



U.S. History from 1877

STUDENT FIELD TRIP GUIDE

Embracing American Ideals:
Rights and Citizenship

DALLAS
HOLOCAUST AND
HUMAN RIGHTS
MUSEUM

MUSEUM EXPECTATIONS:

1. Stay with your group
2. Learn something new
3. Keep your hands and pencils to yourself
4. Voice level at a whisper

STUDENT NAME:

SCHOOL NAME:

CHAPERONE NAME:

GROUP NUMBER:



1 **DEFINE:** Read the definition of an **Upstander** while you wait for entry into the orientation theater and fill in the missing parts of the definition.

Up-stand-er (n.)

- **Stands up for other _____ and their rights.**
- **Combats _____, inequality, or unfairness.**
- **Sees something _____ and works to make it _____.**

VIEW AND REFLECT: Enter the orientation theater and watch the orientation film. Reflect on your own and answer the question below.

What kind of person are you? Select one:	
<input type="checkbox"/> An Upstander	<input type="checkbox"/> A Perpetrator
<input type="checkbox"/> A Bystander	<input type="checkbox"/> A Victim

Explain why you identify with the one you chose: _____



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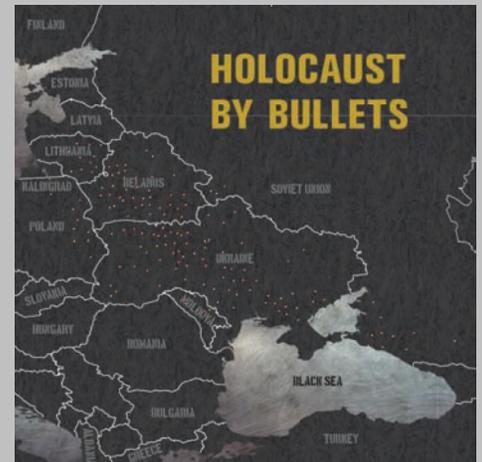
DESCRIBE: Germany's government went from a limited government (limits on the power of the government) to an unlimited government (no limits on the power of the government) after Hitler rose to power. Describe an event that happened when Hitler and the Nazis gained power in Germany. **(HINT: you will find multiple answers to this in the Germany gallery)**



HINT: To answer the questions below, look for the bullets hanging from the ceiling.

LEARN: Go to the Holocaust by Bullets section of the Holocaust Wing. Describe below what it was.

What did you learn from the Holocaust by Bullets map or film?



CAN YOU FIND ME?: Throughout the Holocaust Wing, **Upstanders** are highlighted in red. Find one **Upstander** anywhere in this wing and describe below what makes them an **Upstander**.

Upstander Name: _____

Why are they considered an **Upstander**?



SELECT: Choose **ONE** of the many survivor testimony stations throughout the Holocaust Wing, and select a survivor testimony to listen to. Circle how you feel after hearing their story.

CONFUSED	INSPIRED	WORRIED
SAD	OVERWHELMED	MOTIVATED
HEARTBROKEN	ANGRY	CHANGED



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IDENTIFY: In 1944 three leaders met at the Yalta Conference to decide what to do with the perpetrators of the Holocaust. Write the names of these men above their picture. **(HINT: you cannot answer this in the Holocaust wing, you have to wait until you are in the Human Rights Wing)**

(Great Britain)



(U.S.S.R.)



(United States)



DEFINING HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

ALL PEOPLE ARE BORN FREE AND EQUAL.

FREEDOM FROM DISCRIMINATION.

RIGHT TO LIFE, LIBERTY, AND PERSONAL SECURITY.

FREEDOM FROM SLAVERY.

FREEDOM FROM TORTURE AND DEGRADING TREATMENT.

RIGHT TO RECOGNITION AS A PERSON.

RIGHT TO EQUALITY BEFORE THE LAW.

RIGHT TO FAIR AND PUBLIC HEARING.

RIGHT TO BE CONSIDERED INNOCENT UNTIL PROVEN GUILTY.

FREEDOM FROM INTERFERENCE WITH PRIVACY, FAMILY, HOME, AND CORRESPONDENCE.

RIGHT TO FREE MOVEMENT.

RIGHT TO HEARING BY CAPABLE JUDGES.

FREEDOM FROM ARBITRARY ARREST AND EXILE.

RIGHT TO MARRIAGE AND FAMILY.

RIGHT TO OWN PROPERTY.

FREEDOM OF THOUGHT, CONSCIENCE, AND RELIGION.

FREEDOM OF OPINION AND INFORMATION.

RIGHT TO SEEK ASYLUM.

RIGHT TO A NATIONALITY AND THE FREEDOM TO CHANGE IT.

RIGHT TO SOCIAL SECURITY.

RIGHT TO REST AND LEISURE.

RIGHT TO EDUCATION.

RIGHT TO RESPONSIBILITIES TO THE COMMUNITY.

RIGHT TO PEACEFUL ASSEMBLY AND ASSOCIATION.

RIGHT TO PARTICIPATE IN GOVERNMENT AND ELECTIONS.

RIGHT TO WORK AND TO UNEMPLOYMENT PROTECTION.

RIGHT TO ADEQUATE LIVING STANDARDS.

RIGHT TO PARTICIPATE IN THE CULTURAL LIFE OF THE COMMUNITY.

FREEDOM FROM INTERFERENCE IN THESE HUMAN RIGHTS.



SHORT ANSWER: What was Eleanor Roosevelt's role in the creation of the Universal Declaration of Human Rights? (answer below in complete sentences)

Circle the human right that is most important to you on the Universal Declaration of Human Rights.





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CONNECT THE IDEALS: Draw a connecting line to match ideals listed in American founding documents to similar ideals listed in the Universal Declaration of Human Rights.

Rights of Citizens of the United States



Freedom of Religion, Assembly, Press, Petition, Speech

[All persons] are endowed by their creator with certain unalienable rights, among these are life, liberty, & the pursuit of happiness

No excessive bail and no cruel or unusual punishment

No person shall be deprived of life, liberty, or property without due process of law (a trial)

Neither slavery nor involuntary servitude shall exist in the United States

We hold these truths to be self-evident that all men are created equal

Universal Declaration of Human Rights



Everyone has the right to life, liberty, and security of person

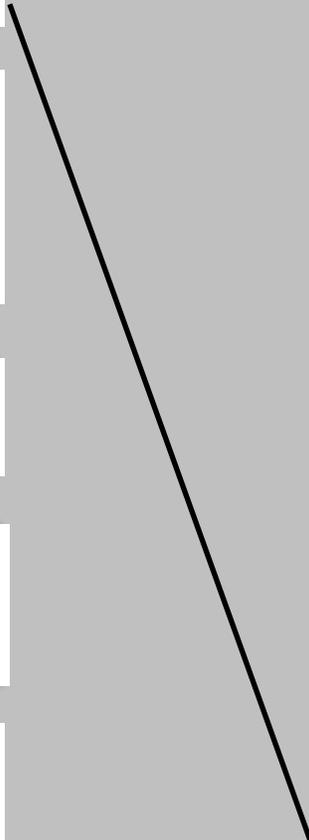
No one shall be held in slavery or servitude

No one shall be subjected to torture, or to cruel, inhumane, or degrading treatment or punishment

Everyone is entitled to a fair and public hearing by an impartial tribunal (court) in the determination of any criminal charges against him

Everyone has the right to freedom of thought, conscience, and religion

All human beings are born free and equal in dignity and rights





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You need to be in the 10 Stages of Genocide Gallery to complete the chart below

ANALYZE: Analyze the 10 Stages of Genocide, and explain how they connect to America.

(HINT: look at the sculptures and the graphic novels for each genocide to find American connection)

Genocide	Stage	Connection to America
Cambodia 		
Karankawa 		
Guatemala 		
Bosnia 		
Genocidal Terror 		



PIVOT TO AMERICA WING



MAIN IDEA: Listen to the Pivot to America Wing introduction film and describe the main idea of the message below.



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AMERICAN IDEALS, REALITY, AND REPAIR: Choose one of the interactive stations in the middle of the Pivot to America Gallery. Enter the interactive experience by choosing a category, and then complete the chart below.

IDEAL
Fill in the document that list the ideal

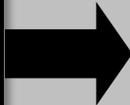
.....

states

.....

.....

Ex.: The Declaration of Independence states "All men are equal"



REALITY
Describe the reality

.....

.....

.....

.....

Ex.: Massachusetts was the first US colony to legalize slavery



UPSTANDER
Fill in an Upstander

.....

Ex.: Harriet Tubman

REPAIR
Describe the repair

.....

.....

.....

.....

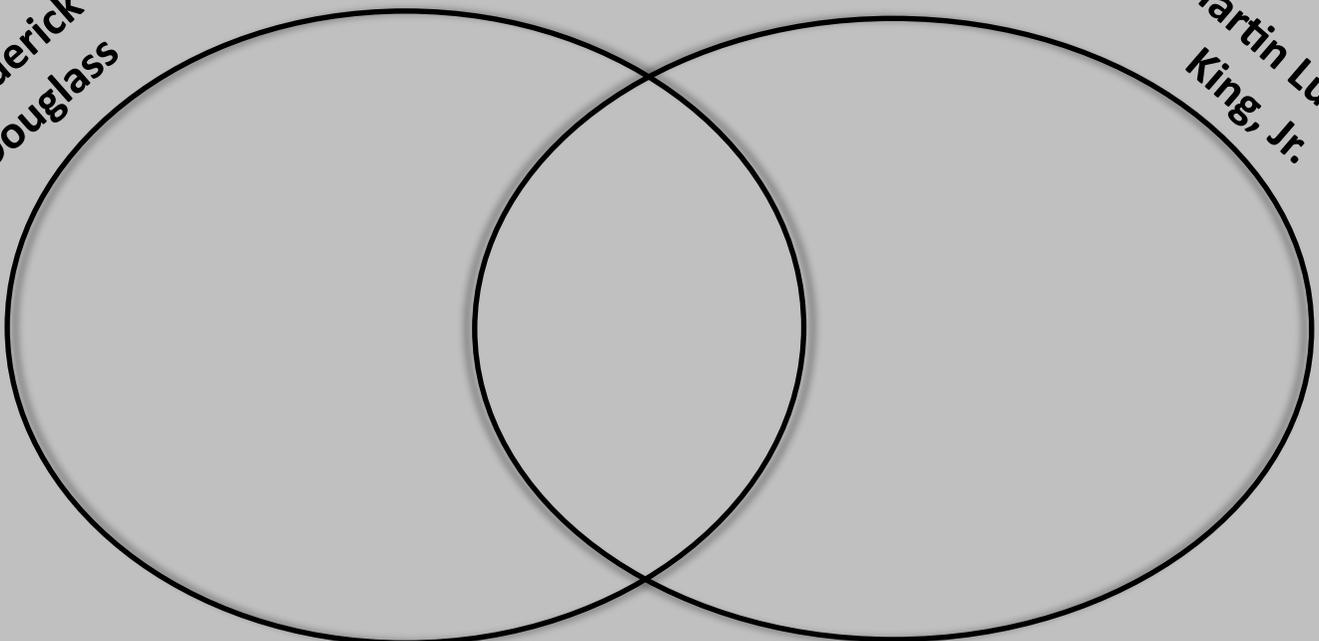
Ex.: The 13th amendment banning slavery is added to the Constitution



COMPARE AND CONTRAST: Choose any of the interactive stations and correctly fill in the Venn diagram with information about the two **Upstanders**. (HINT: Use the search function to find Upstanders.)

Frederick Douglass

Martin Luther King, Jr.





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LISTEN: Select any audio button on the tables in the Piccadilly Cafeteria. Describe the message you listen to below.

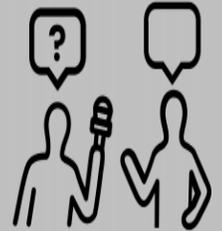
14

READ & LISTEN: Choose an **Upstander** on the Texas **Upstander** wall. Read their bio and listen to their testimony, then answer the questions below.

1. What is your name?

2. Why are you considered an Upstander?

3. Who is another Texan that should be added to the Texas Upstander Wall? Why?



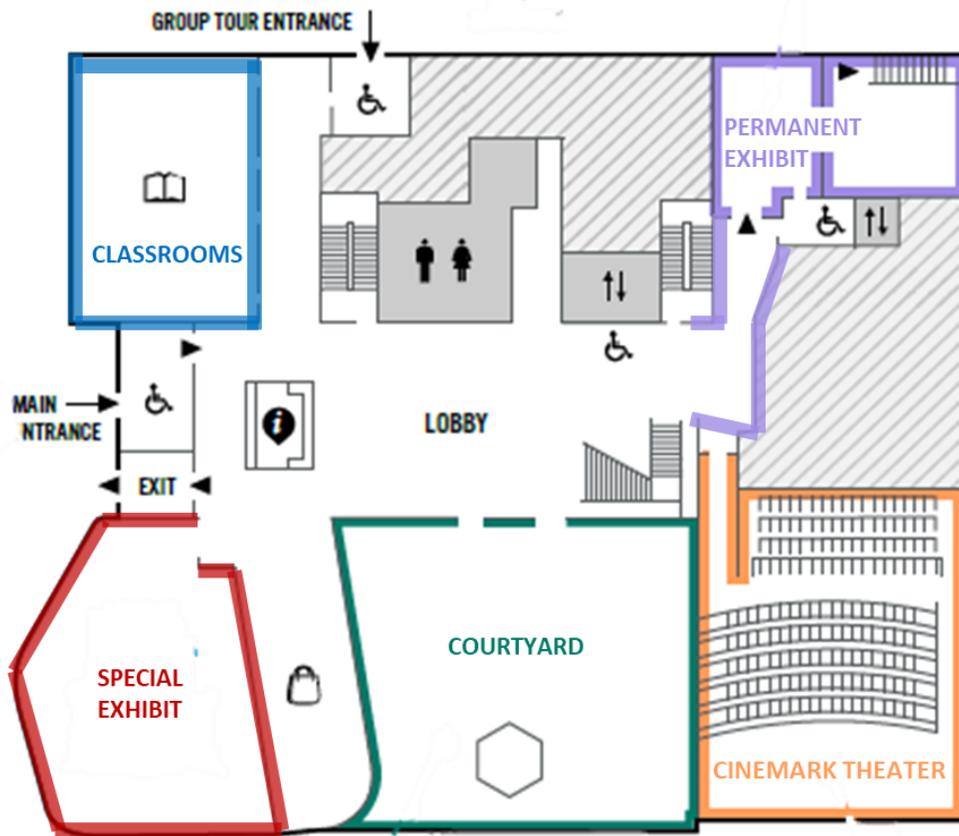
15

CALL TO ACTION: We looked at a lot of **Upstanders**. Now it is your turn to act. **Go to the Call to Action Gallery at the end of the Pivot to America wing**, and complete the interactive experience with your group and teacher/ chaperone. What organization and activity did you select?

Which organization did you select to participate with?

Why did you select this organization?

How will this organization benefit your community?



1st Floor

- Special Exhibit
- Classrooms
- Exhibitory
- Cinemark Theater
- Inform

3rd Floor

