



## Teacher's Guide



## CIVIL RIGHTS

SUPPLEMENTAL LESSONS TO THE MMOT WORKSHOP

## CONTENTS

A Note About this Teacher's Guide	3
Glossary of Terms	4
Before the MMOT Visit	5
HANDOUT: ESSENTIAL VOCABULARY & CONCEPTS	6
HANDOUT: SCENARIOS	7
After the MMOT Visit	8
HANDOUT: RAISE YOUR VOICE	9
Additional Resources	10

## A NOTE ABOUT THIS TEACHER'S GUIDE

Dear Educators,

On behalf of the Simon Wiesenthal Center's Mobile Museum of Tolerance (MMOT), thank you for booking our Civil Rights workshop and inviting us to visit your school. The MMOT is based on the Museum of Tolerance in Los Angeles (MOTLA), a recipient of the Global Peace and Tolerance Award from the Friends of the United Nations. The MOTLA is a human rights laboratory and education center dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts as well as confronting all forms of prejudice and discrimination in our world today.

The *first-of-its-kind* in the United States, the MMOT is a free traveling human rights education center, which brings a message of tolerance directly to schools and communities across the state of Illinois. The MMOT's 32-seat wheelchair accessible vehicle serves as a self-contained classroom in which an Illinois licensed educator teaches students from all different backgrounds about the dangers of dehumanization in historical times. It connects the past to the present and its relevance in the United States. This workshop is in alignment with Illinois Standards. (<https://mmot.com/wp-content/uploads/2023/09/Illinois-Standards-Crosswalk-MMOT-Civil-Rights-Workshop1.pdf>)

Aimed at students grades 6-12, the 45 minute Civil Rights workshop on the MMOT introduces students to the Civil Rights Movement in an age-appropriate manner. The MMOT educator will begin with a facilitated dialogue to help students explore the concepts of identity and commonality. Then, there will be a discussion of the impact of segregation, discrimination and dehumanization by viewing a short documentary featuring American civil rights heroes and their struggle for equality in the 1950's and 1960's. Students will reflect on the Declaration of Independence, racism, segregation, nonviolent protest, stereotypes, and discrimination. Students will end by writing down one thing they can do to make a difference.

It is always important to acknowledge the sensitivity of the topics we are discussing in this workshop. The MMOT provides a space for respectful discourse and understands that the topics may trigger difficult feelings. For educators who wish to prepare students for the visit, or delve further into these topics post-visit, we have created this Teacher's Guide with the hope that participating teachers might use them as a catalyst for inquiry and action. This guide contains definitions relevant for the workshop, dialogue starters, handouts, and additional resources.

Sincerely,

The Mobile Museum of Tolerance Staff



## GLOSSARY OF TERMS

**BYSTANDER/BYSTANDER EFFECT:** A passive witness to an event or problem, such as bullying. By not taking action, they may allow the situation to continue or become worse. The bystander effect is a theory that states that an individual's likelihood of helping a victim decreases as the number of people who simultaneously witness the crime increases.

**CIVIL RIGHTS:** Personal and property rights guaranteed by the Constitution and the law.

**MODERN CIVIL RIGHTS MOVEMENT:** The modern 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.

**DEHUMANIZATION:** The act of regarding, representing, or treating a person or group as less than human; the process of depriving a person or population of human qualities or attributes such as compassion, dignity, individuality, etc.

**DISCRIMINATION:** Action based on prejudice and/or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing and education.

**HUMANIZE:** To portray or endow with human characteristics or attributes; make human; to imbue with human kindness.

**OTHERING:** The practice of perceiving and treating people as inferior or undeserving of fairness and respect. It is the opposite of feeling and experiencing that one belongs in a given setting.

**PREJUDICE:** A prejudgment (opinion or feeling), usually negative, and formed without adequate knowledge or reason.

**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's cause.

**RACISM:** A set of beliefs based on perceived racial superiority and/or inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources, and power.

**RESISTANCE:** The refusal to accept or comply with something; the attempt to prevent something by action or argument; a force that opposes or works against the motion of another.

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

**SEGREGATION:** Separation of groups of people with unlike characteristics, often taken to connote a condition of inequality.

**SOLIDARITY:** Standing in agreement and support of people different to one's self, and involves building meaningful relationships and promoting their equal rights and treatment. Being an ally is similar but often stops at word not deeds.

**STEREOTYPE:** A simplistic characteristic or trait of an individual, often negative, that is generalized to be common among all people within an identity group.

**TOLERANCE:** A fair and objective attitude towards those whose opinions and practices differ from one's own. The commitment to respect human dignity.

**UPSTANDER:** A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

## BEFORE THE MMOT VISIT

### FRONTLOADING

You and your students will soon visit the MMOT and learn, through the lens of history, the danger of discrimination and dehumanization present during the Civil Rights Movement. This guide is an opportunity to frontload ideas and themes that will be discussed on the MMOT. Talking about these themes beforehand will help students maximize their time in the MMOT by giving them a head start on information, so they will understand more deeply and will be able to have a grasp on the information being presented. More importantly, it can help reduce stress when students are in an immersive experience.

### ACTIVITY: ESSENTIAL VOCABULARY AND CONCEPTS.

Have your students preview, clarify, and understand essential vocabulary words and concepts related to prejudice, racism, and dehumanization. This is a three-step activity. Read through the **Glossary of Terms**, but do not hand them out. Then provide your students with the handouts: **Essential Vocabulary & Concepts** and **Scenarios**.

The first handout, **Essential Vocabulary & Concepts**, will help students match essential vocabulary with concepts. The second handout, **Scenarios**, will present scenarios and allow students to determine which vocabulary terms are present within them. In many cases there will be more than one! Provide students with 10-15 minutes to complete this activity. Follow up with reflections.

### ACTIVITY ANSWER KEYS

#### **ESSENTIAL VOCABULARY & CONCEPTS**

- A. 5 - Stereotype
- B. 3 - Propaganda
- C. 1 - Bystander
- D. 7 - Upstander
- E. 4 - Racism
- F. 2 - Discrimination
- G. 6 - Tolerance

#### **SCENARIOS**

- 1. Discrimination
- 2. Stereotype, Prejudice
- 3. Stereotype, Discrimination
- 4. Scapegoat, Stereotype, Propaganda

## HANDOUT: ESSENTIAL VOCABULARY AND CONCEPTS

### Directions

Match the terms for 1-7 to the definitions A-G listed below. Place the number of the vocabulary word in the blank next to the definition you think best matches.

### Vocabulary Words

1. **Bystander**

2. **Discrimination**

3. **Propaganda**

4. **Racism**

5. **Stereotype**

6. **Tolerance**

7. **Upstander**

**A. \_\_\_\_** A simplistic characteristic or trait of an individual, often negative, that is generalized to be common among all people within an identity group.

**B. \_\_\_\_** 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 for another.

**C. \_\_\_\_** Passive witness to an event or problem, such as bullying. By not taking action, they may allow the situation to continue or become worse.

**D. \_\_\_\_** A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

**E. \_\_\_\_** A set of beliefs based on perceived racial superiority and/or inferiority; a system of domination that is played out in everyday interactions and the unequal distribution of privilege, resources, and power.

**F. \_\_\_\_** 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.

**G. \_\_\_\_** A fair and objective attitude towards those whose opinions and practices differ from one's own. The commitment to respect human dignity.

HANDOUT: SCENARIOS

DIRECTIONS

Read the scenarios listed under **Scenarios**. Then, select words from the **Vocabulary Words** section and write your choices in the **STUDENT SELECTION** column. You may use a word more than once.

VOCABULARY WORDS	SCENARIOS	STUDENT SELECTION
Discrimination	1. A newspaper publishes a story that blames immigrants for the rise in rates of crime in the U.S.	
Prejudice		
Stereotype	2. A company holds an important meeting on a Jewish holiday and Jewish employees cannot participate or contribute.	
Propaganda		
Scapegoat	3. A school encourages female students to take home economics class instead of science and technology.	
	4. An internet search for a photo of an Arab American produces an image of a man holding a weapon.	



## AFTER THE MMOT VISIT

### DEEPENING YOUR EXPERIENCE

After your visit to the MMOT, students may still be processing what they've experienced. It is important to follow up to ensure that the experience continues well beyond the MMOT visit. After all, the whole idea of going to a museum (or in our case, having a museum come to you) is to learn something new and expand your mind. If your students reflect on what they have learned and talk about it after, they'll have a much richer experience.

### ACTIVITY 1: CHILDREN'S ROLE IN THE CIVIL RIGHTS MOVEMENT (GRADES 7-8)

Ask your students to reflect on the Civil Rights workshop and video on the MMOT and specifically the stories you learned. Ask students to look at the following quotes based on the four roles framework:

"I am not free unless everyone is free." (*ally/solidarity*)

"In one corner of the room there was a spigot." (*victim*)

"I don't think your prayers get above your head." (*perpetrator*)

"What is happening in America?" (*bystander*)

All of those statements were made by the adults in the film. Ask your students to reflect on the role children played in the film. You can provide examples such as Jimmy Webb and Ruby Bridges. Note that the children in the video were just ordinary people, but what they did was extraordinary. If you want to for in depth... show the 41 minute video of the Children's March found here: <https://www.youtube.com/watch?v=5enZRwbniSQ>

### ACTIVITY 2: RAISE YOUR VOICE (GRADES 9-12)

John Lewis is featured in the film on the MMOT and was an enduring part of the U.S. democratic process until he recently passed away. As he said in his final editorial:

*"Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble. Voting and participating in the democratic process are key. The vote is the most powerful nonviolent change agent you have in a democratic society. You must use it because it is not guaranteed. You can lose it..."*

*Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life I have done all I can to demonstrate that the way of peace, the way of love and nonviolence is the more excellent way. Now it is your turn to let freedom ring."*

Provide the **Raise Your Voice** handout and ask each student to choose a human rights or social issue that is important to them (i.e. bullying, LGBTQ rights, anti-Semitism, food inequality, climate change, etc.) and respond to the questions with John Lewis's quote in mind.



## HANDOUT: RAISE YOUR VOICE

### DIRECTIONS

Choose a human rights or social issue that is most important to you. Then read the John Lewis quote below and respond to the writing prompts.

*"Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble. Voting and participating in the democratic process are key. The vote is the most powerful nonviolent change agent you have in a democratic society. You must use it because it is not guaranteed. You can lose it..."*

*"Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life I have done all I can to demonstrate that the way of peace, the way of love and nonviolence is the more excellent way. Now it is your turn to let freedom ring." - John Lewis, Former Statesman and Civil Rights Icon*

**THE HUMAN RIGHTS/SOCIAL ISSUE MOST IMPORTANT TO ME IS:** \_\_\_\_\_

\_\_\_\_\_

**I CHOSE THIS TOPIC BECAUSE:** \_\_\_\_\_

\_\_\_\_\_

**THIS ISSUE IS IMPORTANT TO ME BECAUSE:** \_\_\_\_\_

\_\_\_\_\_

**THIS ISSUE AFFECTS:** \_\_\_\_\_

\_\_\_\_\_

**I CAN RAISE AWARENESS ABOUT THIS ISSUE BY DOING THIS:** \_\_\_\_\_

\_\_\_\_\_

## ADDITIONAL RESOURCES

*Consider using these resources prior to, and following the MMOT experience to spark students' curiosities, enrich their skills and knowledge of topics covered during the lesson, and to highlight potential sources of action.*

The following links provide an enormous amount of information, primary documents, sources, and plenty of curriculum:

### ***Nonviolent Protests, PBS***

<https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-nonviolent-protests/>

### ***Eyes on the Prize, PBS***

<https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/>

### ***The Children's March***

<https://www.youtube.com/watch?v=5enZRwbnlSQ>

### ***The Brown v. Board of Education Historical Site in Topeka, Kansas***

<https://www.nps.gov/brvb/index.htm>

### ***Mendez v. Westminster Re-Enactment***

<https://www.uscourts.gov/educational-resources/educational-activities/background-mendez-v-westminster-re-enactment>

<https://www.museumoftolerance.com/assets/documents/para-todos-handout-3.pdf>

### ***Alabama's Civil Rights Legacy***

<https://alabama.travel/experience-alabama/civil-rights-legacy>

## RESOURCES FOR LOWER GRADES

***Civil Rights Activity Book*** (FREE) uses puzzles, songs and photos to teach children about martyrs and events of the Civil Rights Movement. It is provided free, courtesy of the Civil Rights Memorial Center in Montgomery, Alabama. Find it here: <https://www.learningforjustice.org/sites/default/files/2020-04/SPLC-Civil-Rights-Activity-Book-ONLINE.pdf>

***The Teachers March*** (\$18.99), by Sandra Neil Wallace and Rich Wallace, is about the voting rights movement in Selma, Alabama. It's the story of Reverend F. D. Reese, a teacher and pastor, who organized an important teachers-only march in 1965. He led the Black teachers of the city to march to the courthouse to demand their right to vote. It comes with an amazing free and downloadable curriculum guide: <https://astrapublishinghouse.com/resources/educator-guide-for-the-teachers-march/>

## ADDITIONAL RESOURCES (continued)

### RESOURCES FOR UPPER GRADES

***Evicted! The Struggle for the Right to Vote*** (\$18.99), by Alice Faye Duncan and Charly Palmer, is the little-known story of Tennessee's Fayette County Tent City Movement in the late 1950's and reveals what is possible when people unite and fight for the right to vote. Powerfully conveyed through interconnected stories and told through the eyes of a child, this book combines poetry, prose, and stunning illustrations to shine light on this forgotten history. It also comes with a free and downloadable curriculum guide - <https://astrapublishinghouse.com/resources/discussion-guide-for-evicted/> - that has upper grade students looking at contemporary voting rights violations and eviction as a civil rights issue today.

*Short on resources? Don't forget the power of partnering with your school librarian! Ask them for what resources they have on this topic. Also, your local public library is another source of wisdom and easy-to-check-out resources!*

### SIMON WIESENTHAL CENTER – MIDWEST REGION

77 West Wacker Drive, Suite 4500

Chicago, IL 60601

[mmot@wiesenthal.com](mailto:mmot@wiesenthal.com)

(312) 981-0105

*This Teacher's Guide was created by the Simon Wiesenthal Center/Museum of Tolerance staff and consultants Dr. Asif Wilson and Dr. Jeff Sapp.*