approach*, by Louise Derman Sparks, Carol Brunson Phillips. Published by Teachers College Press, New York

AUTHOR: Rosemary Smith



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

During this lesson students will study and compare contemporary and ancient democratic systems to understand the following:

- Without participation, there can be no democracy;
- Without democracy, there can be no participation;
- Social participation as a citizen is imperative and a life-long responsibility

STANDARDS:

- Students trace the transitions from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (*California Content Standards, Grade 6, History/ Social Science, Standard 6.4.2*).
- Students state the key differences between Athenian, or direct democracy and representative democracy. (*California Content Standards, Grade 6, History/ Social Science, Standard 6.4.3*).
- Students describe the government of the Roman republic and its significance (e.g. written constitution and tripartite government, checks and balances, civic duty) (*California Content Standards, Grade 6, History/ Social Science, Standard 6.7.2*).
- Students analyze text that uses the compare and contrast organizational patterns. (*California Content Standards, English/Language Arts, Grade 6, Structural features of information materials, Standard 2.2*)
- Students write expository compositions (e.g. description, explanation, comparison and contrast, problem and solution) (*California Content Standards, English/Language Arts, Grade 6, Reading/Writing Applications, Standard 2.2*)

RUBRIC:

Compositions are graded with appropriate rubric for this grade level and writing domain.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students study and analyze the government systems of the ancient Romans and Greeks as presented in the Grade 6 curriculum.
2. Students analyze how specific groups in each of the ancient societies participated in their governments.
 - Students identify various groups in the society. (Groups might include men, women, foreigners, slaves, class groups, religious groups etc.)
 - Students grid and compare information about each groups such as: the group name, their voting rights, other rights, and any other useful information.
3. With teacher provided information and resources, students study and analyze how specific groups in U.S. society have participated in their government in recent history.
 - Students identify various groups in U.S. society throughout history. (Groups might include men, women, foreigners, slaves, immigrants, class groups, religious groups, landowners American Indians etc.)
4. Students discuss and compare the patterns of the participatory rights of specific groups in ancient history and in recent U.S. history. Teacher facilitates the discussion by asking questions such as the following:
 - What patterns do you see between the participation of social groups in ancient Greece and Rome and in the United States today?
 - What are the outcomes if only some groups participate in their government and others do not? What are some examples that you can give from our history lesson or from history itself?
5. After the above study, analysis and discussion students answer the following questions using information from their lessons and from personal experience and observation to support their assertions:
 - What should a true democracy be? How should it work?
 - What should be the rights of all citizens in a democracy?
 - Do all groups participate equally in a democracy? Which groups do participate fully, and which groups do not participate fully or do not participate at all?
 - What limits the participation of some groups in our society?
 - What is the most important role of a citizen of a democracy?
 - How can citizens exercise their roles and rights in a democracy?
6. Students write *persuasive compositions* discussing the meaning of participatory democracy, the rights of citizens within that democracy, and the consequences for a society when certain groups are excluded or have limited access to participate. Compositions provide detailed support and evidence from the discussions and differentiate between facts and opinions.

AUTHOR:

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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will be able to:

- compare and contrast the qualifications, rights and responsibilities of citizens in Ancient Rome and contemporary American democratic society,
- identify implications for citizenship in contemporary American society,
- educate students and/or community members about the rights and responsibilities of citizens in contemporary American society.

STANDARDS:

- Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7*)
- Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7.2*)
- Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7.3*)
- Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 1*)
- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 2*)
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 3*)

ASSESSMENT:

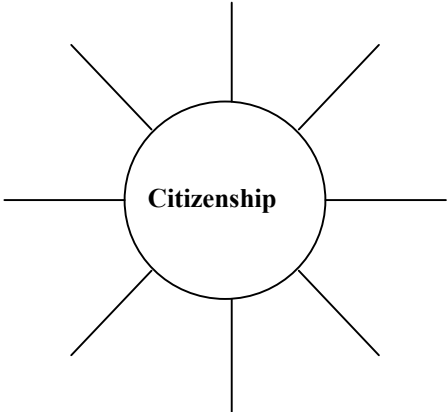
Essay or selective response multiple choice test asking students to respond to item #5 below.

RUBRIC

Feedback and evaluation of the essay will be given using a rubric appropriate to this grade level, and include such elements as: 4= Meets or Exceeds the Standards for Content and Writing. 3= Meets the Standard but does not Exceed. 2= Minimum for passing and need improvement. 1= did not meet the Standards and needs re-teaching. Selective Response. Multiple Choice. True False.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

- 1. Introductory Activity: Ask students to brainstorm the idea of “citizenship.” “What comes to mind when you think of the word, ‘citizenship?’” Students work individually to record their responses on a graphic organizer such as the one below. Students share responses in pairs or small groups. Encourage students to add ideas to their graphic organizer. Conduct a quickwrite activity, “What does it mean to be a citizen?”
- 2. Citizenship in Ancient Rome: Ask students to conduct research in small collaborative groups to identify the rights and responsibilities of citizens in Ancient Rome. “How did people become citizens of Ancient Rome? What were their rights and responsibilities?”



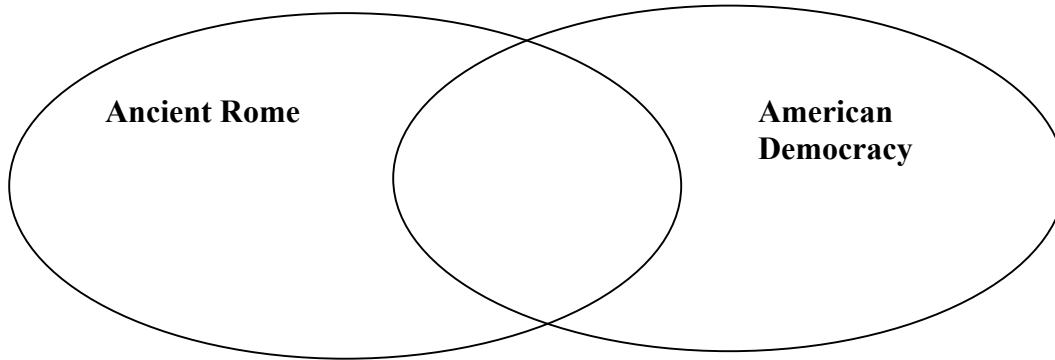
- 3. Citizenship in an American Democracy: Ask students to conduct research in small collaborative groups to identify the rights and responsibilities of citizens in contemporary American democracy. Examine Voting Military Service and Application for U.S. Citizenship. “How do people become American citizens? What are their rights and responsibilities?” Use a graphic organizer such as the one below to record information.

	Ancient Rome	Contemporary American Democracy
Qualifications for Citizenship		
Rights of Citizens		
Responsibilities of Citizens		

- 4. Compare and Contrast: Ask students to compare and contrast issues of citizenship in Ancient Rome and contemporary America. “What are the changes? Do American citizens have more or fewer rights than citizens of Ancient Rome? More or fewer responsibilities?” Use a graphic organizer such as the one below to compare and contrast ideas.

Qualifications, Rights, and Responsibilities of Citizenship

5. Implications for Today's Citizens: Ask students to brainstorm "What are the advantages to being a citizen in American society today compared to being a citizen in Ancient Rome? What are the disadvantages? What can be done to educate students and/or members of the community about the rights and responsibilities of citizenship?"



6. Service Learning Activity: Ask students to develop and implement a program to educate students and/or community members about the rights and responsibilities of citizenship in a democratic society. Program activities may include:
- Development and dissemination of a brochure
 - Small group discussion forums
 - Community event including guest speakers, legislators, or other public officials
 - Public debate

TIME ELEMENT: 5-6 class periods. 50 minutes per class

MATERIALS/RESOURCES: Glossary of Terms: Republic, Consul, Patrician, Plebeian, Debt Bondage
Hand out of Picture of Roman Government 264 B.C., Chapter 13, page 410 of Textbook A Message of Ancient Days, Houghton Mifflin Social Studies

AUTHOR: Michael Redden



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students explore the meaning of social justice through historical documents and then recreate a courtroom scene related to Martin Luther King Jr.'s "A Letter From Birmingham Jail."

STANDARDS:

- Students analyze the divergent paths of the American people in the West from 1800 to mid-1800s and the challenges they faced. (*California Content Standards, History/Social Science, Grade 8, Standard 8.8*)
- Students describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifests Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (*California Content Standards, History/Social Science, Grade 8, Standard 8.8.2*)
- Students analyze the multiple causes, key events and complex consequences of the Civil War. (*California Content Standards, History/Social Science, Grade 8, Standard 8.10*)
- Students discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863) and inaugural addresses (1861 and 1865). (*California Content Standards, History/Social Science, Grade 8, Standard 8.10.4*)
- Students write persuasive compositions which a) include a well-defined thesis (i.e. one that makes a clear and knowledgeable judgment), and b) present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. (*California Content Standards, English/Language Arts, Grade 8, Writing Applications, Standard 2.4*)
- Students relate a clear, coherent incident, event or situation by using well-chosen details. (*California Content Standards, English/Language Arts, Grade 8, Speaking Applications, Standard 2.1*)
- Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. (*California Content Standards, Visual and Performing Arts: Theatre, Grade 8, Creative Expression, Standard 2*)

ASSESSMENT:

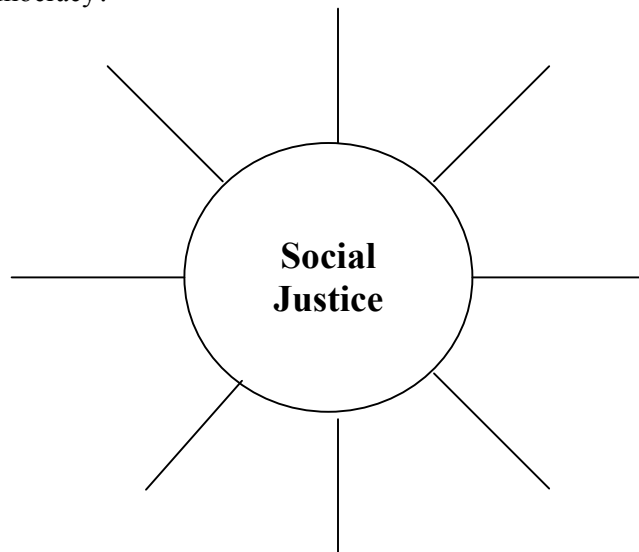
1. Demonstrate the ability to thoroughly exam, analyze, argue, contradict or support the view of the documents, compare and contrast historical documents and accounts, through speaking and writing applications.
2. Identify statements and evidence of social injustices.
3. Author an appeal for Social Justice
4. Design a courtroom scene as the venue
5. Use of Vocabulary (How student applies vocabulary during statements, questioning in court and in the appeal)
6. Oral presentation of evidence to support or contradict
7. Bridge findings to current legislative and policies i.e. Patriot Act, Gang Injunctions and/or Homeland Security.

RUBRIC

Feedback and evaluation of the essay will be given using a rubric appropriate to this grade level.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Introductory Activity: Ask students to brainstorm the idea of “social justice”. “What comes to mind when you think of ‘social justice’?” Students work individually to record their responses on a graphic organizer such as the one shown. Students share responses in pairs or small groups. Encourage students to add ideas to their graphic organizer. Conduct a quickwrite activity, “Why is it important for all people to be protected by social justice in a democracy?”



2. Ask students to read “Letter from Birmingham City Jail” by Martin Luther King, Jr. Examine and discuss his “four basic steps” for any nonviolent campaign: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action.
3. Analyzing Historical Documents: Ask students to read and analyze three historical documents:
 - The Indian Removal Act of 1830
 - U.S. Theft of Mexican Territory Timeline
 - President Abraham Lincoln’s letter to Horace Greeley, 1862

4. Provide students with a graphic organizer to help them respond to the following questions about each document:
 - What were the events that led to the writing of this document?
 - What was the purpose of the document?
 - Who/what was it designed to support?
 - Was there evidence of social injustice? If so, who's rights were violated? How?

Use the graphic organizer below for each document/account.

		<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;">Reasons</div>		
	No	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 60%;">Social injustices are evident.</div>	Yes	
		<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 60%;">Conclusion</div>		

5. Documents on Trial: Recreate a courtroom scene by engaging students in a mock trial of each of the documents/accounts. Students will be responsible for defending or indicting each document on the grounds that the document represents an act of social injustice. Divide students into two groups for each document. Half the groups will be responsible for supporting the claim that a social injustice occurred. The other groups will defend the opposite point of view. Each group needs to provide evidence to support its point of view and include arguments based on Martin Luther King Jr.'s four basic steps of a non-violent campaign as described in "A Letter from Birmingham City Jail." Allow students to argue their case, provide testimonies, cross-examination, and appeals. Select a jury to determine the outcome of each case.
 - Design a courtroom scene - To try the Indian Removal Act of 1830, U.S. Theft of Mexican Territories Timeline and President Abraham Lincoln's letter to Horace Greeley for Social Injustices. (1 week)
 - Memorize Martin Luther King's four basic steps of a nonviolent campaign as guidelines to use when arguing the case for Social Justice. (3 days)
 - Design and use of appropriate Graphic Organizers for courtroom exhibits (1 week)
 - Argue the case (allow for testimonies and cross-examinations) (1 week)
 - Jury Deliberations (2 days)
 - Individual Appeals for Social Justice (3 days)
 - Presentation of Appeals (2 days)
6. Contemporary Connections: Ask students to read and analyze current legislation and public policies for signs of social injustice (i.e. U.S. Patriot Act, Homeland Security policies). Ask students to develop guidelines for policy makers to help them develop policies that protect the rights of individuals in a socially just society.

TIME ELEMENT: 4-5 Weeks

MATERIALS/RESOURCES:

Required Reading

- Historical Document – President Abraham Lincoln’s letter to Horace Greeley.
<http://showcase.netins.net/web/creative/lincoln/speeches/greeley.htm>
- Historical Document – President Andrew Jackson’s Message to Congress on Indian Removal (1830)
<http://www.ourdocuments.gov/content.php?page+transcript&doc25>
- Account – U.S. Theft of Mexican Territory
<http://academic.udatn.edu/race/02rights/guadalu3.htm>
- Historical Document – Letter from Birmingham City Jail - Dr. Martin Luther King Jr. <http://www.wmich.edu/politics/mlk/jail.html>

Supplemental

- Viva la Causa – 500 years of Chicano History (video)
- 500 Nations - Indian Removal (video)
- Africans in America (1831 –1865) Judgment Day (video)
- Graphic Organizers
- <http://www.teach-nology.com/worksheets/graphic>

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» » » LESSONS AND ACTIVITIES

IMPROVING MY COMMUNITY THROUGH SOCIAL ACTION

OBJECTIVES:

- Students understand the dynamics of cultural power that limit or enhance access and success for some groups and identify personal next steps for combating injustice, bigotry and racism in classrooms, schools and communities.
- Students deliver presentations that convey clear and distinct perspectives and solid reasoning.
(California Content Standards for English-Language Arts, Grades 9-12, Listening and Speaking Strategies Standard 1.0)

ACTIVITY:

Students reflect on and discuss social justice issues they became aware of as a result of their Museum of Tolerance visit and on-going class work.

Ask students to:

- Identify 1-3 critical social justice issues in their school/community that they would like to address.
- Research and collect evidence about a condition/policy/practice that has led to inequity in the school/community.
- Synthesize the information from their research and use the synthesized information to garner the support and advocacy of others to help resolve the issue(s).
- Collect signatures for a specific proposed change or intervention to the current inequity.
- Plan a presentation for key decision-makers, which includes a summary of their evidence/findings, proposed action (stated in a direct and succinct manner) and collected signatures supporting the proposed action.
- Present their proposal for change and related information to a key decision-making group (student council, site/district/community administrators or officials).

PRODUCT/APPLICATION:

Students engage in individual or small/large group reflection and discussion of specific instances of bias/discrimination that they observe in their immediate environments. Students identify key issues to address. Students collect evidence of the current condition(s). Students propose a solution and take next steps to effect their proposed solution. Students affirm the power of social action to interrupt inequity and injustice.

EXTENSION:

Students record their process and progress. Students publish the story of their progress in an appropriate journal, magazine or other media source.



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students research modern slavery as a group activity and deliver presentations supported by evidence. Individual students then write persuasive essays compelling readers to do their part to end slavery in the world today.

STANDARDS:

- The patterns and networks of economic interdependence on Earth's surface. (*National Council for Geographic Education, Geography Standards, Human Systems, Grade 6, Standard 11*)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (*National Council of Teachers of English, Standards for the English Language Arts, Grade 6, Standard 7*)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*California Content Standards, Grade 6, English/Language Arts, Writing Applications Standard 2*)
- Students write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counter arguments. (*California Content Standards, Grade 6, English/Language Arts, Writing Applications Standard 2.5*)

ASSESSMENT:

Assessment #1 (group): Students will deliver informative presentations about slavery in the world today after researching authoritative sources. Students will be divided into four groups to research modern slavery in the United States, India, Sudan, and Mauritania. The web site www.iabolish.com has easy links to information about these four countries. (This is only a starting point, and students may decide to research further on their own. The web sites mentioned below are excellent resources.) Students will use the following three questions to organize their presentation: What? (What are the basic facts?), So what? (What are the students' thoughts and feelings about the information?), and Now what? (What actions can we take for social justice?)

Assessment #2 (individual): Students will write a persuasive essay convincing readers to do their part to stop modern slavery. The essay will be organized, include detailed evidence, and anticipate reader concerns with counter arguments.

RUBRIC

Use grade level appropriate rubrics for oral presentations and expository essays, located on the Museum of Tolerance Teachers' Guide web site: <http://teachers.museumoftolerance.com/mainjs.htm?s=3&p=3>

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students read and discuss slavery and human trafficking in the world today. Students will likely be surprised that slavery occurs today and is not just an institution of the past. The outcome of the unit will be increased knowledge about modern slavery leading to informative oral presentations and persuasive essays. (1 week)
2. Brainstorm and create a cluster of thoughts associated with the term "slavery." Students should start individually, share with their group, then share with the class. Write the class's ideas on chart paper that will be posted in the classroom. Most terms will probably apply to slavery in America.
3. Read the poem "Questions from a Worker Who Reads" by Bertold Brecht. Have volunteers read to the whole class. Students then reread silently, using active reading strategies and writing notes in the margins about their thoughts, feelings, questions, and connections. At the end of the poem, students write a meaningful question that will spark discussion in a class discussion, such as "Are these people mentioned in our ancient history textbook? Why or why not?" In the class discussion, students should mention the important part slaves had in building the ancient civilizations students are studying this year. (50 to 60 minutes)
4. Students answer the question: "To what extent does slavery exist today?" This should spark some good small group and class discussion. Most students will answer, "No." Others may mention that today's slaves are low-wage workers such as those who work in restaurants, car washes, and clothing sweatshops. (20 minutes)
5. Read "Modern Day Slavery" by Rodrigo De Haro out loud in class. Student volunteers read one each of the eight paragraphs. This is an essay about the experience that De Haro had in meeting Francis Bok, a former slave from Sudan. This is also a good time to show the students the book "Dream Freedom" by Sonia Levitin (Harcourt, Inc., 2000). This book tells how a group of American students learns of the atrocities in Sudan where ten and thousands have been captured, taken from their homes and families, and forced into hard labor. The students begin to make a difference by raising money to redeem slaves and educating others about the dire situation. (30 minutes)
6. Read about the four countries where slavery still occurs today--the United States, India, Sudan, and Mauritania. (Students should probably be divided by the teacher in advance to make the process easier.) Students will use computers to access the web site: www.iabolish.com to do research. This web site has information about all four of these countries. (50 to 60 minutes)
7. Discuss in small groups how to present the information to the class. Create an oral presentation with a visual component such as a poster with both writing and drawing to present to the class. Allow time for questions and feedback for the groups. Discuss with the whole class any next steps that could be taken for social justice. Presentations will be given a group grade using the oral presentation rubric. (available on MOT web site). (60 minutes)
8. Read the "Kinds of Citizens" (Table 1) from "What Kind of Citizen? The Politics of Educating for Democracy" by Joel Westheimer and Joseph Kahne. Under the Sample Action section, students write the example of modern slavery. Discuss what it would mean for someone to be a participatory citizen or justice-oriented citizen regarding the issue of modern slavery. (20 minutes)
9. Write a persuasive essay convincing readers to do their part to stop modern slavery. The essay should be organized, include detailed evidence, and include reader concerns with counter arguments. Have students share their first draft with a peer for peer editing. Students will then write final drafts that will be graded using the expository essay rubric (available on MOT web site). Publish final copies on the class bulletin board. Time frame: two to three nights of homework for first draft. One class period for peer editing and sharing drafts out loud with the class. One or two nights homework for the final draft.

SOCIAL ACTION APPROACH (Level 4 of James A. Banks' "Approaches to Multicultural Curriculum Reform"): Students make decisions on important social issues and take actions to solve them. Students may share their papers in different forums, such as an assembly for the student body, a presentation to a group of local businesspeople, etc. Students may also write storybook versions of their presentations geared toward grade school children that they could read to kids in the feeder elementary schools.

TIME ELEMENT: 2-3 Weeks

- MATERIALS/RESOURCES:**
- "Questions from a Worker Who Reads (poem by Bertold Brecht)
 - "Modern Day Slavery" (college newspaper article by Rodrigo De Haro)
 - "Dream Freedom" (Young adult novel by Sonia Levitin, copyright 2000)
 - Web Sites:
 1. Coalition to Abolish Slavery and Trafficking
This organization assists people trafficked for the purpose of forced labor and slavery-like practices and to work toward ending all instances of such human rights violations.
 2. Amnesty International
Amnesty International (AI) is a worldwide movement of people who campaign for internationally recognized human rights.
 3. Global Exchange -- Global Exchange is an international human rights organization dedicated to promoting environmental, political, and social justice.
 4. www.iAbolish--The Anti-Slavery Portal
This group is dedicated to abolishing slavery worldwide within our lifetime. Based in Boston, the historic center of American abolitionism, the group builds public awareness, leads advocacy campaigns, and mobilizes grassroots activism.

AUTHOR: Kristine Haenschke



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> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students brainstorm the components of a ‘perfect world’ prior to a visit to the Museum of Tolerance. After visiting the Museum, students reflect on their experience and work in small groups to define possible steps necessary to bridge their present world and their ideal world. Students prepare compositions and share with the class.

STANDARDS:

- Students write clear, coherent and focused compositions. The writing exhibits students’ awareness of audience and purpose. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Strategies Standard 1.0*)
- Students write descriptive and/or narrative texts of at least 500 to 700 words. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Applications Standard 2.0*)
- Students a) State a clear position or perspective in support of a proposition or proposal; b) Describe the points in support of the proposition, employing well-articulated evidence; and c) Anticipate and address reader concerns and counterarguments. (*California Content Standards for English-Language Arts, Grade 7 (and 8-12); Writing Persuasive Compositions, Standard 2.4*)

Special Ed Adaptations: Students may use oral or nonverbal artistic /theatrical presentations instead of written composition to create final product(s).

RUBRIC

Writing assignments are graded using appropriate grade level rubric for descriptive or narrative compositions.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

PRE-VISIT TO MUSEUM OF TOLERANCE

Pre-writing:

1. Teacher guides students in a visioning and/or brainstorming exercise. Teacher may use some or all of the following cues to guide students:
 - a. “Today you are going to use all that you have learned and observed in combination with your imagination to make a picture in your mind of what a peaceful, safe and harmonious world would look like.”
 - b. “First, imagine the world has been transformed to its most ideal state, just the way you would like it be. It is peaceful safe and harmonious.”

c. *“Describe what it looks like.”* (Students brainstorm answers as teacher records their responses to the following specific cues:)

- *“What is the environment like? (air? water? sky?)”*
- *“How does it feel to be in this kind of world?”*
- *“How do people interact and communicate?”*
- *“How do people treat each other?”*
- *“How do other people feel in this world?”*
- *“What kind of images and stories do you see and hear on radio and TV?”*
- *“How are differences and conflicts resolved in this ideal world?”*

2. Teacher reviews brainstormed ideas with students, and may cluster specific items into appropriate categories.

Writing Activities:

Students write about their vision of a peaceful, safe and harmonious world. Students may choose details from the class brainstorm or develop their own.

POST-VISIT TO MUSEUM OF TOLERANCE

1. After visiting the Museum of Tolerance, teacher engages students in discussion about what they observed and felt.
2. Students compare the facts and feelings about the world described in the Holocaust Section of the museum with the ideal worlds they wrote about before their visits.
3. Students create brainstormed lists of conditions in our present world. The same series of questions asked about the ideal world are asked about our present world.
4. Students work in groups to compare the brainstormed conditions of our present world with the brainstormed conditions in their ideal worlds.
5. Student teams or groups then identify and record the steps that would need to be taken to make a bridge between their present world and their ideal world. This step could result in another brainstormed list or an expository composition whereby students select 3-4 specific steps that they could take to begin to manifest their ideal world. Students develop a thesis about their ideal world and then organize their discussions around 3-4 central conditions, supporting each with specific examples and details.
6. Compositions are assessed using genre and grade-appropriate rubrics.
7. Students share their written work and receive feedback from students as well as the teacher.

TIME ELEMENT: 2-3 Weeks

MATERIALS/RESOURCES: PBS film (PBS) A Force More Powerful (see
(optional) <http://www.pbs.org/weta/forcemorepowerful/classroom/> for additional lesson ideas)

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