

Sample

# SPILL THE HONEY



Curriculum Enhancement Project  
Grades 6-12

Instructor's Edition

# Contents

Curriculum Overview .....	4
Facilitation Tips .....	5
Parent Letter .....	7
Scope and Sequence .....	9
Seminar I: The Shared Struggle .....	11
Seminar II: Early 20 <sup>th</sup> Century Alliances .....	20
Seminar III: Jim Crow and The Nuremberg Laws .....	28
Seminar IV: African Americans and the Holocaust .....	37
Seminar V: The Civil Rights Movement .....	45
Spill The Honey: The Music .....	54
Harmonizing Social Justice: The Power of Music .....	55
Teaching Tools and Resources .....	62
Glossary .....	77



From left Bishop James Shannon, Rabbi Abraham Heschel, Dr. Martin Luther King and Rabbi Maurice Eisendrath. Tomb of the Unknown Soldier, Arlington Cemetery, February 6, 1968.

## Facilitation Tips



Facilitating discussions about racism and antisemitism in the classroom can be challenging yet crucial for fostering understanding and empathy among students. Here are some tips for educators:

**Establish a Safe and Respectful Environment:** Create ground rules that emphasize respect, active listening, and open-mindedness. Ensure that students feel comfortable expressing their thoughts and opinions without fear of judgment or reprisal.

**Provide Context and Historical Background:** Before diving into discussions about racism and antisemitism, provide historical context and background information to help students understand the roots and complexities of these issues. Primary source documents and documentaries suggested.

**Encourage Critical Thinking:** Encourage students to critically analyze information, question assumptions, and consider multiple perspectives. Help them develop the skills to evaluate evidence, recognize bias, and engage in reasoned discourse.

**Address Emotions and Reactions:** Recognize that discussions about racism and antisemitism can evoke strong emotions and reactions from students. Create space for students to process their feelings and provide support as needed. Encourage constructive dialogue while also acknowledging the emotional impact of these topics

## Parent/Caregiver Letter



The purpose of sending a parent/caregiver letter before classroom discussions on sensitive topics such as racism and antisemitism serves several important functions:

**Notification:** The letter serves as a formal notification to parents about the upcoming discussions, allowing them to be aware of the topics that will be addressed in the classroom.

**Transparency:** By informing parents in advance, educators demonstrate transparency in their teaching approach and curriculum content. This helps build trust and fosters a collaborative relationship between educators and parents.

**Preparation:** The letter provides parents with an opportunity to prepare their children for the discussions ahead. They may choose to engage in conversations at home, provide additional context or resources, or discuss any concerns or questions their child may have.

**Consent:** Some parents may have specific preferences or concerns regarding the topics being discussed. Providing a parent letter allows parents to express any objections or preferences regarding their child's participation in the discussions.

**Support:** The letter can also offer resources or support for parents who may need assistance in navigating these sensitive topics with their children outside of the classroom. This can include recommendations for age-appropriate books, articles, or community resources.

**Collaboration:** Encouraging parents to engage in conversations about racism and antisemitism at home fosters collaboration between home and school environments. This collaborative approach reinforces the importance of addressing these issues both in and outside of the classroom.

# Sample Letter

[Your School's Letterhead]

[Date]

Dear Parents or Caregivers,

As part of our commitment to fostering a safe, inclusive, and respectful learning environment, we want to inform you about our upcoming classroom discussions on sensitive topics such as racism and antisemitism. These discussions are integral to our efforts to educate our students about the complexities of social issues and to promote empathy, understanding, and critical thinking skills.

**Why Discuss Sensitive Topics?** We believe that open and honest discussions about sensitive topics are essential for our students' intellectual and emotional growth. By engaging in these discussions, we aim to:

- Foster empathy and understanding towards people from diverse backgrounds.
- Equip students with the knowledge and skills to recognize and combat prejudice and discrimination.
- Empower students to become agents of positive change in their communities.

**How We Approach Sensitive Topics:**

- **Age-Appropriate Content:** Our discussions are tailored to the age and maturity level of the students. We use age-appropriate language and materials to ensure that the content is accessible and understandable.
- **Safe and Supportive Environment:** We create a safe and supportive environment where students feel comfortable expressing their thoughts and asking questions. Respect for diverse perspectives is emphasized, and bullying or disrespectful behavior is not tolerated.

**Family Engagement:** We encourage open communication between parents, caregivers, and teachers to support students' learning both inside and outside the classroom. We welcome your input and feedback on how best to address sensitive topics with your child.

**How You Can Support Your Child:**

- **Encourage open communication:** Talk to your child about the importance of respecting others and standing up against discrimination.
- **Provide guidance:** Be available to answer questions and address any concerns your child may have about the topics discussed in class.
- **Reinforce positive values:** Emphasize the importance of empathy, kindness, and inclusion in your family values and interactions.

We understand that discussing sensitive topics may raise questions or concerns for some families. If you have any questions or would like more information about our approach to these discussions, please do not hesitate to contact us. Together, we can work to create a learning environment where every student feels valued, respected, and empowered to make a positive difference in the world.

Thank you for your continued support and partnership in your child's education.

Sincerely,

[Your Name] [Your Title/Position] [School Name]

# Scope and Sequence Part I

Reading Standards for Informational Text Grades 6 – 8	Reading Standards for Informational Text Grades 9 – 12
<p style="text-align: center;"><b>Key Ideas</b></p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p style="text-align: center;"><b>Key Ideas</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
Speaking and Listening Standards Grades 6 – 8	Speaking and Listening Standards Grades 9 – 12
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>

# Timeline | Shared Struggle Throughout History

## 650 The Arab Slave Trade Begins



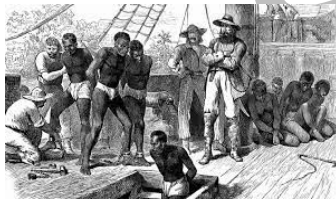
The Arab slave trade was a historical system of human trafficking in which millions of Africans were forcibly captured, transported, and sold into slavery across the Arab world.

## 1290 The Expulsion of Jews from Europe Begins

The expulsion of Jewish populations from England, France, and various parts of southern and eastern Europe occurred during different periods. These expulsions often led to displacement, persecution, and hardship for Jewish communities, contributing to the broader history of anti-Semitism in Europe.



## c. 1500 The Transatlantic Slave Trade Begins



The Transatlantic Slave Trade, spanning from the 16th to the 19th centuries, involved the forced transportation of millions of Africans to the Americas as slaves. This brutal system had profound and lasting impacts on African societies, contributing to the development of racial inequality and exploitation in the Americas.

## 1896 "Separate but Equal" Becomes Law

"Separate but equal" was a legal doctrine in the United States that upheld racial segregation under the guise of providing equal facilities and opportunities for Black Americans. However, in practice, it perpetuated systemic discrimination and inequality, leading to inferior conditions and limited rights for African Americans.



## 1941 The Final Solution



The Final Solution was the Nazi plan implemented during World War II to systematically exterminate the Jewish population of Europe. Through mass deportations to concentration camps and extermination centers, millions of Jews were systematically murdered as part of Hitler's genocidal policy.

## The Rhineland Massacres 1096



The Rhineland massacres were a series of violent attacks against Jewish communities in Germany during the First Crusade, characterized by widespread killings, forced conversions, and destruction of property.

## The Expulsion of Jews from Spain 1492

In 1492, during the Spanish Inquisition, Jews faced expulsion from Spain as part of the Alhambra Decree issued by King Ferdinand II of Aragon and Queen Isabella I of Castile. This expulsion forced thousands of Jews to leave Spain or convert to Christianity under threat of persecution.



## The First Enslaved Africans in Virginia Land 1619



In 1619, the first Africans arrived in Virginia, marking the beginning of a significant chapter in American history. Their arrival, forced into servitude, had far-reaching implications for the institution of slavery and the development of race relations in the American colonies.

## The Nuremberg Race Laws are Established 1935

The Nuremberg Laws were a series of antisemitic and racist laws enacted by Nazi Germany in 1935, which institutionalize discrimination against Jews and deprived them of their civil rights.



Both Jews and African Americans have faced a long history of inequities and discrimination. From ancient times to the modern era, Jews have endured persecution, expulsion, and genocide, culminating in events like the Spanish Inquisition and the Holocaust. Similarly, African Americans have suffered from slavery, segregation, and systemic racism, enduring centuries of exploitation, violence, and disenfranchisement, with landmark events including the Transatlantic Slave Trade, Jim Crow laws.



### “Go Down Moses “

"Go Down Moses" is a song deeply rooted in the history of African American struggles for freedom. Originating during the time of slavery in the United States, this spiritual served as a source of strength and hope for enslaved individuals. Its lyrics, often drawing from stories in the Bible, symbolically expressed the desire for liberation from oppression, much like the Israelites' journey from slavery in Egypt. It is commonly held that Jews trace their ancestry back to the Israelites, and they frequently find similarities between their historical experiences of enslavement and those endured by African Americans. Today, "Go Down Moses" continues to be sung as a testament to the enduring spirit of perseverance and the pursuit of equality for all.

Go Down, Moses  
Traditional African American spiritual

When Israel was in Egypt's land,  
Let My people go!  
Oppressed so hard they could not stand,  
Let My people go!

Refrain:  
Go down, Moses,  
Way down in Egypt's land;  
Tell old Pharaoh  
To let My people go!

No more shall they in bondage toil,  
Let My people go!  
Let them come out with Egypt's spoil,  
Let My people go!

Oh, let us all from bondage flee,  
Let My people go!  
And let us all in Christ be free,  
Let My people go!

You need not always weep and mourn,  
Let My people go!  
And wear these slavery chains forlorn,  
Let My people go!

Your foes shall not before you stand,  
Let My people go!  
And you'll possess fair Canaan's land,  
Let My people go!



*Artist rendition of the Israelites enslaved in Egypt*

How does the repetition of the phrase "Let My people go!" contribute to the overall message and theme of the spiritual?

What literary devices, such as metaphor or symbolism, are employed in the lyrics to convey the struggle for freedom?



## Seminar II: Early 20<sup>th</sup> Century Alliances



### About the Images:

#### From top:

**Henry Moskowitz**, a founder of the National Association for the Advancement of Colored People (NAACP). **W.E.B. Du Bois**, a prominent African American intellectual and civil rights activist, co-founded the NAACP. **Julius Rosenwald**, a Jewish philanthropist, significantly contributed to the advancement of Black education.

### Essential Question

In what ways did Jewish and African American leaders collaborate in the early 20th century to advance civil rights?

### Learning Objectives

Examine the historical collaborations between Jewish and African American leaders during the early 20th century, identifying key individuals, organizations, and initiatives that contributed to the advancement of civil rights.

Assess the impact of Jewish and African American leadership collaborations on key civil rights achievements of the early 20th century, such as legal victories, social reforms, and grassroots mobilization efforts, to understand their significance in shaping the trajectory of the civil rights movement.

### Academic Vocabulary

Disenfranchisement	Landmark
Marginalization	Milestone
Rabbi	Integration
Grassroots Activism	Philanthropy

## The Alliance | The Birth of the NAACP

In the early 20th century, amidst a backdrop of pervasive discrimination and social injustice, an alliance began to emerge between Jewish and African American communities in the United States. Both groups faced systemic oppression and shared experiences of marginalization, which fostered solidarity and cooperation. Jewish immigrants, many of whom had fled persecution in Europe, found common cause with African Americans in the struggle against racial segregation, economic inequality, and anti-Semitic sentiments.

### The NAACP

The National Association for the Advancement of Colored People (NAACP) has been a pivotal force in the struggle for civil rights in the United States since its founding in 1909. Established by a group of activists that included prominent Black leaders such as W.E.B. Du Bois, Ida B. Wells, and Mary Church Terrell, the NAACP emerged in response to the rampant racial violence, segregation, and disenfranchisement facing African Americans during the early 20th century. The NAACP's national initiatives encompass political advocacy, public relations campaigns, and legal strategies devised by its team of attorneys.



NAACP leaders at the Twentieth Annual Session of the organization in Cleveland, Ohio, on June 26, 1929.

Jews have played a significant role in the NAACP, contributing their resources, expertise, and activism to the organization's mission of advancing civil rights and combating racism. Throughout its history, they also occupied prominent leadership positions. Among the founders were Jewish leaders such as Lillian Wald, Rabbi. Emil G. Hirsch, and Henry Moskowitz.

### Legacy

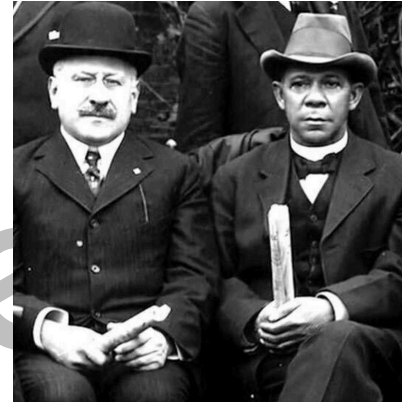
The NAACP has secured numerous landmark victories through its strategic legal efforts, fundamentally reshaping the landscape of civil rights in the United States. Among its most significant triumphs is the pivotal Supreme Court decision in **Brown v. Board of Education** (1954), which struck down the doctrine of "separate but equal" in public education, marking a critical milestone in the fight against segregation. Another landmark case is **Shelley v. Kraemer** (1948), where the NAACP successfully challenged racially restrictive housing covenants, paving the way for fair housing laws and promoting residential integration. Additionally, the organization's legal victories include **Smith v. Allwright** (1944), which invalidated the white primary system that disenfranchised African American voters, and **Loving v. Virginia** (1967), which struck down laws banning interracial marriage, affirming the principle of marriage equality. Jewish support has been instrumental in funding many of these legal battles.



Nettie Hunt and her daughter Nickie sit on the steps of the U.S. Supreme Court after the ruling in *Brown v. Board*.

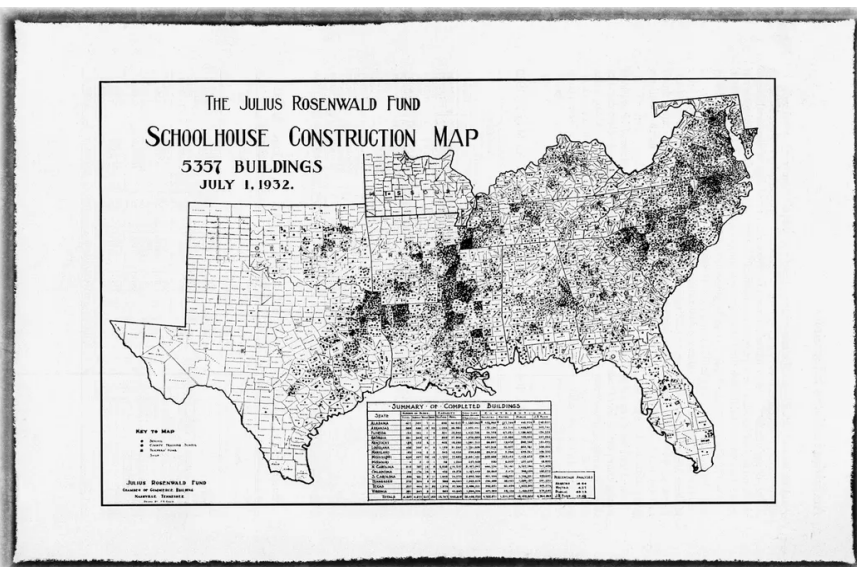
## Southern Black Education

Julius Rosenwald was an influential figure in American history, particularly known for his commitment to education and philanthropy. Born in 1862, Rosenwald rose to prominence as the president of Sears, Roebuck and Company, one of the largest retailers of his time. However, he is perhaps best remembered for his partnership with Booker T. Washington in establishing the **Rosenwald Fund**, which aimed to build schools for African American children in the segregated South during the early 20th century. By the program's end in 1932, over 5,000 schools, along with additional resources such as teacher housing, had been constructed, providing countless African American children with access to education. Rosenwald's legacy extends beyond business success; his dedication to social progress and educational equality continues to inspire generations.



*Julius Rosenwald and Booker T. Washington*

The schools played a pivotal role in shaping the future of civil rights activism. Among the graduates of these schools were notable figures who would go on to become influential leaders in the struggle for racial equality. Medgar Evers, a key figure in the civil rights movement and the NAACP field secretary in Mississippi, was one such graduate. Maya Angelou, renowned poet, memoirist, and civil rights activist, also received her early education in a Rosenwald school. Additionally, John Lewis, a prominent leader in the Civil Rights Movement and later a long-serving congressman, was educated in these institutions. These individuals, along with many others, demonstrate the impact of the Rosenwald schools in nurturing future leaders who would challenge injustice and advocate for social change.



*The Rosenwald Fund schoolhouse construction map provides a visual representation of the extensive network of schools built across the segregated South, demonstrating the significant investment in African American education during the early 20th century. This map serves as a testament to Julius Rosenwald's commitment to providing educational opportunities for marginalized communities and the enduring legacy of the Rosenwald Fund in advancing civil rights and equality.*



### Grades 6-8

**What significant role did Jews play in the NAACP's mission?**

Possible Response: Jews contributed resources, expertise, and activism to the NAACP's mission of advancing civil rights and combating racism. Founders like Lillian Wald, Rabbi Emil G. Hirsch, and Henry Moskowitz were Jewish leaders involved in the NAACP.

**Describe the significance of the Brown v. Board of Education case and its impact on segregation.**

Brown v. Board of Education (1954) was a pivotal Supreme Court decision that struck down the doctrine of "separate but equal" in public education, marking a critical milestone in the fight against segregation.

**What was Julius Rosenwald's contribution to education in the segregated South? And how did this contribute to the Civil Rights Movement?**

Possible Response: Julius Rosenwald partnered with Booker T. Washington to establish the Rosenwald Fund, which aimed to build schools for African American children in the segregated South. By the program's end in 1932, over 5,000 schools had been constructed, providing countless African American children with access to education. Graduates of Rosenwald schools, such as Medgar Evers, Maya Angelou, and John Lewis, became influential leaders in the struggle for racial equality and civil rights activism.

### Grades 9-12

**Analyze the role of the NAACP in the Civil Rights Movement, citing specific legal victories and strategies employed.**

Possible Response: The NAACP played a pivotal role in the Civil Rights Movement through its political advocacy, legal strategies, and public relations campaigns. Specific legal victories such as Brown v. Board of Education (1954), Shelley v. Kraemer (1948), Smith v. Allwright (1944), and Loving v. Virginia (1967) reshaped the landscape of civil rights in the United States by challenging segregation, disenfranchisement, and discriminatory laws.

**Assess the legacy of Julius Rosenwald and the impact of the Rosenwald Fund on African American education in the segregated South**

Possible Response: Julius Rosenwald's partnership with Booker T. Washington in establishing the Rosenwald Fund had a profound impact on African American education in the segregated South. By building over 5,000 schools and providing teacher housing, Rosenwald's legacy extended beyond business success to promote social progress and educational equality, inspiring generations of activists and leaders.

**Discuss the ongoing relevance of the NAACP's mission in addressing contemporary issues of racial injustice and inequality in the United States.**

Possible Response: The NAACP's mission of advancing civil rights and combating racism remains relevant in addressing contemporary issues of racial injustice and inequality. By continuing to advocate for policies that promote equality and justice, the NAACP builds on its historic legacy to confront systemic racism and ensure equal rights for all citizens in the United States.

## Project III: Voices for Justice



### Step 1: Research and Education

Begin by educating yourself and your classmates about the importance of voting and civic engagement in addressing social injustices. Research historical examples of how music, visual art, drama, and dance have been used to amplify voices and spark change in society. Explore the significance of these art forms in conveying powerful messages and inspiring action.

### Step 2: Creative Workshops

Organize creative workshops where students can express themselves through music, visual art, drama, and dance. Invite guest artists or teachers specializing in each medium to lead sessions on how to use their art form as a tool for advocacy and social change. Encourage participants to explore themes related to democracy, voting rights, equality, and justice in their creations.

### Step 3: Collaborative Projects

Facilitate collaborative projects that integrate music, visual art, drama, and dance to raise awareness about voting and civic engagement. Encourage students to work together in interdisciplinary teams to develop performances, exhibits, or multimedia presentations that convey powerful messages about the importance of participating in the democratic process to combat injustice.

### Step 4: Community Engagement

Take your projects beyond the classroom by organizing community events or exhibitions to showcase the creative work of students. Collaborate with local organizations, libraries, or community centers to host performances, art displays, or workshops that engage and educate the broader community about the significance of voting and civic engagement in addressing social injustices.

### Step 5: Reflection and Action

Conclude the project with reflection sessions where students can discuss their experiences and insights gained from participating in the creative process. Encourage them to consider how they can continue to use their voices and talents to advocate for positive change in their communities. Empower students to take concrete actions, such as registering to vote, volunteering for political campaigns, or organizing voter education initiatives, to make a difference in the fight against injustice.

## America's Consciousness

The impact of Jews in the Civil Rights Movement was profound and diverse. Outside of their roles as organizers, activists, financial supporters, and legal advocates, the instances of them being subjected to violence unfortunately played a vital role. This exposed the brutal depths of racism and the lengths to which some individuals would go to uphold discriminatory systems. It also underscored the regrettable truth that certain Americans only became aware of the issues affecting African Americans when White individuals were similarly affected. This was exemplified during the Freedom Summer when civil rights activists Michael Schwerner, James Chaney, and Andrew Goodman were slain by the **Ku Klux Klan**, a hate group. Schwerner and Goodman were both Jewish. Their murders shocked the nation and underscored the dangers faced by those advocating for civil rights in the deeply segregated South. This represented the sacrifices made by countless individuals in the struggle for racial equality and justice.



*James Earl Chaney, Andrew Goodman and Michael Schwerner*



*Dr. Martin Luther King Jr. and Rabbi Abraham Joshua Heschel (pictured) shared a profound friendship and a commitment to social justice. Their collaboration during the Civil Rights Movement was emblematic of the unity between African American and Jewish communities in the struggle for equality. Together, they marched side by side in historic events such as the Selma to Montgomery marches, demonstrating the power of solidarity and interfaith cooperation in advancing the cause of civil rights.*

## March on Washington

The March on Washington for Jobs and Freedom took place on August 28, 1963, in Washington, D.C. It was a pivotal event in the Civil Rights Movement, drawing over 250,000 participants who gathered to advocate for civil and economic rights for all Americans. The highlight of the march was Martin Luther King Jr.'s iconic "I Have a Dream" speech, which became symbolic of the movement's aspirations for equality and justice. Jews played significant roles in the March on Washington for Jobs and Freedom, both as organizers and participants. Rabbi Joachim Prinz, a prominent figure in the Jewish community and a dedicated advocate for civil rights, delivered a compelling address at the March, just prior to Martin Luther King Jr.'s iconic speech.



*Rabbi Joachim Prinz (center) with Bayard Rustin (background) at the momentous March on Washington in 1963.*

# Project V: The Danger of Silence

## Step 1: Research and Introduction

- Begin by researching the concept of "the danger of silence" and its relevance in various contexts, such as history, social justice movements, literature, and personal experiences.
- Introduce the topic with a brief overview, explaining why silence can be dangerous and its potential consequences.

## Step 2: Case Studies and Examples

- Present case studies and real-life examples where silence has contributed to harm or injustice. This could include historical events like the Holocaust, civil rights movements, or contemporary issues like bullying, discrimination, and environmental degradation.
- Analyze these examples to understand the dynamics of silence, including its causes, effects, and how it can perpetuate systemic problems.

## Step 3: Effects on Individuals and Society

- Explore the psychological, emotional, and societal effects of remaining silent in the face of wrongdoing or injustice.
- Discuss how silence can lead to feelings of guilt, shame, and powerlessness for individuals, as well as perpetuate harmful behaviors and systems within society.

## Step 4: Importance of Speaking Up

- Highlight the importance of breaking the silence and speaking up against injustice, oppression, and wrongdoing.
- Discuss the role of activism, advocacy, and allyship in challenging silence and promoting positive change.
- Provide examples of individuals and movements that have courageously spoken out against injustice and made a difference.

## Step 5: Call to Action and Reflection

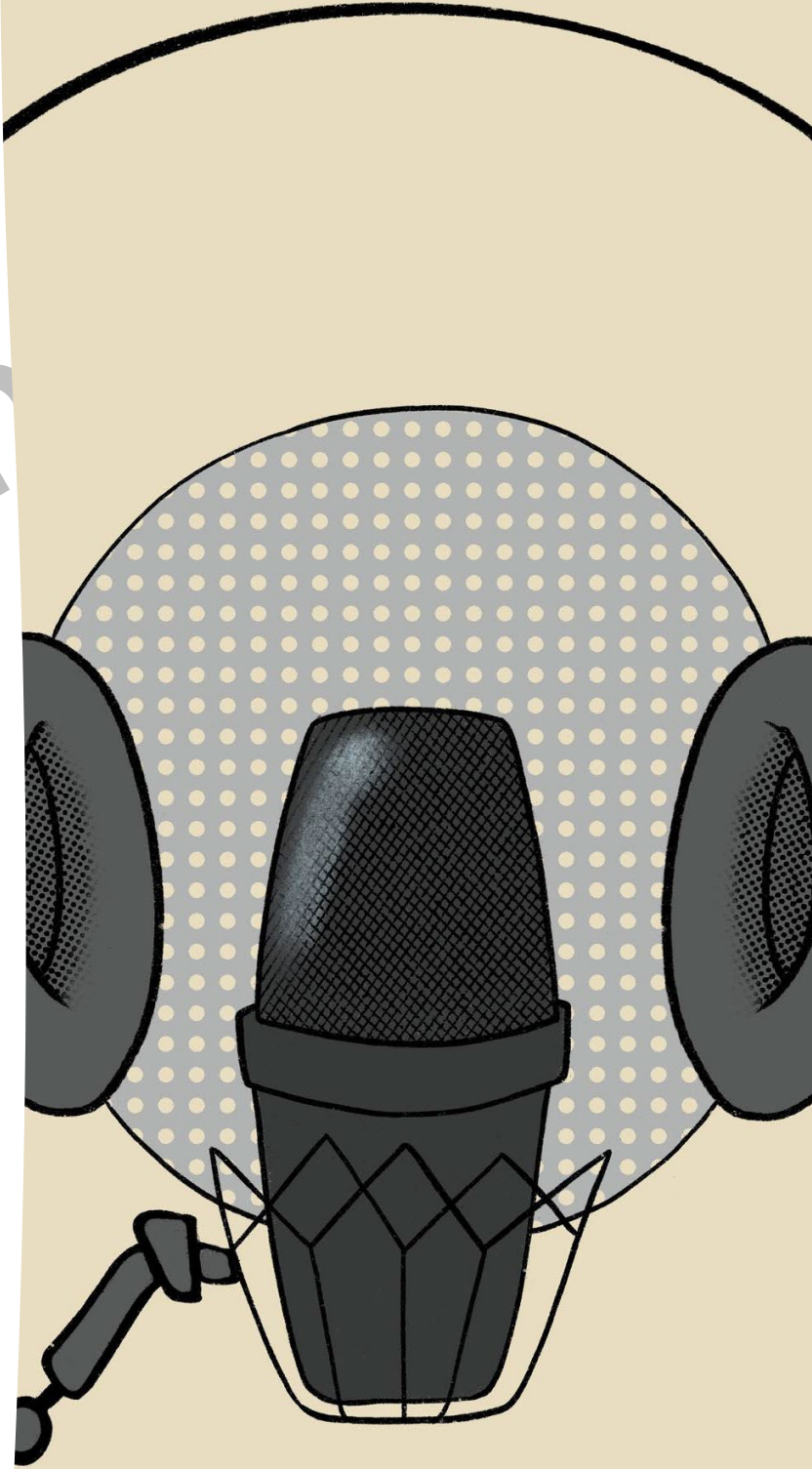
- Encourage classmates to reflect on their own experiences with silence and consider how they can become more active and vocal participants in creating a more just and equitable society.
- Propose concrete actions that students can take to break the silence in their own lives and communities, such as standing up to bullying, supporting marginalized groups, advocating for policy changes, and promoting dialogue and understanding.
- Conclude with a call to action, urging students to use their voices to speak out against silence and work towards a more inclusive and compassionate world.



# Spill The Honey: The Music

[Click Here to Listen](#)


Sam







## **Harmonizing Social Justice: The Power of Music**



"Voices United Against Injustice" seeks to explore and confront the history and continuing reality of violence against African Americans and Jews through a collaborative and educational music project. This unit will engage students in understanding the power of cultural expression as a tool for social change, inspired by the history and impact of the song "Strange Fruit."

### Enhanced Curricular Overlay Components

**Inclusive Rap Song Creation:** The process of creating the rap song will be a collaborative effort involving an STH Music Group rapper, a selected student, and the entire class. The content and production of the song will be directly influenced by class discussions, ensuring that the perspectives and insights of all students are considered. This inclusive approach engages everyone in the content creation process, fostering a sense of ownership and community within the classroom.

**Civic Engagement Project:** Students will collaboratively design and execute a civic engagement project that embodies the principles of unity and cooperation learned through their study of Black-Jewish relations. This hands-on project will allow students to apply their understanding in a practical context, reinforcing the curriculum's lessons.

**Educational Workshops:** Workshops led by the rapper, educators, and community leaders will provide deeper insights into the complexities of Black-Jewish relations, encouraging open dialogue and reflection based on the themes explored in the song and class discussions.

**Culminating Event:** The program will conclude with a showcase event featuring the collaborative rap performance, presentations of civic engagement projects, and a panel discussion. This event will highlight the collective learning journey and the impact of the students' work.

**Artist Development Focus with Entrepreneurial Aspect:** Students demonstrating exceptional interest and talent will be offered further mentorship opportunities focused on artist development within the creative economy. This program aims to equip students with the skills to use their creative talents for societal benefit, emphasizing entrepreneurship and innovation.

This approach ensures that the "Bridges of Legacy" unit is not only educational but also deeply engaging and participatory, leveraging the collective creativity and insights of the classroom to produce a meaningful and impactful learning experience.

# Voices United Against Injustice

## Teaching Tools and Resources

Graphic Organizers .....	12
Maps .....	13
Oral Presentation Rubric .....	15
Open Educational Resources .....	14
Suggested Readings .....	16
Course Evaluation Forms .....	17

Sam



# Glossary of People

**Maya Angelou:** Maya Angelou was an influential American poet, memoirist, and civil rights activist known for her powerful writing and advocacy for social justice and equality.

**Tuvia Bielski:** Tuvia Bielski was a Jewish partisan leader during World War II who organized a group of Jewish resistance fighters in Nazi-occupied Poland, saving hundreds of Jews from the Holocaust.

**Sergeant Leon Bass:** Sergeant Leon Bass was an African American soldier who served in World War II and later became known for his efforts to combat racism and promote education about the Holocaust.

**W.E.B. Du Bois:** W.E.B. Du Bois was a leading African American scholar, writer, and civil rights activist who co-founded the NAACP and advocated for racial equality and social justice.

**Medgar Evers:** Medgar Evers was an African American civil rights activist who worked to desegregate schools and increase voter registration in Mississippi before being assassinated in 1963.

**Rabbi Julian Feibelman:** Rabbi Julian Feibelman was a Jewish religious leader and civil rights activist who advocated for racial integration and social justice in New Orleans during the Civil Rights Movement.

**Rabbi Abraham Joshua Heschel:** Rabbi Abraham Joshua Heschel was a Jewish theologian and civil rights activist known for his close association with Dr. Martin Luther King Jr. and his outspoken advocacy for social justice and peace.

**Rabbi Emil G. Hirsch:** Rabbi Emil G. Hirsch was a prominent Jewish leader and social reformer in Chicago who advocated for immigrant rights, labor reform, and civil liberties in the late 19th and early 20th centuries.

**Dr. Martin Luther King Jr.:** Dr. Martin Luther King Jr. was a Baptist minister and leader of the American civil rights movement known for his nonviolent activism and his role in advancing civil rights and racial equality through campaigns such as the Montgomery Bus Boycott and the March on Washington.

**John Lewis:** John Lewis was a key figure in the American civil rights movement and a longtime member of the U.S. House of Representatives, known for his leadership in the civil rights movement and his lifelong commitment to justice and equality.

**Henry Moskowitz:** Henry Moskowitz was a Jewish social reformer and co-founder of the NAACP who dedicated his life to combating racial discrimination and promoting social justice in the United States.

**Ida B. Wells:** Ida B. Wells was an African American journalist, suffragist, and civil rights activist who campaigned against lynching and racial violence in the late 19th and early 20th centuries.

**Lillian Wald:** Lillian Wald was a Jewish nurse, social worker, and reformer who founded the Henry Street Settlement in New York City and advocated for healthcare, education, and social welfare reform.

**Booker T. Washington:** Booker T. Washington was an African American educator, author, and advisor to presidents who advocated for vocational education and economic self-reliance for African Americans in the late 19th and early 20th centuries.

**Julius Rosenwald:** Julius Rosenwald was a Jewish philanthropist and businessman who partnered with Booker T. Washington to fund the construction of thousands of schools for African American children in the segregated South.