

The logo features a red octagonal stop sign with the word "STOP" in white capital letters. To the right of the sign, the words "THE HATE" are written in large, bold, red capital letters. Below "THE HATE", the words "YOUTH SPEAK OUT!!!" are written in a black, distressed, stencil-like font.

STOP THE HATE **YOUTH SPEAK OUT!!!**

Essay Contest and Scholarship Program

TEACHER'S GUIDE

ABOUT THE MALTZ MUSEUM OF JEWISH HERITAGE

The Maltz Museum of Jewish Heritage opened in 2005 with a simple mission—to build bridges of understanding by sharing Jewish heritage through the lens of the American experience. The Museum strives to open lines of communication between people of all races and religious backgrounds by focusing on the commonalities, rather than differences, of all who make up the American story. It is a museum of tolerance and diversity and has taken great care to reflect upon the results of intolerance, not just against Jews, but against the weak, powerless, segregated and different in America and throughout the world.

ABOUT THE CONTEST

The *Stop the Hate: Youth Speak Out* essay contest and scholarship program supports the Museum's mission to bridges of appreciation, tolerance and understanding between persons of all religions, races, cultures and ethnic backgrounds. It reflects Jewish values of responsible citizenship and respect for all humanity by challenging young people to consider the consequences of intolerance and hatred and the role of personal responsibility in affecting change. By rewarding outstanding essays with college scholarships and other prizes, the contest encourages civic responsibility as an integral part of American life. Since the contest began in 2008-09, nearly 5,000 students in grades 6-12 have submitted essays.

WHO IS ELIGIBLE TO ENTER?

The contest is open to all students in grades 6-12 in Cuyahoga, Geauga, Lake, Lorain, Medina, Portage and Summit Counties. Students may attend a public, private, religious, charter school, home school or on-line classroom.

\$100,000 in SCHOLARSHIPS and PRIZES

All 11-12th grade students are eligible to compete for SCHOLARSHIP PRIZES (for qualified educational expenses at the college or university of their choice).

- Grand Scholarship Prize: \$50,000 (up to \$12,500 per year)
- First Runner-Up: \$25,000 (up to \$6,250 per year)
- Second Runner Up: \$15,000 (up to \$3,750 per year)

Grades 6-10 compete for cash prizes up to \$300—three winners are selected at **EACH** grade:

- First Prize: \$300
- Second Prize: \$200
- Third Prize: \$100

HOW DO STUDENTS BENEFIT FROM WRITING AN ESSAY?

Bias is a human condition, and America history is full of examples of prejudice against groups and individuals based on their race, religion, disability, sexual orientation or other differences. The 20th century saw much advancement in outlawing discrimination, but stereotypes and unequal treatment still persists.

Today's students are faced with intolerance, discrimination and hatred every day—whether they see/hear about incidents in the news or on-line or encounter first hand the often devastating effects of being made to feel an outsider. Perhaps they have been part of a group bullying another student and although they felt it wasn't right, were unsure of what to do about it.

Preparing an essay for the *Stop the Hate: Youth Speak Out* contest gives students an opportunity to tell their story. In 500 words, students are asked to describe an act of discrimination, reflect upon their response, and commit to a plan of action to affect change in themselves, their school and/or community. The contest challenges young people in grades 6-12 to take personal responsibility to combat hatred, discrimination and intolerance.

The contest strengthens student problem-solving skills and offers valuable practice in preparing for the written portion of SAC/ACT exams and college application essays.

HOW DOES THE ESSAY FIT INTO MY CURRICULUM?

Including the contest in your existing classroom activities is one way of promoting discussion among middle and high school students about various forms of hatred, intolerance and discrimination and how young people can take a stand for change.

The topic may come up in relation to assigned readings on civil rights, the Holocaust, or contemporary genocide; it may be prompted by an incident in the news, such as the Phoebe Prince or Matthew Sheppard case. Essay writing can be incorporated into a unit on anti-bias/bullying or discussions of responsibility towards others—encouraging young people to have empathy, make good choices and giving them skills to respond when confronted with bigotry. Teachers may be the most important factor in encouraging students to discuss these issues and write down their thoughts-- most students indicate they heard about the contest at school.

Writing an essay addresses recommendations for fulfillment of Ohio law on school bullying and harassment and connects to national content standards in Social Studies and English/Language Arts.

WHAT IS THE TEACHER'S ROLE?

We recognize that each school and classroom is unique. Some teachers choose to include the essay as a required assignment, others offer extra credit, and some distribute information but don't take an active role in encouraging students to submit essays.

It is your choice, but we do know that when teachers integrate writing a *Stop the Hate* essay into classroom activities, it opens new opportunities to address issues of bullying, bias, and discrimination. Teachers report that this essay, because it often involves a personal story, can give confidence to students who may feel intimidated by other writing assignments.

We suggest teachers:

- Tell students what the contest is all about
- Talk about the prizes
- Inform students of the entry deadline
- Prompt discussion about what it feels like to be an outsider and what young people can do to stop hatred and discrimination
- Make use of famous quotations, stories of young people who have made a difference, writings about the consequences of hatred, etc. and encourage students to consider what they have to write about
- Assign the essay or offer extra credit
- If possible, allow time for students to write in class
- Assist students with mechanics of preparing an essay that meets the contest criteria
- Assist students with on-line entry OR preparing their entry form and mailing the essay

HOW CAN THE MALTZ MUSEUM HELP PREPARE MY STUDENTS TO WRITE THEIR ESSAY?

Visit the Museum with your students!

Our *Stop the Hate* guided tour helps students learn how racism, ethnocentrism and anti-Semitism have plagued Cleveland and America since its earliest days. Students will encounter how Jews, African-Americans and other minorities were prevented from living in certain neighborhoods; how the Ku Klux Klan influenced local elections and how Nazis and Fascists openly organized in our city. Students will also learn how citizens come together to fight against discrimination to build a more tolerant and diverse culture.

Let us know you'll participate!

Return our teacher participation form by mail or on-line and receive a Teacher's Resource Kit with all the information needed to integrate the contest into classroom activities.

We'll come to you!

Maltz Museum staff is available to make presentations about the contest to district administrators, principals, and teachers. Museum volunteers can be scheduled to speak to students, review the contest rules, offer tips for deciding on topics, and encourage participation. **Please call 216-593-0575 to schedule your tour or school presentation.**

TEACHING TIPS

- Encourage all students to submit an essay—stress that exceptional essays come from students of all abilities and winners don't have to be straight-A students or outstanding writers;
- Let students know you are available to help with their essays in the same way you would help a student improve any other written assignment, but that essays are required to be the original work of the student;
- Explain clearly what discrimination is—you can use the definition found in the contest rules—and that students can write on any aspect of discrimination;

- You may want to use a warm-up activity to generate ideas or topics before students begin writing—included in this guide is a list of famous quotations that can be used to spark discussion;
- Encourage students to use personal experiences (either positive or negative) to generate ideas for their essays and remind them that their essay must a TRUE account, and not a fictitious story;
- Many students write about sensitive and personal experiences—not all students will feel comfortable sharing their essay with others;
- Have students write their essays in class whenever possible—teachers have commented that students are much more likely to complete their essays when help is immediately available;
- Entry deadlines are usually in late November/early December for 6-10th graders and early January for 11-12th graders—please see current contest rules for specific deadlines;
- On-line entry is preferred—please encourage students to use the on-line entry portal on our website www.maltzmuseum.org
- All prize-winning essays can be found on our website www.maltzmuseum.org.

AN ABOVE AVERAGE ESSAY...

- Describes a specific act of discrimination that is both personal and universal
- Tells a true story that is affecting and dramatic
- Understands and reflects upon the theme of personal responsibility
- Identifies changes/action plan that can be implemented

CONNECT TO CURRICULUM

The National Council for Social Studies (NCSS)

Standard II: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Standard IV: Social studies programs should include experiences that provide for the study of individual development and identity.

Standard IV: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.

Standard X: Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

The National Council of Teachers of English (NCTE)

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

OHIO LAW ON SCHOOL BULLYING AND HARRASSMENT

ORC 3313.666 (2007) requires the board of education of local school districts to establish a policy prohibiting harassment, intimidation or bullying. "Harassment, intimidation or bullying" is defined as any intentional written, verbal, or physical act toward another student more than once that causes mental or physical harm and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the harassed student. The policy must include a statement prohibiting harassment, intimidation or bullying of any student on school property or at school-sponsored events; a definition of harassment, intimidation, or bullying, a procedure for reporting prohibited incidents; requirement that school personnel report prohibited incidents to school administrators; requirement for parental notification; documentation procedures; procedures for responding to and investigating incidents; strategies for protecting targeted students from additional incidents; disciplinary procedures; reporting requirements for district administration.

ORC 3313.667 (2006) encourages schools districts to form bullying prevention task forces, programs and other initiatives. It also encourages districts to educate students and to provide training, workshops or courses on the district's harassment, intimidation, or bullying policy.

QUOTE BANK - TEACHING PROMPTS AND INSPIRATION

We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.

Maya Angelou (1928-)

All that is necessary for the triumph of evil is that good men do nothing.

Edmund Burke (1720-1797)

To know what is right and not to do it is the worst cowardice.

Confucius (552-479 B.C.)

Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit.

Mahatma Gandhi (1869-1948)

How do we create a harmonious society out of so many kinds of people? The key is tolerance, the one value that is indispensable in creating community.

Barbara Jordan (1936-1996)

In the end, we will not remember the words of our enemies, but the silence of our friends.
Dr. Martin Luther King, Jr. (1929-1968)

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.
Margaret Mead (1901-1978)

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.
Barack Obama (1961-)

You have enemies? Good! It means you stood up for something at least once in your life.
Eleanor Roosevelt (1884-1962)

The cruelest lies are often told in silence.
Robert Lewis Stevenson (1850-1894)

Take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.
Elie Wiesel (1928-)

RESOURCES FOR TEACHING ABOUT DIVERSITY AND TOLERANCE

- www.maltzmuseum.org
Click *Stop the Hate* on the homepage and then *Inspiration* to view our powerful 12-minute film HATE about the consequences of intolerance
- www.adl.org
Use the "education" link to resource The Anti-Defamation League's programs and lesson plans
- www.diversitycenterneo.org
Cleveland's Diversity Center offers programs for educators and youth
- www.educationworld.com
Lesson plans created by teachers for teachers
- www.facinghistory.org
Lesson plans and other resources for addressing complex issues in the classroom
- www.noit.org
The "Not in Our Town" website has many resources for working together for safe, inclusive communities
- www.teachingtolerance.org
Resources and lesson plans from the Southern Poverty Law Center

**FILL OUT THIS FORM TO RECEIVE YOUR FREE
TEACHER'S RESOURCE KIT
or
MAKE YOUR REQUEST ON-LINE AT www.maltzmuseum.org
Kits available September 2011**

TeacherName: _____

School: _____

Mailing Address: _____

City: _____ Zip: _____

Phone: _____ Email: _____

Best way to contact me: _____ Phone _____ Email _____ Best time to reach me: _____

Grade Taught: _____ Subject Taught: _____

Number of students expected to participate: _____

Did your school participate last year? _____

How did you hear about the contest?

I want to my students to be involved! Contact me about:

A guest speaker for a school assembly	_____ YES
A guest speaker for my classroom	_____ YES
A STOP THE HATE! Museum tour	_____ YES
A FREE Stop the Hate Resource Kit	_____ YES

Call us:

Stop the Hate! Youth Speak Out!
216-593-0575

Email us

Stop the Hate! Youth Speak Out!
stopthehate@mmjh.org

Return by mail to:

Stop the Hate! Youth Speak Out!
Maltz Museum of Jewish Heritage
2929 Richmond Road
Beachwood, Ohio 44122