

## Teaching Students About Tolerance

- \*Teaching Students the Meaning of a Victim, Oppressor & Bystander
- \*Teaching the Definitions of Stereotypes, Discrimination, Scapegoating & Prejudices
- \*Activities & Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Recognizing Stereotyping, Scapegoating, Prejudices & Discrimination

**REAL STEREOTYPES**

Real stereotypes are not funny. They are harmful and hurtful. They keep seeing people as individuals. Stereotypes are people act toward one another.

In the 1930's, Germany and the Nazis used against them. Posters with hateful stereotypes such as big noses and greedy expressions.

After reading this description, what do you think a STEREOTYPE is?

The definition of a stereotype is:

Why do you think stereotypes are dangerous or is a joke?

**COMMON STEREOTYPES**  
A common stereotype is:

Old People	
New Yorker	
Cheerleader	
African American	
Hispanic	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Bystanders, Oppressors & Victims

**Understanding Bystanders, Oppressors & Victims Past & Present**

Directions: Read the quotation below. Answer the question in regards to the quotation.

"Thou shalt not be a victim.  
Thou shalt not be an oppressor.  
But most of all, thou shalt not be a bystander."  
-Yehuda Bauer, Jewish historian

Why do you think Bauer presents the bystander as the worst role to take in a situation?

What is a VICTIM?	• • •
What is an OPPRESSOR?	• • •
What is a BYSTANDER?	• • •

Passages from:

Following read the scenes below and answer the questions.

**Scene 1: The Neighbors**

A sweetie was flying from the house. A big truck filled with German soldiers and screaming as they drove. "I couldn't understand it. They have betrayed us!"

I looked out the window and saw her carrying flowers from our garden out of season. She handed them to a man who started sobbing, crying, and releasing his hand over my mouth. "Are you grandmothers lived rent-free in a two-out of season. She handed them to started sobbing, crying, and releasing put his hand over my mouth. "Are you

In these scenes, who were the bystanders?

Did they bystanders harm or help others?

3. How might different actions of the bystanders have changed the events in each scene?

**Scene 2: Arrive at the Slave-Lab**

Late in the afternoon, after trying, spousal station. The sign read through the little town. So this was expected us to be human. Children were watering flowers in the window box as thought came to me that she probably us to be monsters. What a shock it is pretty.

In these scenes, who were the bystanders?

Did they bystanders harm or help others?

3. How might different actions of the bystanders have changed the events in each scene?



# Thank you so much for purchasing this product!

\*This is a great pre-reading activity to introduce your students to the topic of tolerance, prejudices and stereotyping. It also teaches your students the role of a bystander and how important it is to be an active bystander.

\*This product includes a ditto that introduces the terms of a victim, bystander and oppressor, and an activity follows in identifying these people in different situations.

\*The next ditto introduces students to stereotypes and how harmful they can be to someone. This truly educates students at being very careful of the words that come out of their mouth.

\*The last ditto introduces discrimination, scapegoating and prejudices. I included a key for all these words.

\*I use this activity to introduce *The Diary of Anne Frank*, but it can be used to introduce any unit that deals with these themes. It can be used in Social Studies or to introduce a topic or unit.

\*Before I give the students these activities, I read, "The Terrible Things" with them. This is a fabulous allegory that teaches others that if they don't take a stand, how dangerous a situation can become. You can find this story online as a PDF. Here are some activities that go along with the story.

[http://www.toponline.org/books/guides\\_new/ebook/ch3/Lesson-3-3.pdf](http://www.toponline.org/books/guides_new/ebook/ch3/Lesson-3-3.pdf)

\*\*\*If you have any questions or need any help, please feel free to contact me at [englishohmy@gmail.com](mailto:englishohmy@gmail.com).

As always, I greatly appreciate feedback, and you earn credits in Teachers Pay Teachers when you leave feedback! Woo Hoo!

Name \_\_\_\_\_

Date:

## Bystanders, Oppressors & Victims

### Understanding Bystanders, Oppressors & Victims-Past & Present

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Thou shalt not be an oppressor.  
But most of all, thou shalt not be a bystander.”  
-Yehuda Bauer, Jewish historian

Why do you think Bauer presents the bystander as the worst role to take in a situation?

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What is a <b>VICTIM?</b>	*  *  *
What is an <b>OPPRESSOR?</b>	*  *  *
What is a <b>BYSTANDER?</b>	*  *  *

## Passages from Gerda Weissmann Klein's book, All But My Life

Following, read the scenes below and answer the questions:

### Scene 1: The Neighbors:

A swastika was flying from the house across the street. My God! They seemed prepared. All but us, they knew. A big truck filled with German soldiers was parked across the street. Our neighbors were serving them wine and cakes, and screaming as though drunk with joy, "Heil Hitler! Long live the Führer! We thank thee for our liberation!" I couldn't understand it. What are those people doing? The same people I had known all of my life. They have betrayed us.

I looked out the window and there was Trude, a girl I had known since childhood. She and her grandmother lived rent-free in a two-room apartment in our basement in return for laundry service. Now I saw her carrying flowers from our garden, white roses of which we had been so proud because they bloomed out of season. She handed them to a soldier, breaking her tongue with the unfamiliar German, "Heil Hitler!" I started sobbing, crying, and releasing all my emotions and anxieties in that outburst. Artur jumped over me, put his hand over my mouth. "Are you crazy? Do you want to give us away?"

In these scenes, who were the bystanders?

Did they bystanders harm or help others, or were they neutral?

3. How might different actions of the bystanders have changed the events in each scene?

### Scene 2-Arrive at the Slave-Labor Camp

Late in the afternoon, after having covered perhaps two hundred kilometers, the train stopped at a tiny, spotless station. The sign read, "Bökenhain". We were counted and marched out of the station and through the little towns. So this was the homeland of Nazism. People looked at us as though they had not expected us to be human. Children were called into the houses. One young blond woman stood at an open window watering flowers in the window box as we passed. She interrupted her task and looked at us wide-eyed. The thought came to me that she probably never seen a Jew in her life. Brought up under the Nazis, she expected us to be monsters. What a shock it must have been to find us looking very much like herself, some of us quite pretty.

In these scenes, who were the bystanders?

Did they bystanders harm or help others, or were they neutral?

3. How might different actions of the bystanders have changed the events in each scene?

## Scene 3-The Death March

Early in the afternoon we crossed the Czechoslovakian frontier. The good Czech people at the first village were waiting to greet us despite the shouting and cursing of the Nazis. They showered us with food! They threw it into the wagon, they brought us sausages for the guards, bread and turnips for us. Could there be so much richness in that poor world?

In these scenes, who were the bystanders?

Did they bystanders harm or help others, or were they neutral?

How might different actions of the bystanders have changed the events in each scene?

### Reflection Questions:

What happens if we are silent when we witness an act of prejudice, injustice, or violence against another person? What happens when we do nothing?

What keeps us from taking actions in such moments?

Eli Wiesel, the author of *Night*, once said, "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

What is Eli Wiesel saying here?

Name \_\_\_\_\_

Date:

## Learning About Bystanders

### Bystander Scenes from Our School

Think about your experiences in this school, moments when you've witnessed people being unkind and rude, even downright mean. Be as honest as possible. For example, a student at another school wrote, "A buddy of mine greets me every time by saying, 'What's up, fag?' One of my friends is gay and I think it's a totally stupid way to say hello to someone, but I never tell him to stop."

Write from your own bystander position detailing two scenes you watched and did nothing to stop. Don't use other people's names, but be as detailed as possible.

SCENE 1:

SCENE 2:

Name \_\_\_\_\_

Date: \_\_\_\_\_

# Recognizing Stereotyping, Scapegoating, Prejudices & Discrimination

## Recognizing Stereotyping, Scapegoating, Prejudices & Discrimination

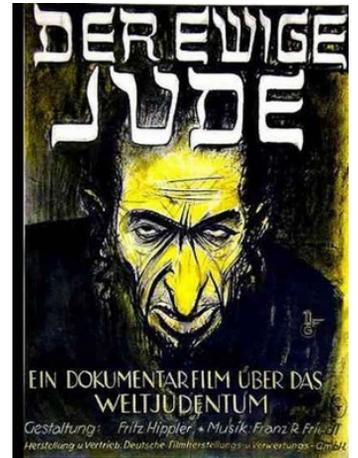
### REAL STEREOTYPES

Real stereotypes are not funny. They are harmful and hurtful. They keep us from seeing people as individuals. Stereotypes are especially dangerous when they determine how people act toward one another.

In the 1930's, Germany and the Nazis used STEREOTYPES of Jews to turn other Germans against them. Posters with hateful stereotypes of Jewish people—showing exaggerated features such as big noses and greedy expressions—were common.

After reading this description, what do you think a STEREOTYPE is?

The definition of a stereotype is:



Why do you think stereotypes are dangerous? Why is the use of any them harmful, even if it is a joke?

### COMMON STEREOTYPES

A common stereotype used for a/an...

Old People	
New Yorker	
Cheerleader	
African American	
Hispanic	

## OTHER IMPORTANT WORD TO KNOW & UNDERSTAND

Frustrated by losing World War I and by the economic problems they then faced during the Great Depression, many Germans needed someone to blame. Jews everywhere, not just in Germany, were blamed for the economic conditions, even for losing the war.

SCAPEGOATING	
DISCRIMINATION	
PREJUDICES	

Name \_\_\_\_\_

Bystanders, Oppressors & Victims

# KEY

Date: \_\_\_\_\_

## Understanding Bystanders, Oppressors & Victims-Past & Present

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-Yehuda Bauer, Jewish historian

Why do you think Bauer presents the bystander as the worst role to take in a situation?

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<p>What is a <b>VICTIM?</b></p>	<ul style="list-style-type: none"> <li>* A person hurt, injured or killed as a result of an accident, on purpose or for another reason.</li> <li>* Victims may be singled out because they are weak, small, short, or because of their race, religion, or handicap</li> <li>* Victims usually have lasting side effects from their experiences.</li> </ul>
<p>What is an <b>OPPRESSOR?</b></p>	<ul style="list-style-type: none"> <li>* Someone who uses power in an unjust or cruel manner.</li> <li>* An oppressor limits people's choice.</li> <li>* Hitler and Saddam Hussein are examples of an oppressor.</li> </ul>
<p>What is a <b>BYSTANDER?</b></p>	<ul style="list-style-type: none"> <li>* A person who is present at an event or incident but does not take part.</li> <li>* A helpful bystander is someone who is not only witnesses a situation, but uses their voice and stands up against unjust or disruptive behaviors.</li> <li>* A hurtful bystander laughs, eggs on, or turns their back on the situation.</li> </ul>

## Passages from Gerda Weissmann Klein's book, All But My Life

Following, read the scenes below and answer the questions:

# KEY

### Scene 1: The Neighbors:

A swastika was flying from the house across the street. My God! They seemed prepared. All but us, they knew. A big truck filled with German soldiers was parked across the street. Our neighbors were serving them wine and cakes, and screaming as though drunk with joy, "Heil Hitler! Long live the Führer! We thank thee for our liberation!" I couldn't understand it. What are those people doing? The same people I had known all of my life. They have betrayed us.

I looked out the window and there was Trude, a girl I had known since childhood. She and her grandmother lived rent-free in a two-room apartment in our basement in return for laundry service. Now I saw her carrying flowers from our garden, white roses of which we had been so proud because they bloomed out of season. She handed them to a soldier, breaking her tongue with the unfamiliar German, "Heil Hitler!" I started sobbing, crying, and releasing all my emotions and anxieties in that outburst. Artur jumped over me, put his hand over my mouth. "Are you crazy? Do you want to give us away?"

In these scenes, who are the bystanders?

The bystanders are the people who are supporting the Germans.

Did they bystanders harm or help others, or were they neutral?

The bystanders hurt the others because they are supporting the oppressor.

3. How might different actions of the bystanders have changed the events in each scene?

Answers will vary.

### Scene 2-Arrive at the Slave-Labor Camp

Late in the afternoon, after having covered perhaps two hundred kilometers, the train stopped at a tiny, spotless station. The sign read, "Bökenhain". We were counted and marched out of the station and through the little towns. So this was the homeland of Nazism. People looked at us as though they had not expected us to be human. Children were called into the houses. One young blond woman stood at an open window watering flowers in the window box as we passed. She interrupted her task and looked at us wide-eyed. The thought came to me that she probably never seen a Jew in her life. Brought up under the Nazis, she expected us to be monsters. What a shock it must have been to find us looking very much like herself, some of us quite pretty.

In these scenes, who are the bystanders?

The bystanders in this scene are the Jews.

Did they bystanders harm or help others, or were they neutral?

The bystanders harmed the others because they did not to help and turned their back on the Jews.

3. How might different actions of the bystanders have changed the events in each scene?

Answers will vary.

## Scene 3-The Death March

# KEY

Early in the afternoon we crossed the Czechoslovakian frontier. The good Czech people at the first village were waiting to greet us despite the shouting and cursing of the Nazis. They showered us with food! They threw it into the wagon, they brought us sausages for the guards, bread and turnips for us. Could there be so much richness in that poor world?

In these scenes, who were the bystanders?

The bystanders are the Czech people.

Did they bystanders harm or help others, or were they neutral?

The bystanders helped the others by giving them food and standing against the Nazis.

How might different actions of the bystanders have changed the events in each scene?

Answers will vary.

### Reflection Questions:

What happens if we are silent when we witness an act of prejudice, injustice, or violence against another person? What happens when we do nothing?

- \*Intolerance will continue
- \*We will allow people to treat others unfairly
- \*History will repeat itself
- \*Other answers

What keeps us from taking actions in such moments?

- \*Fear
- \*Anticipation
- \*The fear of the unknown
- \*The idea that one will get in trouble
- \*Other answers

Eli Wiesel, the author of *Night*, once said, "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

What is Eli Wiesel saying here?

\*Answers will vary

Name \_\_\_\_\_  
Learning About Bystanders

KEY Date:

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Write from your own bystander position detailing two scenes you watched and did nothing to stop. Don't use other people's names, but be as detailed as possible.

SCENE 1:

Answers will vary

SCENE 2:

Name \_\_\_\_\_

Date: \_\_\_\_\_

# KEY

## Recognizing Stereotyping, Scapegoating, Prejudices & Discrimination

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In the 1930's, Germany and the Nazis used STEREOTYPES of Jews to turn other Germans against them. Posters with hateful stereotypes of Jewish people—showing exaggerated features such as big noses and greedy expressions—were common.

After reading this description, what do you think a STEREOTYPE is?

Answers will vary

The definition of a stereotype is:

A stereotype is used to categorize a group of people. People don't understand that type of person, so they put them into classifications, thinking that everyone who is that needs to be like that, or anyone who acts like their classifications is one.

Why do you think stereotypes are dangerous? Why is the use of any them harmful, even if it is a joke?

Stereotypes are dangerous because people begin to believe stereotypes are true with everyone in that category, which is false.



#### COMMON STEREOTYPES

A common stereotype used for a/an...

Old People	Slow, Cannot drive, grey hair, hard of hearing
New Yorker	Rude, drive too fast, funny accent, all people live in the city
Cheerleader	Dumb, Blonde, Pretty, Popular, Ditzzy
African American	Good athletes, steal, gangs, no fathers;
Hispanic	From Mexico, landscapers, speak Spanish, illegal

OTHER IMPORTANT WORD TO KNOW & UNDERSTAND

**KEY**

Frustrated by losing World War I and by the economic problems they then faced during the Great Depression, many Germans needed someone to blame. Jews everywhere, not just in Germany, were blamed for the economic conditions, even for losing the war.

SCAPEGOATING	Using or blaming someone else for one's actions, so one does not get in trouble and the blame can be taken off of him/her.
DISCRIMINATION	"Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing and education."
PREJUDICES	The quality or condition of judging someone or a group of people before you meet them, usually using stereotypes.



## About the Teacher-Author

I am Kim, seller at English, Oh My! I am a middle school English teacher on Long Island, NY. I love my kiddos, and I love engaging them in rich content and exciting activities. My motto, "Engage. Simplify, Excite!"

*A Big Thank You,  
Credits  
& Appreciation*

## Thank You!

Thank you so much for purchasing this product. I created this product to help excite the classroom, simplify the lesson, and engage the student!

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