

◊ Classroom Spice ◊

Volume 3, Issue 2 Dr. Jeanne Mather, Editor

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Teaching tolerance is an important objective for educators in today's society. An incredible tool to help teachers in this endeavor is the Southern Poverty Law Center (SPLC). SPLC provides information on various aspects of civil rights and tolerance. It was initiated in 1971 and is now internationally recognized for its tolerance education, tracking of hate groups, legal victories against white supremacists, and sponsorship of the Civil Rights Memorial.

SPLC provides information and education materials. Examples of the latter include print resources (*Teaching Tolerance*, One World Poster Set, and a 64-page guide *Responding to Hate at School*), and video-and-text kits (teaching tolerance to the early childhood student, *American's Civil Right's Movement*, and *The Shadow of Hate: A History of Intolerance in American*). Single copies of these items are free to individual educators and/or institutions upon request on school letterhead.

Teaching Tolerance is published semiannually and is free to educators. It includes in-depth articles on various topics associated with intolerance such as race relations, religious diversity, disabilities, homophobia, conflict resolution, and school violence.

In addition, the SPLC website has classroom resources, classroom activities, reviews of the latest and best multicultural education materials, and

available classroom grants. Classroom activities include early childhood, elementary, middle school, and secondary lesson plans/projects. They have a wide range of focus including African Americans, Arab Americans, Asian Americans, Civil Rights, classism, death, disabilities, family history, sexual identity, human rights, immigration, labor, Latino Americans, Native Americans, content area (civics, literature, math, and science), peace corps, race relations, religion, student activism, and sexism.

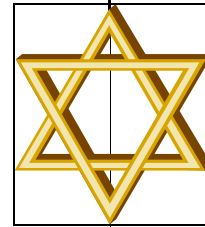
Peace Corps Day, March 3rd, for example has a classroom activity, Teach for Peace, which gives a history of the day, discussion of World Wise Schools, an essay from a Peace Corps volunteer, and a 6th-12th grade activity which defines culture and recognizes that everyone has a culture and yet everyone is different.

Another activity recognizes National Hispanic/Latino Heritage Month with facts such as the United States is the fifth largest Spanish-speaking country in the world and that while Brazilian Americans are Latinos they

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To say the Holocaust is unpleasant to discuss is an understatement, so why would a teacher *want* to teach about the Holocaust? According to the United States Holocaust Memorial Museum, ushmm.org through the study of this subject students can come to realize that : 1) that democracy is not automatically sustained, but must be nurtured and guarded; 2) silence and indifference can

undermine democracy and help perpetuate problems; and 3) the Holocaust was not an accident but the result of deliberate action and inaction. Teachers will tell you that they confront some of the darkest aspects of human nature when they study the Holocaust, but in doing so they help students understand: 1) how the Holocaust was a watershed event of history; 2) the ramifications of racism and bigotry; 3) the implications of silence and refusal to face a problem; and 4) the use and abuse of power. While there are some who believe that the Holocaust can be studied in elementary school, the introduction of European and World History in traditionally the seventh and



eighth grades, tends to make the study of the Holocaust most appropriate for middle school and up.

The Holocaust Memorial Museum has wonderful resources to help teachers, including "Teaching about the Holocaust." In it, methodological considerations for the teacher are suggested such as: defining what is meant by the Holocaust; avoiding comparisons of pain; avoiding

simple answers to complex history; confronting the concept that just because it happened does not mean it was inevitable; making distinctions about information

sources; avoiding stereotypical descriptions—not all Jews' experiences were the same; not sacrificing accuracy to romanticizing ; translating statistics into people through the use of diaries, first hand accounts; and handling with sensitivity materials dealing with the horrors of the Holocaust. The museum provides in-depth information as well as brief answers to the most frequently asked questions. Questions such as 1) What was the Holocaust? 2) Who

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WHAT DO YOU KNOW ABOUT INVENTORS And INVENTIONS?

Who invented the can opener?

While the can was invented in 1810, the can opener wasn't invented until 1858 by American Ezra Warner, and involved a combination bayonet and sickle!

Who invented matches?

Matches were invented by court "ladies" in 577 A.D. China.

Who invented the wheelbarrow?

The wheelbarrow is traced back to first century, B.C. China

What "movie star" had the original idea and patent that led to cellular phone technology?

Would you believe Hedy Lamarr! Her first husband was an armament manufacturer which peaked her interest in weaponry and radio controlled missiles and ultimately the "Secret Communication System."

As the quiz section of the newsletter seems to be particularly popular, here is a new one dealing exclusively with Arab Americans. Students seem to enjoy testing their knowledge against their peers and teachers, and learning new things. Use this as a conversation starter, extra credit points for the student who gets the most right answers, a challenge between students/classes/teachers, or as a research motivator. Take a few minutes and see how well you do. Information for these questions came primarily from Southern Poverty Law Center *Teaching Tolerance*, www.splcenter.org/teachingtolerance/tt-index.html; www.adc.org; and library.thinkquest.org/16325/e-main.html. (Answers are provided on page 4.)

Quiz

1. What kind of government did Ancient Egypt have?
2. What was unusual about the Ancient Egyptian calendar?
3. True or false, most Muslims in the U.S. are Arab Americans.
4. True or false, Arab Americans live mostly in urban areas.
5. True or false, the vast majority of Arab Americans speak a language other than English in their homes.
6. True or false, cosmetics were an important part of ancient Egyptian life.
7. True of false, plastic surgery dates back to about 1000 A.D.
8. Who were the first to calculate Pi to some accuracy?
9. List three countries from which Arab Americans have immigrated.
10. Name a prominent American politician of Arab descent.
11. Name a prominent American entertainer of Arab descent.
12. Name a prominent American science related person of Arab descent.
13. Name a prominent American athlete of Arab descent.
14. What is the largest country in the Arab World?
15. Name the two earliest languages to be written down.

The literature Connection

(Tolerance—cont'd from page 1)

are not Hispanic. It also provides a glossary of terms and provides learning links for additional information.

One article, "Just Another Face," is a moving account about a Hispanic boy who graduated valedictorian of his eighth grade class with a full scholarship to a private high school only to be involved in a gang murder and sentenced to 60 years in state prison. His teacher's reflections on his part in not preventing the tragedy should make us all think twice about what we do and what we do not do, and how they both can impact our students.

The legal action section of the website is also very informative. It includes recent actions over cases dealing with the Aryan Nation, KKK, homeless students, and driver's licensing; anti-hate litigation; and landmark cases dealing with such issues as fair housing, the Confederate Flag, tax equity, worker safety, educational opportunities and learning-disabled students. These can provide the teacher with background information, but also secondary students with discussion and/or research topics.

The Southern Poverty Law Center is splcenter.org. Try it out. You will be amazed at the resources available to you whether you are an early childhood, elementary, or secondary teacher. Resources which will help you teach tolerance to your students, but also help you become a more sensitive individual.



NOTE : All books referred to in this issue are available on loan through the USAO Multicultural Resource Center or Dr. Mather. For more information call 405 574-1291 or email facmatherj@usao.edu.

Most of you are familiar with books dealing with the Holocaust. However, since there is such a wide range of books a brief overview of a few of them might be helpful in introducing, or reintroducing, you to some excellent literature.

Who would think of using a children's picture book to tell the story of the Holocaust? While the book by Eve Bunting, Terrible Things: An Allegory of the Holocaust, is designed for primary level it could easily be used in high school. It is a powerful story that relates how people sat back and let things happen "to others." Its power comes from the use of allegory centered around animals. An incredible book with an ending that is full of hope. Available through the Jewish Publication Society (the Harper Collins version is out of print), ISBN 0827605072.

What are other elementary Holocaust related books which can open the eyes of your students? Twenty and Ten, by Claire Bishop, a primary level story about ten Jewish children hidden in a French school (ISBN 0590341685). Number the Stars, by Lois Lowry, is about two ten year old

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were the Nazis? 3) Why did the Nazis want to kill large numbers of innocent people? 4) How did the Nazis carry out their policy of genocide? And 5) How did the world respond to the Holocaust?

The study of this event can be incorporated in many areas including U.S. History, World History, world cultures, government, literature, art, current events, immigration, and family history/genealogy. A Teacher's Guide to the Holocaust, fcit.coedu.usf.edu/holocaust, provides timelines, activities (elementary through high school), discussion of people, art, literature, music, and resources (bibliography, documents, quizzes, web sites, and much more). For example in the lesson plan matrix dealing with the Holocaust and related topic it recommends that the Pk-2nd grade theme might deal with belonging, understanding differences, and learning to get along. 3rd-5th grade might address confronting change, evaluating customs and values, and recognizing conditions detrimental to human development. 6th-8th

girls in Denmark who must become part of the secret operations of the Resistance to save the life of one of the girls (ISBN 0440700310). Johanna Reiss's The Upstairs Room has a similar story line about a ten year old Dutch girl and her family who must hide to survive (ISBN 0590440675). Jane Yolen's The Devil's Arithmetic is a middle school level story that takes us back through time transport to the concentration camps as seen through the eyes of a little girl (ISBN 0590965786).

While it is often helpful to use elementary books in the secondary level because of time factors or softened treatment of a harsh topic, there are times when secondary books are more appropriate. If so, checkout one of the following: Sky: A True Story of Courage During World War II by Ippisch ISBN 0816745242; We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust by Boas, ISBN 059084475-X; Adler's We Remember the Holocaust ISBN 0-590-76351-2 and Night by Elie Wiesel (use this last title with special care—described by the New York Times as "A Slim Volume of Terrifying Power.")

grade themes might involve confronting change and loss; responding to unfairness and danger, and displaying courage and resourcefulness. 9th-12th graders should analyze human behavior and historical processes; identify causes, forms, and effects of discrimination; and set standards for responsible action. The upper grades would particularly benefit from accounts of resistance, interactive activities dealing with Nuremberg and Swiss Gold and moral dilemmas arising from them, and accounts of survivors. Many accounts of women of the holocaust can be found at www.interlog.com/~mighty. It gives first hand accounts of women in hiding, in camps, and in ghettos.

There seems to be an unending number of Holocaust related websites. Aside from those already cited, you may find the following particularly helpful:

academicinfo.net/histholo.html;

holocaust-history.org;

library.thinkquest.org;

remember.org; holocaust-heroes.com; and

fatherryan.org.



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Arab Culture Trivia Answers

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| <p>1. Theocracy—government where church is the government. The Pharaoh was the head of state & divine representative for this gods.</p> <p>2. Egyptian calendar was based on 365 days (only 1/4 of a day short of our modern calendar), 12 months, and 3 seasons.</p> <p>3. The majority of U.S. Muslims are not people of Arab descent. Arab Americans constitute only 12% of this country's Muslim population. The bulk of U.S. Muslims are African American, while immigrants of South Asian descent comprise almost 24% of American Muslims.</p> <p>4. True. 90% of Arab Americans live in cites.</p> | <p>The majority live in and around Detroit, New York, Los Angeles, Chicago, and Washington, D.C.</p> <p>5. False. Only 51% speak a language other than English in their homes with the vast majority being bilingual.</p> <p>6. True. Cosmetics were used, in part, as protection from the heat and dryness.</p> <p>7. False. Plastic surgery dates back in Egypt to 3400 B.C.</p> <p>8. According to the Rhind Papyrus, Ancient Egyptians calculated it to 3.1415. Today it is calculated to 50 billion decimal places (3.1415926...)</p> <p>9. Arab Americans come from a region ranging from North Africa to Southwest Asia and includes more than 20 countries. Most</p> | <p>Arab American families immigrated from Lebanon, Palestine, Syria, Egypt, Iraq, Jordan, or Yemen.</p> <p>10. While recently there were as many as 7 members of Congress who were Arab Americans, the most prominent politician at this time would be Donna Shalala, Secretary of Health and Human Services, in the Clinton Administration.</p> <p>11. While there are many entertainers, perhaps the best known are Salma Hayek ("Wild Wild West," and "Fools Rush In"); Tony Shalhoub ("Stark Raving Mad," "Men in Black," and "The Siege."); Kathy Najimy ("Veronica's Closet," and "Sister</p> | <p>Act.")).</p> <p>12. Most likely answers: Christa McAuliffe (teacher and Challenger crew member), Nobel Prize winners in Chemistry Dr. Ahmed Zewail (1999) and Dr. Elias Corey (1990).</p> <p>13. In the area of football, alone examples would be Bill George, Jeff George, and Doug Flutie.</p> <p>14. Egypt</p> <p>15. Egyptian is the second oldest written language, Sumerian is the oldest.</p> |
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