

**Jewish Museum Orientation**  
**4<sup>th</sup> - 6<sup>th</sup> Grades**

The Jewish Museum Milwaukee explores themes of tolerance and diversity, while teaching about the Jewish people and their culture. Through the exhibits in our Museum, your students will hear and see personal stories about immigration, community, social justice and tolerance.

Some things to consider before your visit:

- You may want to talk to your class about “Who are the Jews”—we define this as: *For some, you are Jewish if your mother is Jewish. For others, you are Jewish if either parent is Jewish. Converts to Judaism are Jews. Judaism is a religion, yet there are millions of people who claim to hold no religious beliefs and are Jews. No matter their culture, ancestry or synagogue attendance, Jews are connected through a common history and a sense of a shared future. Jews are a family—distant and close, diverse and united, independent and bound to one another.*

Basically, this means that Jews are both a people and a religious group—there are Jews who take on none of the religious practice, but still consider themselves to be part of the Jewish people. Jewish history goes back thousands of years and has evolved over this time.

Central to Jewish belief is the Torah, which includes the Five Books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy), Prophets and Writing. In the Museum, your class will see an open Torah scroll—this is the Five Books of Moses. For more information on Judaism and the Jewish people, you can download our “Frequently Asked Questions.”

- The Museum’s immigration section explores how and why Jews came to this country. In preparation, your students may want to talk to their families about their own immigration story.
- Has your class discussed anything about the Holocaust previously? The Museum explores the Holocaust and Intolerance through the experiences of survivors who came to Milwaukee and those whose families were murdered in the Holocaust. Nothing in our exhibition is graphic; however, this is an incredibly dark period in human history.

In approaching 4<sup>th</sup> through 6<sup>th</sup> graders about the Holocaust, we discuss that Jews were hated because they were Jewish and the problems with bullying and stereotypes. If you do not feel that your students are ready to handle this subject, please let us know in advance of your visit. If you choose to visit this part of the Museum, please consider talking with your class about this subject prior to their visit, and let us know what your students have learned.

## **Role of Chaperones**

The Jewish Museum Milwaukee provides complimentary admission for one chaperone per ten students. We hope that chaperones and teachers will help keep students together with their docent in the Museum. We ask that chaperones deal with behavior issues and maintain decorum within the Museum. Your efforts are much appreciated.

## **Groupings**

Depending on the size of your group, you may need to divide your students into small groups. Generally 10 to 13 students tour with one docent. As many as 40 to 45 students can be in the Museum at the same time. If you have more than 45 students, we will plan a workshop that will enhance their Museum experience. The Museum Educator will develop these programs to fit your needs. Depending on the Workshop there may be an additional cost—the Museum Educator will inform you of this prior to your visit.

## **Curriculum Connections within the Museum**

The Museum's content connects seamlessly with many of the Wisconsin Model Academic Standards. Through the course of a tour, Language Arts Standards are also met—asking students to read and explain wall panels. I recommend asking your students to respond in written form to what they have seen in the Museum.

Here are the specific Social Studies Standards that we touch and can develop in more depth through a Museum tour:

- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment
- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity
- D.4.6 Identify the economic roles of various institutions, including households, businesses, and government
- D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world
- E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living
- E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people
- E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions
- E.4.9 Explain how people learn about others who are different from themselves
- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens