

power of words & images

dynamics of discrimination



pursuit of
democracy & diversity

personal responsibility

» » » **TEACHERS' GUIDE**

discover | engage | teach | define | connect

MUSEUM OF TOLERANCE

Meeting Twenty-First Century Challenges in Education

Dear Teacher,

We look forward to welcoming you and your students to the Museum of Tolerance and hope that your upcoming visit will be a meaningful and memorable learning experience.

The only museum of its kind in the world, the Museum of Tolerance is the educational arm of the Simon Wiesenthal Center, an internationally renowned human rights organization dedicated to preserving the memory of the Holocaust and to fostering tolerance through community involvement, educational outreach and social action.

The Museum of Tolerance's primary focus is on young people—recognizing their potential as responsible citizens as well as revealing the perils of ignorance and hatred to their future. With its state of the art teaching technologies, archives and exhibits, the Museum of Tolerance is a powerful educational resource for promoting the social, emotional, spiritual and academic development of each student.

This Teachers' Guide is designed to help you optimize the Museum visit. It introduces innovative online resources and provides pre-visit and follow-up lessons to expand and sustain learning.

The experience will help teachers:

- Enhance their curriculum by integrating multiple perspectives about issues, events, themes and concepts into current units of study.
- Infuse into their current classroom practice, content, instructional strategies, resources and assessments that include and value the voice of every student.
- Motivate students to examine their values and beliefs about issues of difference, tolerance and justice in order to begin to take personal responsibility for creating safe and inclusive classrooms, schools and communities.

In our increasingly complex, pluralistic society, threatened by global hate and terrorism, the Museum of Tolerance is proud to partner with school professionals on the front lines in our efforts to shape a better, more respectful world.



Liebe Geft
Director

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journey of discovery



MUSEUM OF TOLERANCE TOUR

TOLERANCENTER



- > **New Face of Hate:**
Exposes how today's hate mongers target their enemies and recruit new followers.
- > **Confronting Hate in America:**
Reveals the human cost of hate and bigotry for families, communities and the nation.
- > **Globalhate.com:**
Unmasks the dangerous proliferation of hate on the Internet and introduces questions for critical thinking in a media saturated society.

TOLERANCENTER



- > **Point of View Diner:**
Engages visitors in an interactive dramatization about social issues and poses questions of social responsibility.
- > **Millennium Machine:**
Challenges participants to seek solutions to pressing global human rights issues, through an interactive multimedia presentation.

NOTE: Most groups will view **either** the Point of View Diner **or** the Millennium Machine.

TOLERANCENTER



- > **American History Wall:**
Uses a visual timeline to show the struggle between intolerance and the pursuit of tolerance in American history.
- > **Civil Rights:**
Highlights the American Civil Rights Movement and the work of the Rev. Martin Luther King, Jr. through historical film footage.
- > **In Our Time:**
Features Bosnia and Rwanda as contemporary examples of inter-group violence and genocide around the world.

A JOURNEY OF DISCOVERY

THE MUSEUM'S UNIQUE INTERACTIVE EXHIBITS PROVIDE A HANDS-ON LEARNING EXPERIENCE THAT INSPIRES VISITORS TO LEARN FROM THE PAST, ENGAGE IN THE PRESENT AND ASSUME RESPONSIBILITY FOR THE FUTURE. VISITORS ARE CHALLENGED TO EXPLORE THE MEANING OF TOLERANCE AND THE CONSEQUENCES OF INTOLERANCE, BY FOCUSING ON THE HISTORY OF THE HOLOCAUST AND THE DYNAMICS OF DISCRIMINATION IN OUR WORLD TODAY.

HOLOCAUST EXHIBIT



The Holocaust Exhibit is a sound-and-light guided, sixty-five minute dramatic presentation that covers the period from the 1920s to 1945.

Visitors are led back in time to become witnesses to events in Nazi-dominated Europe during World War II.

Each visitor receives a photo passport card that reveals the story of a child whose life was changed by the events of the Holocaust.

HOLOCAUST ARTIFACTS



The Museum's compelling exhibition of artifacts and documents allows visitors to personally connect with the past.

The collection includes the correspondence of Anne Frank and her sister Margot with American pen pals, a bunk bed from the Majdanek death camp, and a unique American flag sewn by inmates of the Mauthausen concentration camp.

MULTIMEDIA LEARNING CENTER



The Multimedia Learning Center houses thirty computer workstations with information on the history of World War II and the Holocaust.

Video viewing areas and presentation rooms provide access to archival film footage, extensive documentary video segments and oral history videos, including testimonies from the Survivors of the Shoah Visual History Foundation.

ENHANCING THE MUSEUM EXPERIENCE

THE MUSEUM SUPPORTS ACTIVE PARTICIPATION AND DISCOVERY. IN ORDER TO MAXIMIZE THE LEARNING EXPERIENCE FOR YOUR STUDENTS, WE STRONGLY ENCOURAGE PREPARATION AND DISCUSSION PRIOR TO YOUR VISIT. FOLLOWING YOUR VISIT, A DEBRIEF WILL ENABLE STUDENTS TO CONNECT THE MUSEUM EXPERIENCE WITH WHAT THEY ARE STUDYING IN SCHOOL AND RELATE IT TO THE REALITIES OF THEIR EVERYDAY WORLD.

WHAT TO EXPECT

Visitors are encouraged to come to the Museum with an open mind and a willingness to engage and discover. During your visit, a Guide will lead your group through the exhibits and facilitate dialogue and discussion. The exhibits, many of which are hands-on, are designed for student interaction.

Due to the serious and graphic nature of some presentations in the Museum, we recommend the Museum tour for students age twelve and older. Information on programs designed for younger students can be found in the Special Programs section of this guide.

Chaperones are expected to supervise student behavior during the tour. Please emphasize respectful student demeanor throughout the visit.

REMINDERS FOR YOUR VISIT

- > Plan to begin the three-hour tour at your scheduled time. Late groups cannot be guaranteed a full tour.
- > Allow extra time for security procedures.
- > Bring two chaperones per 25 students.
- > Do not bring drinks, food, gum or backpacks to the Museum.
- > Photography, audiotaping and videotaping are not permitted in the Museum.
- > Bring emergency contact information for students.
- > Bring a sweater.
- > Wear name tags.



WHERE TO START

To prepare your students for the language and themes they will encounter in the Museum, please refer to the Vocabulary and Concepts pages in this guide. Curriculum-related lessons are also included with this guide.

For basic facts and background information, we recommend *36 Questions About the Holocaust*, available in the Teachers' Guide section of our web site at www.museumoftolerance.com. If you have questions related to your visit, please call 310-772-2510.

TEACHING THE HOLOCAUST

Holocaust history and related tolerance concepts can be difficult and complex for students to discuss. The following guidelines offer some suggestions to help prepare for a respectful and sensitive discussion on the Holocaust.

1. AVOID OVERGENERALIZATIONS AND SIMPLISTIC COMPARISONS.

Encourage students to move beyond simple answers to the complex questions of the Holocaust. Be careful not to stereotype groups of people, for example, as victims or perpetrators. When discussing the broad topic of genocide, take heed of the unique facts and circumstances of each historical incident.

2. USE PRECISE AND APPROPRIATE LANGUAGE.

Define terms used and discuss their meaning in the context of your lessons.

3. HELP STUDENTS PERSONALIZE HISTORY BY CONNECTING FACES AND STORIES TO THE STATISTICS.

Look at particular examples of individual Holocaust victims, both Jewish and non-Jewish, in literature and historical texts. Explore resistance to the Nazis and the emergence of heroes.

4. SELECT YOUR RESOURCES CAREFULLY AND GUIDE YOUR STUDENTS TO THINK CRITICALLY ABOUT THE SOURCES THEY FIND.

Utilize both primary and secondary source materials. Be aware of Holocaust revisionism. When possible, arrange for Survivors to speak to your students.



FACILITATING DIALOGUE

Students might have different emotional reactions to the content they encounter. It is important to create an environment where students feel comfortable expressing their ideas, thoughts and emotions. When facilitating dialogue around the Museum experience, keep in mind to:

- > Ask your students to define the ground rules for open and respectful dialogue.
- > Apply the 'talking stick' technique, which requires that only the person holding the stick (or any item chosen) can have the floor until the stick is passed on to the next person who wants to share.
- > Encourage students to share their opinions using "I" statements.
- > Allow students to discover meaning through open-ended questions such as "What happened?", "Why?" and "What do you think about it?" to promote varied and individual responses.
- > Provide opportunities for both private (journaling) and public (group-sharing) reflection.



DEBRIEFING YOUR VISIT

The Museum challenges students to connect the learning experience with their everyday lives. The following prompts may be used to help students process their responses to the information, their emotions and their questions following the Museum experience:

- > *The one word that best expresses my reaction to the Museum experience is...*
- > *A part of the Museum experience that really affected me was...*
- > *What surprised me most about my visit to the Museum was...*
- > *On a personal level, I pledge to fight prejudice and hate by...*
- > *I can make a positive difference in my world by...*

STANDARDS-ALIGNED LESSONS



THE MUSEUM EXPERIENCE SUPPORTS SEVERAL OVERARCHING THEMES AND LEARNING OBJECTIVES, INCLUDING:

1. THE POWER OF WORDS AND IMAGES

Students understand the strong influence of words and images in shaping our emotions, thoughts and actions.

2. THE DYNAMICS OF DISCRIMINATION

Students analyze the human dynamics of bias, exclusion and oppression, and examine the consequences of social and political injustice by looking at contemporary and historical examples, particularly the Holocaust.

3. PURSUIT OF DEMOCRACY AND DIVERSITY

Students seek multiple perspectives about concepts and events and apply those perspectives to a broader understanding of human rights and social justice issues throughout history.

4. PERSONAL RESPONSIBILITY

Students recognize that individuals are responsible for the choices they make, and those choices can improve communication and relationships within their families, schools and communities.

THESE LEARNING OBJECTIVES ARE ADVANCED BY THE COMPANION MATERIALS TO THIS GUIDE.

MUSEUM OF TOLERANCE AND BEYOND

THE LESSONS AND ACTIVITIES INCLUDED WITH THIS GUIDE ARE DESIGNED TO BRIDGE THE EDUCATIONAL EXPERIENCE IN THE MUSEUM OF TOLERANCE WITH THE LEARNING THAT TAKES PLACE IN THE CLASSROOM AND BEYOND. AS YOUR PARTNER IN EDUCATION, WE ENCOURAGE YOU TO USE AND ADAPT THE SAMPLE LESSONS, TO EXPAND UPON THEM AND TO STAY CONNECTED THROUGH OUR WEB SITE FOR TEACHERS WHICH PROVIDES ONGOING SUPPORT AND INNOVATIVE RESOURCES.



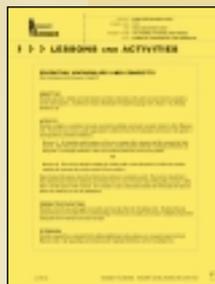
These lessons support the **CALIFORNIA READING-LANGUAGE ARTS AND HISTORY-SOCIAL SCIENCE FRAMEWORKS** and are aligned to the **CALIFORNIA CONTENT STANDARDS** for **ENGLISH-LANGUAGE ARTS** and **HISTORY-SOCIAL SCIENCE**, grades 7-12.

Since the lessons support the content standards, most are appropriate for classroom use at any time. Specific suggestions are given for those that might best be taught either before (pre-visit) or after (post-visit) the Museum visit.



PRE-VISIT AND POST-VISIT LESSONS ARE LOCATED IN THE COMPANION PACKET OF THE TEACHERS' GUIDE.

Selected lessons are located in the companion packet of the Teachers' Guide. All lessons may be downloaded from the web site, www.museumoftolerance.com. The web site offers additional support materials for many of the lessons.



The Museum of Tolerance appreciates the assistance of the Division of Curriculum and Instructional Services, Los Angeles County Office of Education in the development of these materials.

VOCABULARY AND CONCEPTS

THE MUSEUM EXPERIENCE ENCOURAGES DEEPER UNDERSTANDING OF COMPLEX TERMS AND RELATED CONCEPTS.

RELATED LESSONS FOR STUDENTS ARE IN THE COMPANION PACKET OF THE TEACHERS' GUIDE AND ON THE WEB SITE.

ANTISEMITISM

Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic and political discrimination.

Key Words: Discrimination, Propaganda, Racism, Stereotype

CIVIL RIGHTS

Personal and property rights guaranteed by the Constitution and by law.

Key Words: 14th Amendment, Bill of Rights, Voting Rights

THE CIVIL RIGHTS MOVEMENT

The post World War II struggle to end legal segregation and racial discrimination. This modern freedom struggle led by African Americans expanded awareness of human rights and the role of the Federal government in protecting citizens' rights.

Key Words: A. Philip Randolph, Brown v. Board of Education, Freedom Summer, Martin Luther King Jr., Nonviolent protest, Rosa Parks

DISCRIMINATION

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.

Key Words: Antisemitism, Chinese Exclusion Act, Inequity, Racism, Sexism

GENOCIDE

The deliberate and systematic attempted annihilation of a national, racial, ethnic or religious group of people.

Key Words: Armenian Genocide, Crimes Against Humanity, Ethnic Cleansing, the Holocaust, "Killing Fields," War Crimes

GHETTO

Originally, a section of a European city in which all Jews were forced to live. Today, a section of a city inhabited primarily by a single minority group, to which the group is restricted socially or economically.

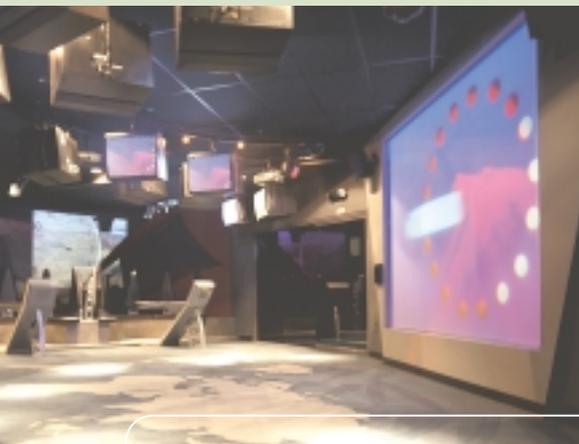
Key Words: Discrimination, Exclusion, Segregation, Warsaw Ghetto Uprising

HATE CRIME

Violence, property damage or threat that is motivated in whole or in part by an offender's bias based against target's real or perceived 'race,' religion, ethnicity, nationality, gender, disability or sexual orientation.

Key Words: California Student Safety and Violence Prevention Act of 2000 (AB 537), "Gay-Bashing," Harassment, Hateful Graffiti





THE HOLOCAUST

The Holocaust took place in Europe between 1933 and 1945. Six million Jews were systematically and brutally murdered by the Nazis and their collaborators. Millions of non-Jews, including Roma and Sinti (Gypsies), Serbs, political dissidents, people with disabilities, homosexuals and Jehovah's Witnesses, were also persecuted by the Nazis.

Key Words: Concentration Camps, Crimes Against Humanity, Death Camps, "Final Solution," Genocide, Liberation, Mass Murder, Nazi Party, War Criminals

PREJUDICE

A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.

Key Words: Bias, Bigotry, Discrimination, Prejudgment, Stereotype

PROPAGANDA

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.

Key Words: Dehumanization, Demagogue, Media literacy, Spin doctor

RACISM

- > 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.

Key Words: Discrimination, Jim Crow Laws, Oppression, White Supremacy

SCAPEGOAT

An individual or group unfairly blamed for problems not of their making.

Key Words: California Proposition 187, Japanese American Internment, Stereotyping

STEREOTYPE

A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

Key Words: Bias, Image, Label, Racial Profiling

TOLERANCE

- > A fair and objective attitude toward those whose opinions and practices differ from one's own.
- > The commitment to respect human dignity.

Key Words: Civil Rights, Human Rights, Peace Building, Personal Responsibility, Social Justice



RESOURCE MATERIALS

THERE IS A SIGNIFICANT AMOUNT OF MATERIAL RELEVANT TO THE MUSEUM OF TOLERANCE'S EDUCATIONAL MISSION AVAILABLE FROM NUMEROUS SOURCES. THE TEACHERS' GUIDE WEB SITE INCLUDES A SELECTION OF RESOURCES AND REFERENCES AS A STARTING POINT. THE MUSEUM STORE'S COLLECTION OF BOOKS, VIDEOS, CDS, POSTERS AND OTHER MATERIALS IS AVAILABLE ONLINE.

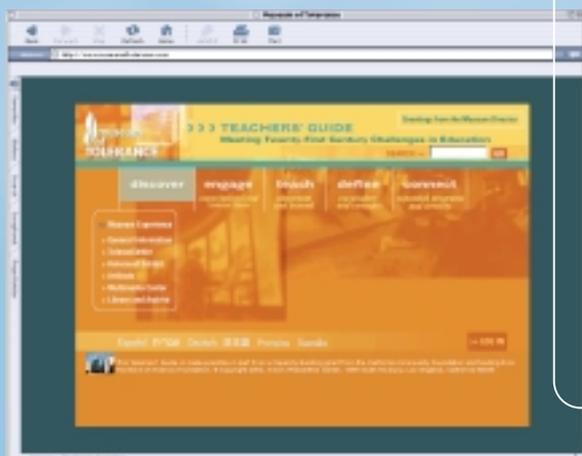
STAYING CONNECTED

Stay in touch with the Museum and connect with other teachers through our web site designed specifically for educators. A bulletin board enables teachers to share ideas, additional lessons and best practices. The site offers expansive resources in addition to those in this guide.

Please help us to provide the best possible educational experience for your students by offering comments and suggestions through our web site.

www.museumoftolerance.com

(Click on the link to the Teachers' Guide)



EXPANDED EDUCATIONAL RESOURCES

The *Simon Wiesenthal Center - Museum of Tolerance Library and Archives* is an internationally renowned, multimedia resource center. The Library offers an online catalogue of over 45,000 volumes and non-print materials (videos, CDs, posters, educational resource kits, bibliographies, etc.), and programs and services on the Holocaust and Human Rights issues. The Archives is a research repository that preserves, digitizes and disseminates its primary source collection. To find out more about the Library's services, visit the web site at <http://www.wiesenthal.com/library/>, email library@wiesenthal.net or call 310-772-7605.

The Multimedia Learning Center (<http://motlc.wiesenthal.com>) provides an online comprehensive resource on the Holocaust and World War II, with over 3,000 text files and tens of thousands of photographs.

Recommended resources are available on our web site, including bibliographies, primary sources such as diaries, documentaries and other curricular resources for teachers. References to academic studies and practical applications in tolerance education are also provided.

Poster series is available on the web site and for purchase.



SPECIAL PROGRAMS

The pursuit of tolerance is a challenge that spans a lifetime and bridges generations. The Museum of Tolerance has developed specialized programs tailored to the needs of students and professionals.

Fees for individual programs vary.

> ***Steps to Tolerance*** is a distinctive and innovative program for 5th and 6th grade students. Centered in the Museum's Multimedia Learning Center, the 2½ hour program provides developmentally appropriate experiences that introduce younger students to museums and artifacts, as well as to the history of the Holocaust and contemporary social issues. *Please contact 310-772-2502*

> ***Tools for Tolerance® for Teens*** is a specially designed program for middle and high school students that expands the Museum experience to include workshops that challenge youth to assume greater personal and social responsibility, to recognize and reject all forms of discrimination and to deal more sensitively with others.

O.P.T.I.O.N.S., Opportunities to Promote Tolerance and Increase Options for Nonviolence and Safety, is a multi-pronged intervention for youth referred by the Juvenile Justice System. The program offers support and life skills development for responsible choices and positive outcomes. *Please contact 310-772-7620*

> ***T³ - Teens, Teachers and Tolerance*** brings together students, educators, parents, community members and school resource officers in a three-day comprehensive program that includes skill building workshops, special presentations and action-planning activities. The goal of ***T³*** is to promote leadership, establish community-based networks and help to create communities of practice. *Please contact 310-772-7620*

> ***Bridging the Gap*** utilizes video conferencing to share the resources of the Museum of Tolerance with students who are unable to visit in person. Literature-based curricula enhance the virtual Museum experience. A highlight of this program is the ability for students to dialogue with a Holocaust survivor. *Please contact 310-772-2502*

> ***Tools for Tolerance® for Educators*** is a multifaceted, professional development experience that offers a holistic approach to teaching tolerance in learning communities. The program engages participants in discussions of tolerance, diversity, personal values and responsibility as they apply to the workplace and beyond. Specialized interactive workshops address the unique concerns and challenges facing teachers, administrators and librarians. Tools for Tolerance for Professionals also provides customized programs for law enforcement, service providers and professionals in both the public and private sectors. *Please contact 310-772-7620*

> ***Ask A Survivor*** is an online program that offers students, researchers and others the ability to contact a survivor online in order to ask questions and receive answers. *Requests can be made through the Library & Archives web page at <http://www.wiesenthal.com/library/service.cfm>*

> ***Holocaust Survivors*** share their testimonies in person with Museum visitors on a weekly basis. *Reservations for groups to hear a Survivor must be pre-arranged through Group Reservations, 310-772-7639*

> ***Arts and Lectures*** programming provides a forum for contemporary cutting-edge issues through films, books, lectures, panel discussions and symposia. Visitors enjoy this opportunity to engage preeminent directors, authors and experts in dialogue. ***Special Exhibitions***, reflecting the wide-ranging mandate of the Museum, expand the educational outreach to all members of the broad community. View a listing of upcoming events and special exhibitions on our web site, <http://www.museumoftolerance.com/>



GENERAL INFORMATION

ACCESSIBILITY AND SPECIAL NEEDS

Please inform us in advance of any special needs of your group. Tours in Spanish and American Sign Language may be arranged by pre-reservation. Please call Group Reservations at 310-772-7639.

LOCATION

The Museum is located at 9786 West Pico Boulevard, on the Southeast corner of Pico Boulevard and Roxbury Drive.



STORE

The Museum Bookstore sells a comprehensive selection of Museum souvenirs, books, posters, videotapes, CDs and cassettes on a variety of the Museum's themes, including the civil rights struggle, tolerance education, multiculturalism and the Holocaust. The online store is located at: <http://www.wiesenthal.com/store/>



CAFETERIA

A minimum two days advance notice is required for group reservations in the Museum cafeteria. Please call 310-772-2518.

MUSEUM HOURS

Monday – Thursday

Group tours begin at: 8:30 am
Public entry begins at: 11:30 am
Last entry: 4:00 pm

Friday

Group tours begin at: 8:30 am
Public entry begins at: 11:30 am
Last entry: 1:00 pm (Nov. - March)
3:00 pm (April - Oct.)

Sunday

Group tours between: 9-11:00 am and 3-5:00 pm
Public entry begins at: 11:00 am
Last entry: 5:00 pm

Closed Saturdays, Jewish holidays, January 1, Memorial Day, July 4, Labor Day, Thanksgiving Day and December 25. Call 310-553-8403 for specific dates.

MEMBERSHIP

Become a member of the Museum of Tolerance and enjoy membership benefits. For more information on Membership privileges, call 310-772-2439. Membership includes:

- > Personalized Membership Card
- > Free admission to the Museum for yourself (Individual Membership) or for a couple and children under 18 (Dual/Family Membership)
- > Free subscription to Museum Arts and Lectures brochure
- > Discounts on films, workshops, lectures, classes and seminars
- > 10% discount on purchases at the Museum shops

VOLUNTEERING

You, too, can make a difference...become a Museum of Tolerance Volunteer. For volunteer opportunities, call 310-772-2508.

For questions about your group reservation, call 310-772-7637 or 310-772-7639.

> Student-made quilt presented to the Museum "In Loving Memory of the Children of the Holocaust" by Anacapa Middle School students.



> MECHA Group from Centennial High School raised over \$500 through car washes and candy sales to visit the Museum because of their commitment to tolerance.

> "Eddie made our visit an extraordinarily memorable one, because he made the experience REAL. He caused my students to think and question themselves."
- Teacher comment after a visit to the Museum with students



Ambassadors for Tolerance



> Target Tolerance certificate prepared by students from Seaside High School, Monterey High School, and Carmel High School as part of their visit to the Museum and participation in the Tools for Tolerance for Teens program.

> 2002 Tolerance Writing Project by students at Arrow High School after their visit to the Museum, with the dedication: "This book is dedicated to you. Our nation will prevail."



making a difference

*“Freedom is not a gift from heaven...
One must fight for it everyday.”*

– SIMON WIESENTHAL

“...it is crucial for all of us to give new meaning to the word ‘tolerance’ and understand that our ability to value each and every person is the ethical basis for peace, security and intercultural dialogue.

A peaceful future depends on our everyday acts and gestures. Let us educate for tolerance in our schools and communities, in our homes and workplaces and, most of all, in our hearts and minds.”

– FEDERICO MAYOR,
DIRECTOR-GENERAL OF UNESCO

FROM HIS ADDRESS AT THE DEDICATION
OF THE MUSEUM OF TOLERANCE, FEBRUARY 8, 1993

The Museum of Tolerance gratefully acknowledges the support for this project from the California Community Foundation and the Bank of America Foundation.



SIMON WIESENTHAL CENTER
MUSEUM OF TOLERANCE

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WWW.MUSEUMOFTOLERANCE.COM