

**Jewish Museum Orientation**  
**7<sup>th</sup> - 9<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. The Museum utilizes primary sources and artifacts to display the history of the Jews of Milwaukee, their connections to broader Jewish history and the development of ethnic groups within the city.

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 educator at the Jewish Museum Milwaukee is happy to answer your students’ questions about the Jews and Judaism. It is recommended that teachers ask their students to list all the questions they have about Jews and Judaism and email these to the educator in advance of your trip. Time can be built into your visit to answer your students’ 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. It helps our docents to know what your students have studied about the Holocaust in your class or in additional classes. The more we know about your students’ backgrounds, the better able we are to inform them.

### **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.

### **Workshop/Speaker Opportunities**

Workshops can be coordinated to enhance your class's experience at the Jewish Museum Milwaukee and to increase their understanding of homework and reading. The museum educator is happy to work with you to fit your specific needs.

Some Workshop Examples include:

- Israel, not just a news story (Discussion with Young Israeli Emissaries)
- Lunar Lunacy: The Moon and Jewish Holidays
- Memory and Memorial Space: Workshop on the Milwaukee Community Holocaust Memorial
- Jewish 101: Your Questions about Judaism Answered
- Synagogue Tour

### **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.8.7 Describe the movement of people, ideas, diseases, and products throughout the world
- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently
- B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues
- C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights
- D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets
- D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life
- D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive
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- E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people
- E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community
- E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies
- E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals
- E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society