Distance Learning at the Cleveland Museum of Art

“Race” Is a Four Letter Word

Grades 7-12

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How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Distance Learning at the Cleveland Museum of Art

In Association With

The Anti-Defamation League, Cleveland Office

“RACE” IS A FOUR LETTER WORD

Grades 7-12

Teacher Information Guide

Program Objectives:

Students will learn and understand that:

1. Objects (paintings, sculptures and decorative arts) from various historical periods reflect cultural beliefs and values of the period in which they were made. The cultural ideas reflected in works of art might express perceptions that may or may not be accurate about the group of people portrayed—how they look and seem. This is an issue of the artist’s cultural context influencing what is created. In addition, often unknowingly, the viewer’s background may also impact his or her perception of the piece.

2. Information about an art object can influence students’ perceptions of the object.

3. Certain skills help us investigate works of art: description, analysis and evaluation.

Program Description:

This lesson provides students with the opportunity to critically examine works of art from various time periods and consider not only ways that race and racial groups have been depicted in various societies, but also how those depictions might perpetuate stereotypes and biased thinking.

Note to Teachers:

Time permitting; one of the activities planned for the distance learning lesson is a role-playing exercise. It will help greatly if you facilitate the beginning of this activity by encouraging students to participate.
Common Core State Standards Applicable:

**English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects**

**7th Grade**

**CCSS.ELA-Literacy.SL.7.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.7.3**
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**CCSS.ELA-Literacy.SL.7.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

**CCSS.ELA-Literacy.WHST.7.2**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**CCSS.ELA-Literacy.W.7.4**

**CCSS.ELA-Literacy.WHST.7.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**8th Grade**

**CCSS.ELA-Literacy.SL.8.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.8.3**
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**CCSS.ELA-Literacy.SL.8.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.WHST.8.2**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**CCSS.ELA-Literacy.W.8.4**

**CCSS.ELA-Literacy.WHST.8.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Grades 9-10**
CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.9-10.4
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 11-12
CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.WHST.11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.11-12.4
CCSS.ELA-Literacy.WHST.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

National Education Standards:
For Fine Arts - Visual Arts (grades 5-8, 9-12):

- Understanding the visual arts in relation to history and cultures.
• Making connections between visual arts and other disciplines.
• Choosing and evaluating a range of subject matter, symbols, and ideas

For Social Sciences - Civics (grades 5-8, 9-12):
• Principles of democracy
• Roles of the citizen.

For Language Arts - English (grades K-12):
• Evaluation Strategies
• Understanding the Human Experience
• Communication Skills
• Multicultural Understanding
• Participating in Society

Selected Vocabulary:
(From “Prejudice: You Can BEAT IT!”©Anti-Defamation League, 2000)

Stereotype (an idea) – An oversimplified generalization about an entire group of people, without regard for individual differences. Even positive stereotypes, such as Asians are good at math and computers, have a negative impact.

Prejudice (a feeling) – Pre-judgment; making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice is a feeling or attitude.

Discrimination (an action) – The behavior that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many arenas, including employment, housing and political rights.

Bigotry – Prejudice and/or discrimination against one or all members of a particular group based on negative perceptions of their beliefs and practices, or on negative group stereotypes.

Racism – A prejudice and/or discrimination based on the myth of race. Racists believe that some groups are born superior to others and, in the name of protecting their race from “contamination,” they justify the domination and destruction of races they consider to be inferior to their own.

Anti-Semitism – A form of religious bigotry. It is prejudice or discrimination against Jews, based on negative ideas about Jews’ religious beliefs and practices and/or negative group stereotypes.
Prerequisite Activities:
(Choose at least one)

1. Have students use the image of *The Power of Music* (William Sydney Mount, 1847) as a point of departure. Ask them to complete one of the following writing assignments:
   - A creative story about the painting.
   - A description of a similar scene if it were occurring this year.
   - Five diary entries from the point of view of one of the characters in the painting.

2. Have students debate the following statement: **Sports team names referring to ethnic groups are beneficial. They promote recognition of that group.** Examples: Atlanta “Braves,” Cleveland “Indians,” Kansas City “Chiefs,” Washington “Red Skins.” Teachers may ask students to consider in their response the adoption of “mascots,” replete with feathers, buckskins, beads, spears, and “war paint” and “pep” gestures like the “Indian Chant” and “Tomahawk Chop.”

Teaching Extensions:

1. Have students bring in a family photograph that is several years old. The picture could be of the student or preferably a relative. Tell the students that they are going to use these photographs as historical documents. Pair students and ask them to exchange photographs. Ask each student to prepare by making a chart with four columns, each headed by one of the following terms, *Description, Analysis, Interpretation,* and *Evaluation,* on a piece of notebook paper. The student should complete the four-step process by studying the photograph that was handed to him or her and by filling in as much information as possible for each category.

   For *Description,* describe several physical aspects of the image without making any judgements. For *Analysis,* try to place the image in a cultural context considering time, place and accuracy of representation (was there a point of view or bias expressed by the person who took the picture for example, what was the purpose of the photo?). For *Interpretation,* think of a story of the person(s) in the picture. What do they do? What are they thinking about? What is something that could have happened to them? For the final phase *Evaluation,* have students think about their own responses to the photograph. Does your knowledge or lack of knowledge of the person pictured allow for variations in reactions to the photo?

   - Encourage students to examine things like facial expressions, clothes, background and props to see how much they can glean about the person(s) in the picture.
   - Have them consider possible distortions or misperceptions that could occur from looking at the photographs without sufficient background information.
• After students have completed their charts, have the “owner” explain each photograph.
• Discuss how perceptions might change once background information is made available.

**Materials list:** *a photograph from the students’ home, notebook paper, pencils.*

2. Using magazines that are directed at predominately Caucasian, African American, Latino/a, or Asian American audiences, have students compare and contrast how racial groups are depicted from “within” the group versus “outside” the group.

3. As an alternative, students can be given the following statement, which is inspired by the web site. They can follow up with the suggested activity.

**Statement:** *Among individuals, perception can vary due to cultural factors such as occupation, education, and upbringing.*

• To test this idea, have students observe “perception filters” related to educational, age, gender and cultural differences. Using pictures from the magazines described in extension #2 (above) have the students select a picture to share with an older or differently educated relative or friend. Students should first write down their own reactions to the image and then add the reaction of the other person after he or she has looked at the picture.

**Materials list:** *Magazines aimed at specific ethnic audiences.*

4. For other ideas see the enclosed booklet: *Prejudice You Can BEAT IT! 101 ways to make your community a prejudice-free zone,* Anti-Defamation League, 2000.

**For Further Reading:**
1. *Hate Hurts: How Children Learn and Unlearn Prejudice.* A guide for adults and children including additional resources, written by Caryl Stern-LaRosa and Ellen Hofheimer Bettmann, Anti-Defamation League. Published by Scholastic, 2000. A selected bibliography for Middle and High School Age Levels is included in this packet.

2. The enclosed bibliography from *Visions of Race* (a seminar presented by The Cleveland Museum of Art on February 3, 2001.)
Related Websites of Interest:

Hint: search under terms such as race relations, diversity, multicultural

- Hair Today, http://spiral.uic.edu/sites/Projects/P011/P011_first.html
Distance Learning at the Cleveland Museum of Art

“RACE” IS A FOUR LETTER WORD: 
Bibliography from Hate Hurts 
An Anti-Defamation League Publication


Anne Frank: The Diary of a Young Girl, Frank, A. Doubleday Dell, 1952.


Everything You Need to Know about Bias Incidents, Osburn, Kevin. The Rosen Publishing Group, 1994.


Heeding the Call: Jewish Voices in America’s Civil Rights Struggle, Finklestein, N. The Jewish Publication Society, 1997.


The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________

Your School______________________________________________________________

School Address (with zip code) _____________________________________________

E-mail Address __________________________________________________________

Grade/Class of students (e.g. 10th grade French) ______________________________

Program Title ____________________________________________________________

Program Date ____________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree  4= Agree  3= Neither Agree nor Disagree

2= Disagree  1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.

5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.

5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.

5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.

5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.

5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.

5  4  3  2  1

7. I plan to register for another distance learning lesson.

(circle one)

Yes

No

If no, why? _________________________________________________________________
8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.  
   (circle one)  
   Yes  
   No

9. Why did you choose The Cleveland Museum of Art Distance Learning?  
   (circle one)
   a.) Price Point
   b.) Quality of lessons
   c.) Selection of lessons
   d.) Ease of working with CMA
   e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?  
    (circle all that apply)
    a.) CMA inservice
    b.) CILC
    c.) TWICE
    d.) Conference
    e.) Brochure
    f.) The Cleveland Museum of Art website
    g.) The Teacher Resource Center
    h.) Other

11. Do you have any additional comments about the distance learning lesson?
    
    
    
    
    

Please return the completed teacher evaluation form to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Or fax to Dale Hilton at 216-707-6679
The Power of Music, 1847
William Sydney Mount, (American, 1807-1868)
Oil on canvas
1991.110
Dear Friends:

In March of this year, in Santee, California, 15-year-old Charles "Andy" Williams fired a .22-caliber revolver at his classmates in high school, killing two and wounding 13.

His fellow students say the skinny, undersized freshman was often mocked and bullied by other students. Hate persists in our society, and Santee, California joins the list of cities — Laramie, Wyoming; Jasper, Texas; Littleton, Colorado; Chicago and Los Angeles, among too many others — where violent, senseless hate crimes continue to occur. What place, what school, will be next? Will your children be its latest victims?

Victims and perpetrators of hate crimes often are juveniles and young people. According to the National Education Association, individuals under the age of 20 commit the majority of these crimes. For example, police hate documented the age of offenders in 534 hate crimes in Chicago since 1992. Almost 60 percent were under the age of 20. Clearly, there is something tragically wrong in our society when children engage in crimes of hate.

To help protect our children, Barnes & Noble and the Anti-Defamation League joined forces to launch, in September 2000, the Close the Book on Hate campaign. We are committed to continuing this campaign this year and in the years ahead, so we can make significant progress against the hate in our society. As parents, teachers and civic leaders, we must continue to teach our children to not only accept, but celebrate, diversity. Intolerance is learned. Therefore, it can be unlearned. We believe that through reading and discussion, children can better understand the value and worth of each human being.

This pamphlet is an important part of our campaign. In addition to providing a list of definitions, helpful resources and suggested readings, it offers concrete information on what you can do to counter prejudice and spread a message of respect in your community. Together, we can make a difference.

Abraham H. Foxman  
National Director  
Anti-Defamation League

Leonard Riggio  
Chairman  
Barnes & Noble, Inc.
To make this pamphlet a "user friendly" and practical resource for individuals and members of institutions in every community, we divided the following list of suggestions into separate categories: home, school, workplace, house of worship, and community-at-large. Please note that any one of these 101 ways to fight prejudice can be implemented as is or custom-tailored to meet the specific needs of a group.

3. BEGIN AT HOME

4. IN YOUR SCHOOL

9. IN THE WORKPLACE

10. IN YOUR HOUSE OF WORSHIP

11. IN THE COMMUNITY

13. DEVELOPING A COMMON LANGUAGE

16. RESPONSE STRATEGIES

17. PLAN AHEAD

18. READING LIST

28. NATIONAL ALLIES OF Close the Book on Hate

29. ANTI-DEFAMATION LEAGUE

33. Close the Book on Hate CAMPAIGN PLEDGE

Close the Book on Hate
BEGIN AT HOME

1. Know your roots and share your pride in your heritage with others.

2. Celebrate holidays with extended family. Use such opportunities to encourage storytelling and share personal experiences across generations.

3. Invite friends from backgrounds different from your own to experience the joy of your traditions and customs.

4. Be mindful of your language; avoid stereotypical remarks and challenge those made by others.

5. Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh.

6. Be knowledgeable; provide as much accurate information as possible to reject harmful myths and stereotypes. Discuss as a family the impact of prejudicial attitudes and behavior.

7. Plan family outings to diverse neighborhoods in and around your community and visit local museums, galleries and exhibits that celebrate art forms of different cultures.

8. Visit important landmarks in your area associated with the struggle for human and civil rights such as museums, public libraries and historical sites.

9. Research your family tree and trace your family's involvement in the struggle for civil and human rights or the immigration experience. Identify personal heroes and positive role models.

10. Read and encourage your children to read books that promote understanding of different cultures as well as those that are written by authors of diverse backgrounds.

11. Recite the Close the Book on Hate campaign pledge (see inside back cover), or a similar pledge against prejudice created by your student body at a school-wide assembly.
Close the Book on Hate IN YOUR SCHOOL

12 Display a poster-size version of the pledge in a prominent area of your school and encourage people to sign it.

13 Establish a Diversity Club that serves as an umbrella organization to promote harmony and respect for differences. Reach out to sports teams, drama clubs and language clubs for ideas and involvement. If your school already has a Diversity Club, hold a membership drive.

14 Initiate classroom discussions of terms such as anti-Semitism, racism, sexism, homophobia, and bias. Then compose a list of definitions and post it in a prominent place (See pp. 13-15).

15 Invite a motivational speaker who is a recognized civil or human rights leader to address an all-school assembly. Videotape the speech and publish an interview with the speaker in the school and local newspapers.

16 Organize an essay contest whose theme is either a personal experience with prejudice or a success story in the fight against it. Suggest that the winning entries be published in your school newspaper, featured in your town newspaper or highlighted on a local cable program.

17 Create an anti-prejudice slogan for your school that could be printed as a bumper sticker and sold in the wider community to raise funds for these efforts.

18 Hold a "Rock Against Racism" concert, or a dance-a-thon, bike-a-thon, car wash, or battle-of-the-bands and donate the proceeds from ticket sales to underwrite diversity training and other programs for the school.

19 Form a student-faculty committee to write "Rules of Respect" for your school and display the finished set of rules in every classroom.

20 Invite your district attorney, police chief or a representative from the attorney general's office to speak to your school about civil rights, hate crimes and other legal aspects of the fight against prejudice.

21 Designate a wall space on or near school grounds where graffiti with a harmonious and unifying message can be written, drawn or painted.

22 Publish a newsletter specifically devoted to promoting respect for diversity and publicizing multicultural events. Try to have your local newspaper or community Internet home page do the same.

23 Encourage representation of all students on every school board, committee, group publication, and team.

24 Write an original song/chant/rap that celebrates your school's diversity and perform it at school rallies and other events.

25 Create a flag or poster that symbolizes your school's ideal of diversity and display it at games, assemblies and other school events.

26 Hold a T-shirt contest to come up with a logo or slogan like "I Don't Put Up With Put-Downs." The winning T-shirt design could be printed and sold at your school bookstore, at community events, sports competitions, and in local shops.

27 Create a school calendar with all the holidays and important civil rights dates represented.

28 Participate in a poster campaign such as ADL's "You Can't Turn Your Face Away From Hate" that encourages people to intervene when confronted with instances of prejudice.

29 Create an orientation program that addresses the needs of students of all backgrounds so that they feel welcome when joining the student body.

30 Initiate a pin drive in which students look for pins with positive slogans and tack them onto a designated bulletin board in the student lounge or other central gathering area.
Poll your teachers about their ethnic/cultural backgrounds and their experiences with prejudice. Ask each to write a short paragraph on the subject that can be compiled along with photos in a teacher "mug book."

Produce a "Proud Out Loud" video comprised of interviews with students and their grandparents about their ethnic heritage and why they are proud of it.

Host a Poetry Slam in which students read aloud original poems/raps that break down stereotypes and promote respect for diversity. Invite participants to present their work at PTA meetings, Chamber of Commerce events and other community gatherings.

Research pro-diversity Web sites, then build a Web page for your school and link it to others on the Internet.

Contact ADL about monitoring hate activities on the Internet.

Create a student-run Speakers Bureau where students of different backgrounds speak about their heritage. Identify local community leaders, civil rights veterans, Holocaust survivors, and others to partner with students in this effort.

Devise a skit contest with themes that promote diversity.

Turn a school assembly into a game show for students of all grades called "Cultural Pursuit." Ask teachers to develop questions covering every discipline and hold "culture bees" in their classrooms to determine assembly contestants.

Devote time in art classes to designing a Diversity Quilt with each patch representing a student's individual heritage. Have all classes combine their patchwork squares to form a school quilt for display in the community.

Organize a No-Ethnic/Homophobic Humor Open-Mike Night featuring stand-up comedy by students.

Meet with food services at your school to discuss the possibility of featuring ethnic cuisines on a regular basis. Consult with local restaurants and community groups to participate in the program.

Request that a student-faculty committee establish an annual A WORLD OF DIFFERENCE® Day when regular classes are suspended and community members and leaders are invited to speak on and explore diversity with students. Consult with ADL to plan this program.

Construct a multimedia display that examines how today's media perpetuates stereotypes. Consider current films, television sitcoms, music, and advertising campaigns, in addition to newspapers, magazines and books.

Research peace negotiations going on around the world regarding ethnic or racial conflict. Then stage a mock summit in which students take on the roles of international leaders and try to resolve these crises.

Look for examples of youth who have struggled to overcome oppression throughout history and create an original dramatic performance based on their experiences.

Sponsor a "Dance for Diversity" dance-a-thon and approach a local radio station about broadcasting live from your event. The station could also run student written PSAs leading up to and following the event.

Establish a school exchange that matches students from different schools to bring youth of differing backgrounds closer together.

Start an annual multicultural film festival at your school. Invite community groups and local theaters to be co-sponsors.

Recreate the Ellis Island Immigration Station for a school-wide event. Invite teachers from all disciplines to create period costumes and scenery and prepare traditional foods. Issue passports to all students attending and lead "new immigrants" through the interview process.
Close the Book on Hate
IN YOUR SCHOOL

50 Collect samples of popular teen magazines and comic books from around the world. Ask your librarian to set aside a special corner for them in the periodical room.

51 Research children's books representing the experiences of different ethnic groups or that define family in different ways. Then initiate a reading program with a local bookstore or library that features these books.

52 Survey local card and gift shops for product lines geared to diverse groups. Write to greeting card companies and local merchants to advocate for expanding the diversity of selections. Coordinate a contest to create a line of cards note paper that promotes respect for diversity.

53 Approach the guidance office about hosting a career workshop led by professionals who can discuss diversity in their respective fields.

54 Ask your school to host an Internship Fair for groups such as the ADL and other civic organizations that hire student interns.

55 Advocate for the production of school plays that are sensitive to multiculturalism and incorporate a variety of roles and perspectives.

56 Ensure that musical selections of school bands and choirs are culturally diverse.

57 Speak to each of your teachers about posting a list somewhere in the classroom of famous pioneers/leaders in their field, with a special focus on diversity.

58 Collect famous speeches about civil rights. Put them together in a binder or in a video collection and make the collection available to your whole school community.

59 Research civil unrest in this country, from slavery rebellions, to Chicago in the 1960s, to Stonewall in 1969, to Los Angeles in the 1990s.

60 Survey the colleges in your area about diversity and affinity clubs at their schools. Invite a panel of representatives to speak to the senior class about "Prejudice on the College Campus: What to Look for - What to Do."

Close the Book on Hate
IN THE WORKPLACE

61 Make respect for diversity a core value in your company and articulate it as such in the company’s handbook/employee manual.

62 Provide ongoing awareness programs about the value of human diversity to all employees in the organization.

63 Take advantage of diversity consultants and training programs such as the A WORLD OF DIFFERENCE® Institute’s A WORKPLACE OF DIFFERENCE™ to assist you with ongoing education.

64 Incorporate diversity as a business goal. Secure a high degree of commitment from all employees.

65 Become aware and respectful of individual work styles.

66 Create an environment conducive to the exploration of diversity.

67 Learn about coworkers’ backgrounds and share your own. Ask questions that invite explanation and answer with the same.

68 Create a display area where employees can post notices of events and activities happening in their communities.

69 Publish and distribute to all staff a list of ethnic and/or religious holidays and the meaning of the customs associated with celebrating them.

70 Sponsor a lunchtime “brown-bag” series that features speakers on diversity topics.

71 Sponsor a mentoring program and reach out to students in local high schools and colleges.

72 Provide opportunities to attend local cultural events and exhibits.

73 Participate as a sponsor in community events that support the health and welfare of society.
Close the Book on Hate
IN YOUR HOUSE OF WORSHIP

74 Urge your leaders to use the pulpit to condemn all forms of bigotry.

75 Encourage friends of other faiths to visit your religious services and share your religious knowledge with them.

76 Invite clergy representing religions different from your own to participate in services and deliver the sermon.

77 Host a tour for elected and appointed city/town officials to educate them more about your religion and the programs and activities your religious community offers.

78 Ensure that all faiths are represented accurately in existing library materials and religious school curricula.

79 Reach out to diverse religious communities to co-sponsor festivals and holiday observances, such as ADL’s Interfaith Seders, that highlight and celebrate our common humanity.

80 Be respectful of everyone who attends your religious services, whether they are members of or visitors to your congregation.

81 Turn one bulletin board into a display space where newspaper/magazine clippings depicting current events related to anti-Semitism and other forms of religious persecution or human rights violations can be posted for all to read.

82 Organize an interfaith retreat for young people to increase understanding of each other’s beliefs and build lasting friendships.

83 Plan an interfaith youth group trip to the U.S. Holocaust Memorial Museum in Washington, DC. Raise funds to cover travel expenses with a community bake sale, car wash, service auction, or other activity.

Close the Book on Hate
IN THE COMMUNITY

84 Establish a Human Rights Commission and a Community Watch Group in your city/town.

85 Organize a local multicultural committee that serves as an umbrella organization for groups that raise awareness about prejudice and provide support for cultural events, holiday programs or community efforts that promote intergroup harmony.

86 Volunteer to serve on one of these organization committees and work to support their initiatives.

87 Petition government officials to issue a proclamation making your city/town a prejudice-free zone.

88 Plan a community-wide “Walk/Run Against Hate” in which sponsored participants would donate all monies pledged to an anti-bias or other human rights organization.

89 Become aware of your town’s demographics and compare it to others around the state to better understand the diversity in your community.


91 Build a community float that promotes understanding and respect for the diversity of your community and march in local and state parades. Contact parade officials to make sure that groups of all different backgrounds are invited to march.

92 Suggest to your local newspaper that it devote a corner of the editorial page each month to at least one opinion piece relating to anti-prejudice and pro-diversity themes.

93 Meet with school and community librarians and local bookstores to discuss ways to highlight literature that is representative of all cultures and sexual orientations.

94 Compile a citizen’s directory of the businesses and community organizations that exist to support diverse groups in the community.
Close the Book on Hate IN THE COMMUNITY

95  Research your community's involvement in struggles for civil and human rights throughout history (e.g., abolition, the civil rights movement, the women's rights and gay rights movements, etc.) and create an exhibit for the local library/town hall.

Discuss alternative accessibility routes such as ramps, stairs and elevators in your community and invite speakers into your school and community groups to talk about such initiatives.

Make sure your public facilities accommodate the needs of all residents.

Collect traditional family recipes from local residents for a community cookbook. Solicit ads to support the cost of reproducing and distributing the book as part of a welcome wagon program for new residents.

Organize a city-wide "Hoops for Harmony" basketball tournament with proceeds from ticket sales going to a local non-profit organization that promotes awareness of and respect for diversity.

Hold a "Paint-Out Day" to eliminate graffiti that promotes bigotry, culminating with a potluck supper.

Brainstorm 100 more ways to make your community a prejudice-free zone!

DEVELOPING A COMMON LANGUAGE

DEFINITIONS

Ableism
Ableism is prejudice and/or discrimination against people with mental or physical disabilities.

Ageism
Ageism is prejudice and/or discrimination against people because of their age.

Anti-bias
Anti-bias is an active commitment to challenging prejudice, stereotyping and all forms of discrimination.

Anti-Semitism
Anti-Semitism is a prejudice and/or discrimination against Jews. Anti-Semitism can be based on hatred against Jews because of their religious beliefs, their group membership (ethnicity) and sometimes on the erroneous belief that Jews are a "race."

Bias
Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bigotry
Bigotry is an unreasonable or irrational attachment to negative stereotypes and prejudices.

Classism
Classism is prejudice and/or discrimination against people because of their real or perceived economic status.

Culture
Culture is the patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, art, customs, holiday celebrations, food, religion, dating rituals, and clothing, to name a few examples.
**Discrimination**

Discrimination is the denial of justice and fair treatment by both individuals and institutions in many areas, including employment, education, housing, banking, and political rights. Discrimination is an action that can foster prejudiced thinking.

**Diversity**

Diversity means different or varied. The population of the United States is made up of people from diverse races, cultures and places.

**Hate Crime**

Hate crimes are defined under specific penal code sections as an act or an attempted act by any person against the person or property of another individual or group which in any way constitutes an expression of hostility toward the victim because of his or her race, religion, sexual orientation, national origin, disability, gender, or ethnicity. This includes but is not limited to threatening phone calls, hate mail, physical assaults, vandalism, cross burnsings, destruction of religious symbols, and fire bombings.

* Elements of crime statutes and protected classifications vary state to state.

**Hate Incident**

Hate-motivated incidents are defined as behavior which constitutes an expression of hostility against the person or property of another because of the victim’s race, religion, disability, gender, ethnicity, or sexual orientation. Hate-motivated incidents include those actions that are motivated by bias, but do not meet the necessary elements required to prove a crime. They may include such behavior as non-threatening name calling, using racial slurs or disseminating racist leaflets.

**Homophobia**

Homophobia is the irrational fear of people who are believed to be lesbian, gay, or bisexual.

**Multicultural**

Multicultural means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

**Prejudice**

Prejudice is pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

**Racism**

Racism is a prejudice and/or discrimination based on the social construction of “race.” Differences in physical characteristics (e.g., skin color, hair texture, eye shape) are used to support a system of inequities.

**Scapegoating**

Scapegoating is the action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It targets another person or group as responsible for problems in society because of that person’s group identity.

**Sexism**

Sexism is prejudice and/or discrimination based on gender.

**Stereotype**

A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

**Heterosexism**

Heterosexism is prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, or bisexual.
CLOSE THE BOOK ON HATE

RESPONSE STRATEGIES

Often when incidents of bigotry and/or hate occur, it is left to the victims and members of the particular group that has been attacked to speak out. Yet, it is united that we stand, divided we fall. We believe that if one group is attacked, it is as though all groups have been attacked. We all have a duty to respond. Many times, good people may feel outraged but do not know how to respond. Thus, when an incident occurs, precious time is lost. Here are some specific suggestions that may help facilitate a prompt and effective response:

- Notify law enforcement.
- Be sure of the facts.
- If there is physical damage (e.g., defacing, spray painting), take photographs.
- As soon as the damage has been viewed by law enforcement and photographs taken, offer assistance in repairing or cleaning up the damage or vandalized property.
- If hate literature has been distributed, collect the literature for evidence.
- Notify ADL and similar agencies in the appropriate communities.
- Reach out to the victims with expressions of concern and support and reassure them and their families that the incident will be treated seriously.
- Gather signatures on a petition repudiating the act.
- Organize coalitions to march, protest or sponsor a public forum to discuss the specific incident and active measures needed to prevent a recurrence.
- If the incident occurred in a school, work with the school administration to determine appropriate disciplinary actions.

CLOSE THE BOOK ON HATE

PLAN AHEAD

- Work with school and community officials and law enforcement to establish a plan for responding promptly to hate crimes and incidents.
- Establish clear procedures for reporting hate-motivated incidents/crimes, and disseminate the information community-wide.
- Establish policies that clearly indicate that hate-motivated behavior will not be tolerated.
- Educate community and school staff on how to recognize hate-motivated incidents.
- Train school and community counselors to assist victims of hate-motivated incidents.
- Provide referral to community organizations which offer counsel and support services in these situations.
Following are works of fiction, non-fiction, photography, and poetry that emphasize the importance of valuing diversity for both children and adults. We urge you to read and discuss these books with your families and communities. If any of the following titles are not available from your local Barnes & Noble store, they can be ordered at the store or from Barnes & Noble.com (www.bn.com).

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National Council of La Raza
www.nclr.org

National Education Association
www.nea.org

National Gay and Lesbian Task Force
www.ngltf.org

National Italian American Foundation
www.niaf.org

National Middle School Association
www.nmsa.org

National PTA
www.pta.org

National Urban League
www.nul.org

Northeastern University's Center for the Study of Sport in Society
www.sportinsociety.org

Parents, Family and Friends of Lesbians & Gays
www.pfflag.org

Safe Schools Coalition, Inc
www.ed.mtu.edu/safe

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Close the Book on Hate
CAMPAIGN PLEDGE*

I pledge from this day onward to do my best to interrupt prejudice and to stop those who, because of hate, would hurt, harass or violate the civil rights of anyone. I will try at all times to be aware of my own biases against people who are different from myself. I will ask questions about cultures, religions and races that I don’t understand. I will speak out against anyone who mocks, seeks to intimidate or actually hurts someone of a different race, religion, ethnic group, or sexual orientation. I will reach out to support those who are targets of harassment. I will think about specific ways my school, other students and my community can promote respect for people and create a prejudice-free zone. I firmly believe that one person can make a difference and that no person can be an “innocent bystander” when it comes to opposing hate.

By signing this pledge, I recognize that respect for individual dignity, achieving equality and opposing anti-Semitism, racism, ethnic bigotry, homophobia, or any other form of hatred is a non-negotiable responsibility of all people.

__________________________________________
My Signature

__________________________________________
Witness Signature

__________________________________________
Date

*Adapted with permission from the AEA WORLD OF DIFFERENCE* Institute