

Jewish Museum Orientation High School

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.*

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. Depending on proximity to the Museum, the educator or a docent can visit your class in advance to discuss their questions.

- The Museum’s immigration section explores how and why Jews came to this country. This section is informed by how immigration patterns and policy shift. You may want your class to examine immigration patterns and legislations. It is always beneficial if your students understand how and why their families came to this country.
- 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
- Holocaust Survivor Speaker

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:

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women
- E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled