



STUDENT FIELD TRIP GUIDE

Embrace Ideals, Challenge Reality,
Participate in Repair

DALLAS
HOLOCAUST AND
HUMAN RIGHTS
MUSEUM

U.S. History to 1877

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:



MATCH: To identify an **Upstander**, we must first identify who is an **Upstander**. View the film in the Orientation Theater and then match the definitions with the correct term.

1	UPSTANDER	<input type="checkbox"/>	Someone who stands up for what is right to protect others and sometimes themselves.
2	BYSTANDER	<input type="checkbox"/>	Someone who is fueled by hatred, prejudice, and racism.
3	VICTIM	<input type="checkbox"/>	Someone who does nothing.
4	PERPETRATOR	<input type="checkbox"/>	Someone who endures the worst of humanity: discrimination, expulsion, oppression, slavery, and murder.



FILL IN THE BLANK: As you walk up the staircase, listen to the videos about the history of Judaism and complete the sentence below.

"Moses climbed the holy mountain and received God's commandments on two stone tablets. The guiding principle of the 10 commandments being— Human life is _____"

U.S. HISTORY CONNECTION:

Connect to U.S. History: Which of our rights as United States Citizens does this sound most similar to?
(circle the correct answer)

Right to bear arms

Right to life

Freedom of the press

Right to liberty



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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)



INSPECT: Look at the big concentration camps map. How many concentration camps were there? _____

What surprised you about this map? _____



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

SAD **CONFUSED** **ANGRY** **INSPIRED**
WORRIED **HEARTBROKEN**
MOTIVATED **OVERWHELMED** **CHANGED**



BOXCAR: After listening to the survivor testimony film in the boxcar, describe below what you learned about deportation and how it felt to be deported.



IDENTIFY: Nazis deported Jews to death camps to be murdered. What are the names of the six death camps? (HINT: you can find these on the other side of the boxcar)



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CONNECT THE IDEALS: In the Human Rights Gallery, find the Universal Declaration of Human Rights (UDHR). Eleanor Roosevelt strongly influenced the UDHR. Draw a connecting line to match ideals listed in American founding documents to similar ideals listed in the UDHR. (HINT: you cannot answer this in the Holocaust wing, you will find it in the Human Rights Wing of the Museum)

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

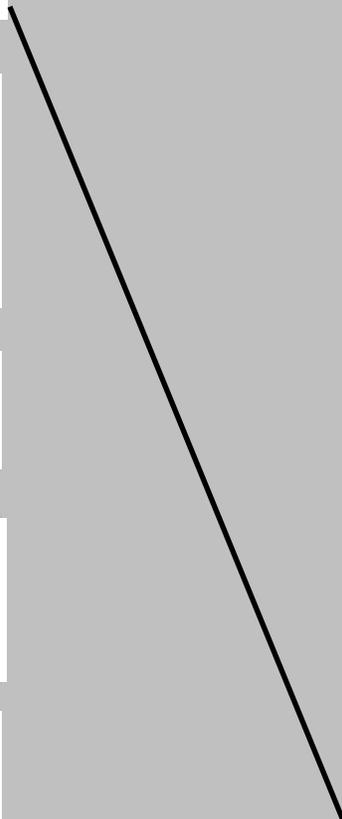
No one shall be held in slavery or servitude

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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IDENTIFY: Write the stage of genocide that is paired with the historical image in the 10 stages of genocide exhibit.



Classification



Discrimination



Preparation



Extermination



***HINT:** you need to be in the 10 stages of genocide gallery to answer every question on this page!

ANALYZE: Look at the Karankawa sculpture and graphic novel. Describe below what you learned about the Karankawa genocide.

Blank space for student response to the Analyze prompt.

REFLECT: What did you learn about the process of the genocide?

Blank space for student response to the Reflect prompt.



PIVOT TO AMERICA



MAIN IDEA: Watch the introduction film to the Pivot to America Wing. Describe the main idea of their message.

Five horizontal lines for student response to the Main Idea prompt.



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MATCH: Use any of the interactive stations in the middle of the Pivot to America Gallery to match the following **Upstanders** with their accomplishments. (HINT: Use the search function to find **Upstanders**.)



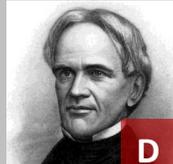
Abraham Lincoln



Dorothea Dix



Thomas Jefferson



Horace Mann



Abigail Adams



Harriet Tubman



Elizabeth
Cady Stanton

	Women's rights advocate who wrote "Remember the Ladies" (HINT: women's rights category)
	Wrote the Emancipation Proclamation and worked to pass the 13th amendment (HINT: slavery and human trafficking category)
	Conductor on the Underground Railroad who returned to the South 19 times to bring other slaves to freedom (HINT: slavery and human trafficking category)
	Founded the Common School Movement (HINT: children's rights category)
	Organized the Seneca Falls Convention, the world's first women's rights convention (HINT: women's rights category)
	Wrote the Virginia Statute for Religious Freedom & the Declaration of Independence (HINT: religious freedom category)
	Advocated for better treatment of the mentally ill (HINT: disability rights category)



CAUSE AND EFFECT: Using any of the interactive stations, complete the graphic organizer with the correct effect. (HINT: search children's rights category)

REALITY (cause)

REPAIR (effect)

EXAMPLE:

Roger Williams was banished from the Massachusetts Bay Colony for his beliefs in religious freedom.



Roger Williams founded the Colony of Rhode Island for religious tolerance.

YOUR
TURN:

Children were seen as economically valuable, and therefore were forced to work instead of attending school.



Blank box for student response.



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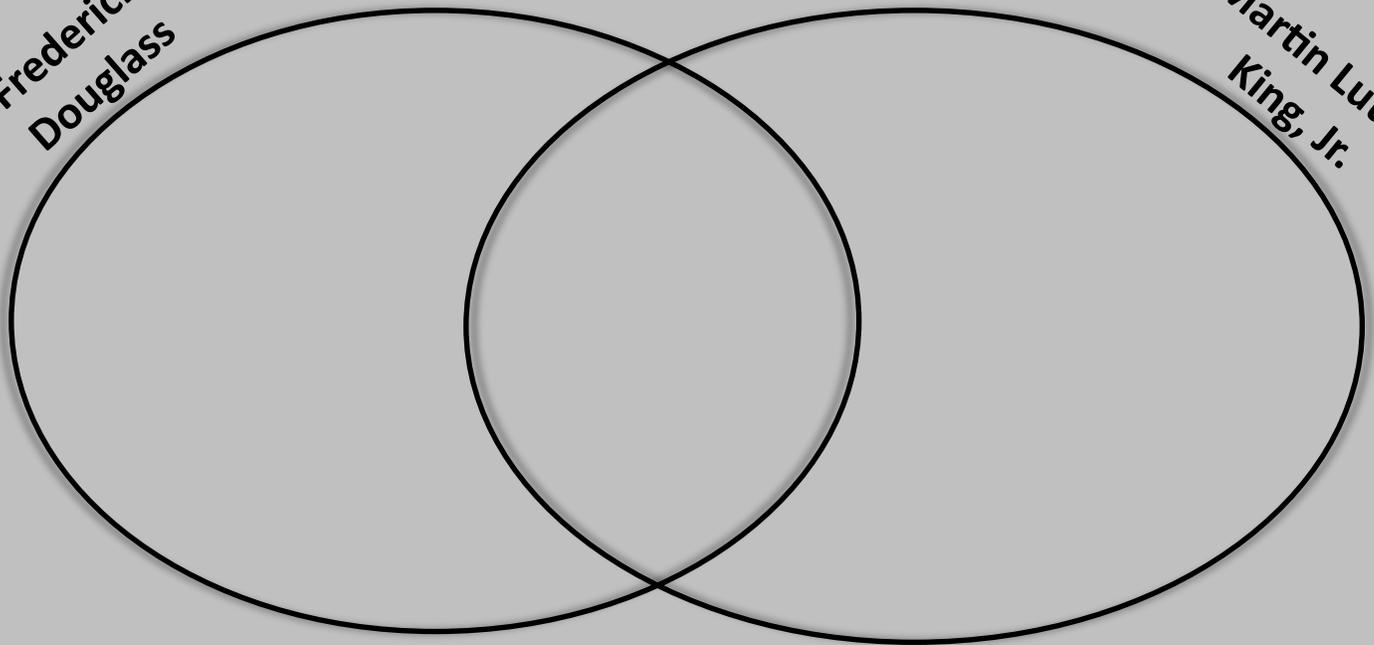
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COMPARE & CONTRAST: In any of the interactive stations, find these two **Upstanders** and correctly fill in the Venn Diagram with their similarities and differences. (HINT: Use the search function to find **Upstanders**.)

Frederick
Douglass



Martin Luther
King, Jr.

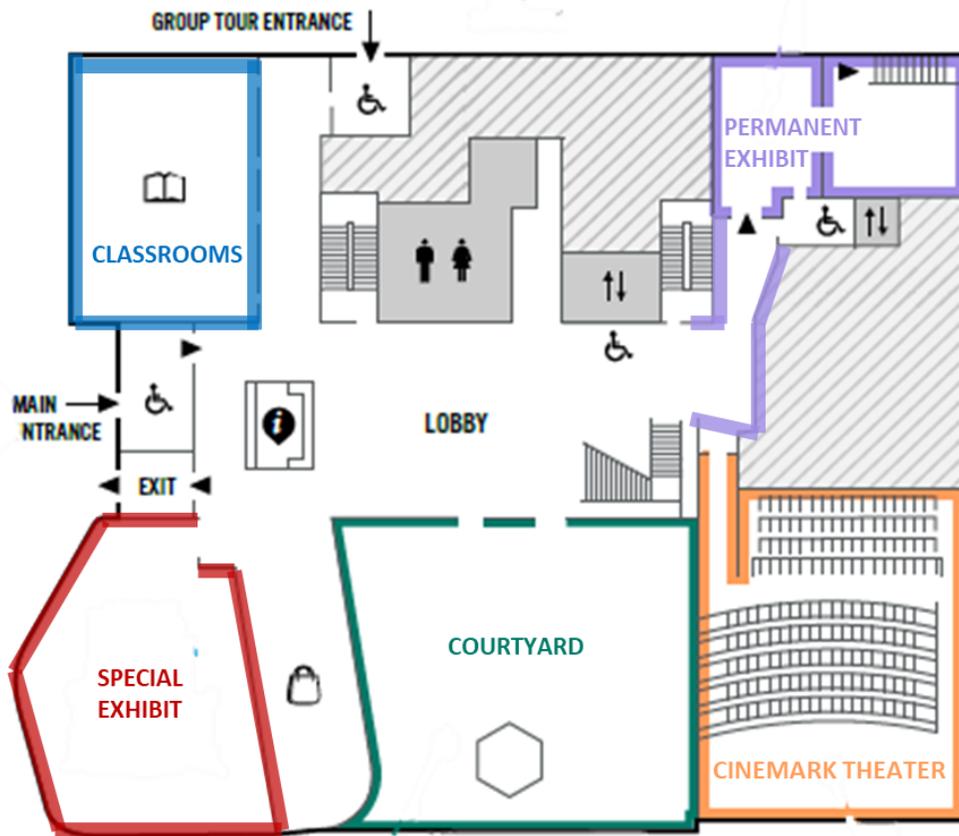


CALL TO ACTION: We looked at a lot of **Upstanders**. Now it is your turn to act. Go to the Call to Action area at the end of the Pivot to America wing, and complete the interactive experience as a group with your teacher/ chaperone. Then, answer the questions below.

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
- Exhibition Entry
- Cinemark Theater
- Information Desk

3rd Floor

