

Teaching African American History Through The Kinsey Collection

Classroom Activities



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How to use these activities

These TEKS-aligned activities are designed to be used with students in grades 6-12 before, during, and/or after a tour of the Kinsey African American Art and History Collection at Holocaust Museum Houston. They can help students prepare for a visit, make the most out of their visit, and/or think more deeply about their visit upon their return to school. These activities are designed to help you and your students - feel free to make copies and print worksheets, and modify and adapt any of the activities to better fit your classroom.

Each activity includes Google slides that can be used to accompany it, including videos and activity instructions for students. You can find all the slides in a Google folder here: <https://tinyurl.com/Kinsey24>.

The activities start with a summary page that includes the activity objective, TEKS for the most relevant subjects, and necessary materials. Worksheets are included at the end of this document.

The Kinsey African American Art and History Collection will be on view at Holocaust Museum Houston from January 12 to June 23, 2024. To schedule a tour, visit hmh.org/tours or email tours@hmh.org.

If you have questions about these lessons, please email education@hmh.org.





About the Kinsey Collection

While many museum and gallery collections with a focus on Black American history trend toward the suffering and pain of slavery, Jim Crow, the violence that met civil rights activists — a focus that is important and valuable — the Kinsey Collection’s focus is on Black achievement and celebration.

“It’s not about struggle,” said Bernard Kinsey. “It’s about changing the narrative about Black accomplishment and achievement in U.S. history.”

Second in size only to the Smithsonian Institution’s collection of African American art and history, the Kinsey collection has over 750 pieces total. The collection includes artwork and primary-source artifacts such as photographs, letters, and memorabilia from major events such as the 1963 March on Washington.

“The Cultivators,”
Samuel L. Dunson, Jr.
Courtesy of *The Kinsey African
American Art & History Collection*



Why is Holocaust Museum Houston Hosting the Kinsey Collection?

Holocaust Museum Houston is dedicated to educating people about the Holocaust, remembering the 6 million Jews and other innocent victims and honoring the survivors' legacy. Using the lessons of the Holocaust and other genocides, we teach the dangers of hatred, prejudice and apathy. In order to create a better future we must first learn from the past. The Kinsey Collection, paired with the Holocaust Gallery, helps us understand the dangers of hatred, prejudice, and apathy to any society. If we understand these important lessons, we can move forward together and create a better world for everyone.

The Kinsey Collection contains many links to the lessons of the Holocaust.

- The Holocaust was not inevitable – individuals, institutions, and governments allowed it to happen. This is also evident in the choices made in the United States to enslave, segregate, and marginalize Black people, as well as in the choices made to end enslavement and fight for civil rights.
- Democracy is fragile – democratic institutions need to be nurtured and protected because they can be undermined from within. The enslavement and segregation of Black people has always been fundamentally at odds with American ideals of democracy and the fight for civil rights is one of our most important efforts to strengthen American democracy. We know from the events of the Holocaust that if the rights of any group are taken away or threatened, this threatens the rights of all of us.
- Decisions have consequences – and doing nothing is also a choice. This is perhaps most obvious in the various Supreme Court cases that either strengthened civil rights and consequently American democracy or did the opposite. But this is also demonstrated by all of the choices – at the individual and governmental levels – to fight for or against civil rights.



Activity 1: Jim Crow and Anti-Jewish Laws

Objective: Students will use critical thinking skills to compare and contrast Jim Crow laws and anti-Jewish laws to understand similarities and differences between systems of oppression and why a Holocaust museum would host an exhibit like the Kinsey Collection.



Pre-visit or post-visit

TEKS:

8th Grade U.S. History: 19(A, B,C), 21(A, C, D, E)

11th Grade U.S. History: 3(C), 7(C, F), 9(B), 24(A, B), 28(A, B, C)

12th Grade U.S. Government: 8(B), 12(G), 19(A), 20(B), 21

African American Studies: 4(F), 5(E), 9(D), 14(C), 17(A, B), 18(A, B), 20

English III: 4(E, F, G, H), 5(C, H), 7(A), 8(A)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)
- Handout A: Jim Crow Laws
- Handout B: Anti-Jewish Laws
- Handout C: Laws Compare/Contrast Worksheet
- Handout D: Beaumont to Detroit: 1943 (optional)

Activity 1: Jim Crow and Anti-Jewish Laws

Step 1: Use the provided slides (find them at tinyurl.com/Kinsey24) to show videos introducing Jim Crow laws and anti-Jewish laws. Ask students to pay attention to the similarities and differences they see between the two situations.

Answers include, but are not limited to:

- In both cases, laws were designed to segregate part of a population
- Jim Crow laws were in force for much longer than Nazi anti-Jewish laws
- German Jews were a smaller percentage of the population than Black people were in the United States
- Jews chose to come to Germany, whereas Black people were forcibly brought to the United States

Step 2: It is recommended to have students in small groups (2-4 students) for this step, but this can also be done individually. Provide half the class with the sample of Jim Crow laws (Handout A) and half the class with the sample of anti-Jewish laws (Handout B). Each student or group receives the Laws Compare/Contrast Worksheet (Handout C).

Step 3: Each group or student will read through the list of provided laws and use that information to fill out their worksheet (Handout C).

Step 4: Each group should share out their findings with the class. They should share:

- What laws they listed for each of the three categories on their worksheet
- The law they chose to focus on and their answers to the second part of the worksheet



Activity 1: Jim Crow and Anti-Jewish Laws

Step 5: Once all groups have shared, discuss with the class:

- What similarities did you notice between laws targeting Black people and Jewish people based on the laws your classmates shared?
- What differences did you notice?
- What impact would these laws have on each group?

Step 6: Pass out Handout D: Beaumont to Detroit: 1943 to students (or project the handout on a screen so it is visible to all). Popcorn read the poem together. Alternatively, the slides include a reading of the full poem, which can be played for the class.

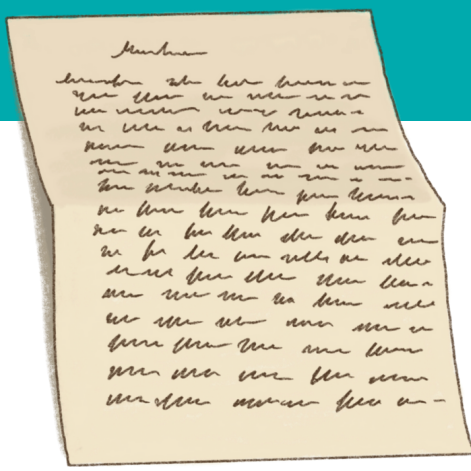
Step 7: Discuss the poem with the class:

- What emotions do you think Hughes was feeling when he wrote this poem?
- What similarities does Langston Hughes see between Hitler and Jim Crow?
- How do you think fighting both Hitler and Jim Crow made WWII a different experience for Black Americans?

Extension - during a visit to Holocaust Museum Houston to see the Kinsey Collection

Step 1: The day of the museum visit, remind students of the laws they learned about in this activity.

Step 2: Before students tour the galleries, ask them to find items in the Kinsey Collection pertaining to the Jim Crow Laws they read about and items or panels in the Holocaust Gallery pertaining to the anti-Jewish laws they read about. When they point these items out, discuss how this adds to their knowledge about these laws.



Activity 2: The Letter

Objective: Students will learn about the devastating impact of slavery on individuals by closely examining a primary source. Students will be able to connect instances of discrimination and the denial of human rights in the past to potential solutions we can implement today by examining the Universal Declaration of Human Rights.

Pre-visit or post-visit

TEKS:

8th Grade U.S. History: 7(B), 29(A, B, D), 30(A, B,C), 31

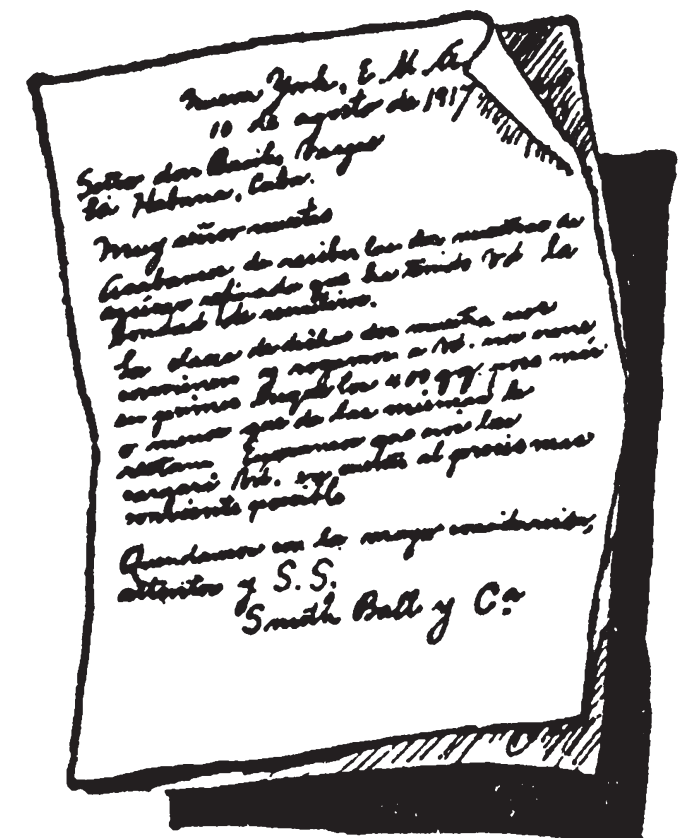
11th Grade U.S. History: 28(A, B, C), 29(A, B), 31

African American Studies: 1(C), 3(A), 11(A), 17(A, B, C), 20

English III: 5(C, D, H, J), 8(A, D)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)
- Handout E: The UDHR
- Handout F: The Letter
- Handout G: The Letter Questions
- Handout H: Moon City
- Pencils or pens



Activity 2: The Letter

Step 1: Pass out Handout E: The UDHR. Use the provided slides to explain the background of the Universal Declaration of Human Rights. Ask students to read through the rights listed on the handout either individually or in small groups. Discuss with the class: Which of the rights listed do the students think are the most important? Why?

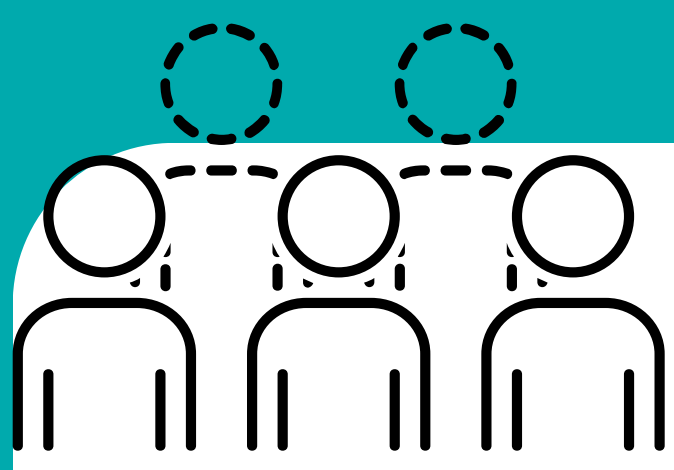
Step 2: Pass out Handout F: The Letter (the full text is also included on the slides for this lesson). This can be read as a full class, in small groups, or individually. This is an actual letter that is included in the Kinsey Collection. Students will either answer the questions on Handout G: The Letter Questions or discuss them as a class.

Step 3: Tell students to imagine that they are the leader of the first human city on the moon. Their first job is to decide what laws everyone on the moon will have to follow and what rights they will have. They can take inspiration from the UDHR or other sources of rights, such as the U.S. Constitution, but they don't have to - human life on the moon is a chance to start over.

Step 4: Pass out Handout H: Moon City. Have students fill out the worksheet with at least five laws everyone on the moon must follow and five rights everyone will have. As a starting point, students should consider how to use their laws and rights to prevent what happened to Frances from happening to anyone in their moon city.

Step 5: Students share the rights and/or laws they would have for their moon city.

- How did they decide what rights/laws to include?
- How does their list help prevent what happened to Frances from happening in their moon city?



Activity 3: The Myth of Absence

Objective: Students will learn about the vital contributions of African American inventors and consider why these contributions are often overlooked.

Pre-visit or post-visit

TEKS:

11th Grade U.S. History: 3(C), 25(C), 26(B), 27 (A), 29(A)

African American Studies: 8(F, G, H), 18(A), 19(A)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)

Activity 3: The Myth of Absence

Step 1: Using the provided slides (find them at tinyurl.com/Kinsey24), show the students the first slide and ask them to try to guess what all of the things listed have in common. Encourage students to guess even if they aren't sure of the answer.

Step 2: Change to the next slide (there is a “ready for the answer” slide to prevent accidentally giving the answer away) that shows the answer: all of the items were invented by Black Americans. Congratulate anyone who got the answer right. If no one did, ask students if they were surprised by the answer.

Step 3: Use the next slide to show the video about Garrett Morgan.

Discussion questions:

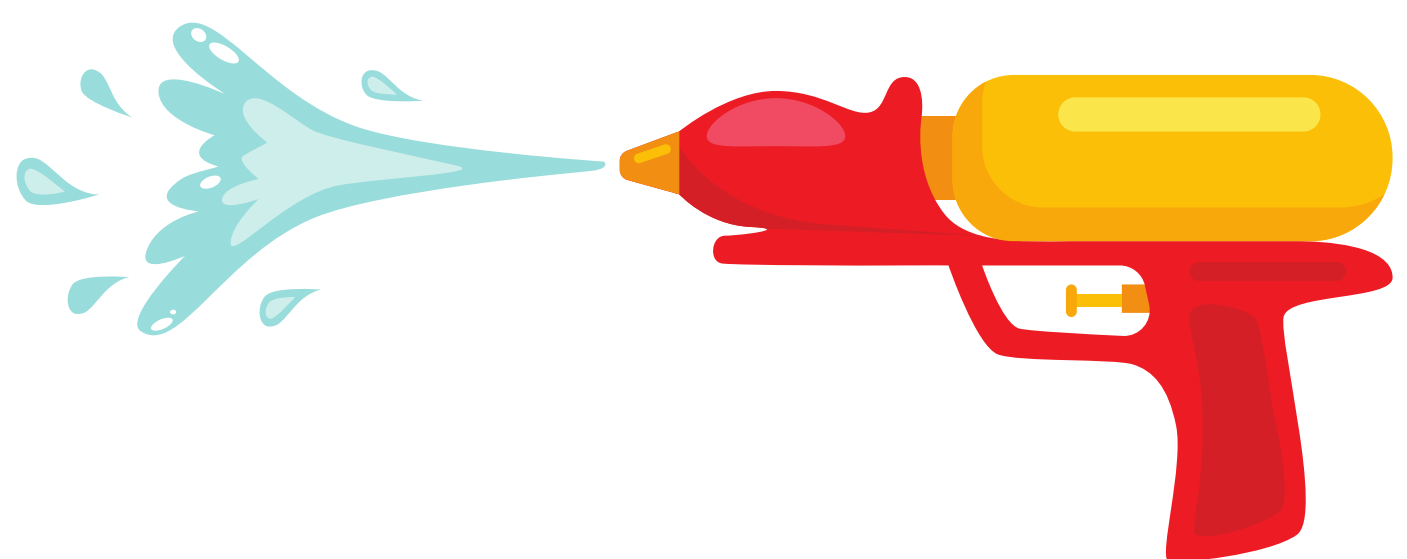
- What difference did Garrett Morgan's inventions have?
- What would the world be like if they hadn't been invented?

Step 4: Use the next slide to show the video about Lonnie Johnson.

Discussion questions:

- What difference did Lonnie Johnson's invention make?
- What would the world be like if it hadn't been invented?

Step 5: Students will choose one of the inventions listed. They will write a short narrative or draw a comic strip showing what the world would be like without that invention. This can be done in class or as a homework assignment.





Activity 4: The March on Washington

Objective: Students will examine some of the challenges that necessitated the Civil Rights Movement and how Black Americans and their allies used non-violent methods to bring about change.

Pre-visit or post-visit

TEKS:

11th Grade U.S. History: 3(C), 9(B, C, D), 22(A), 25(A), 28(A, B, C), 29 (A, B), 30(A)

12th Grade U.S. Government: 2(A, B), 14(B), 16(B), 19(A), 20(B), 21

African American Studies: 4(F, H), 5(H, I), 9(E), 17(A, B), 19(A)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)
- Handout E: Universal Declaration of Human Rights (UDHR)
- Blank paper
- Pencils or pens
- If available - art supplies (markers, crayons, colored pencils, etc.)

Activity 4: The March on Washington

Step 1: Use the provided slides to show the video that provides background on the March on Washington. Ask students to pay particular attention to the signs people hold up in the images shown of the march.

Step 2: Discuss with the class:

- What was the goal of the March on Washington?
- Why was the March on Washington important?
- What issues did people note on their march signs?
- What kinds of issues do people march about in the United States today?

Step 3: Pass out Handout E: UDHR. Explain to students that this is the Universal Declaration of Human Rights, a non-binding list created after the Holocaust to bring attention to the importance of these rights.

Step 4: Have students read through the rights listed to identify which of the human rights in the UDHR were important to those who participated in the March on Washington. Ask students to share out their thoughts.

Step 5: Provide students with blank paper (and any art supplies you have access to - markers, crayons, pens, etc.). They will use this paper to create their own march sign about an issue that is important to them. This could be an issue that impacts their school, community, country, or world. If students aren't sure what issue they would like to create a sign about, ask them to pick one of the rights from the Universal Declaration of Human Rights and make a sign about that issue.



Activity 5: The Winding Road to Political Equality

Objective: Students will chart the struggle for political equality for African Americans through major events in U.S. history and through the stories of the first African Americans to serve in Congress.

Pre visit or post visit

TEKS:

8th Grade U.S. History: 1(B), 9(B, C), 29(C), 30(C)

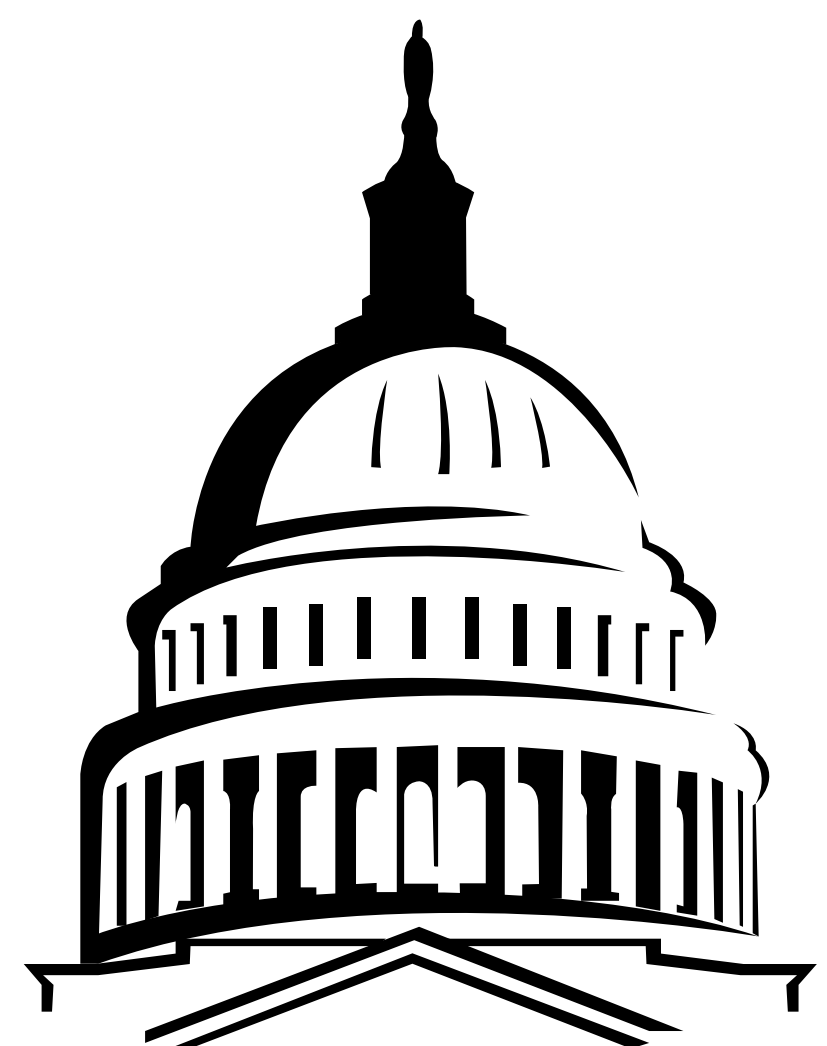
11th Grade U.S. History: 3(C), 9(A, G, I), 22(A), 28(B, C), 29(A)

12th Grade U.S. Government: 16(A, B), 19(A), 20(B)

African American Studies: 1(C), 3(F), 4(H), 9(D), 10(C), 11(A), 17(B, C)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)
- Handout I: Timeline Sort



Activity 5: The Road to Political Equality

Step 1: Provide students with Handout I: Timeline Sort. Use the provided slides (find them at tinyurl.com/Kinsey24) to provide instructions for the activity. The handout lists five major events in U.S. history. Students should fill out the order in which they think the events took place. There is no need for students to provide dates - it is the order that is important.

Step 2: The next slides provide the order of the events. Each slide also has a discussion question for students to consider. Have students discuss each question as a class, in small groups, or via written reflections.

Step 3: After all the answers have been revealed, ask students: what did they guess correctly? What event order surprised them and why?

Step 4: Tell students they will now be focusing on one of the events from the activity - the election of the first Black representative to Congress in 1870. Use the slides to show the video introducing Joseph Hayne Rainey.

Step 5: Using the information provided in the video, students will write a diary entry from Joseph's perspective about his first day in Congress. The entry should answer at least two of the questions below:

- How do you think Joseph felt about joining Congress?
- What do you think was one of the most important things Joseph wanted to accomplish during his time in Congress?
- What were Joseph's priorities for his work in Congress?
- How do you think other members of Congress treated Joseph?
- How do you think it felt to be the first Black person to join Congress?

Activity 6: Exhibit Scavenger Hunt



Objective: Students will explore the Kinsey Collection at Holocaust Museum Houston through a structured scavenger hunt.

During visit

TEKS:

6th Grade World Cultures: 2(A, B), 13(B, C, D), 16(A, B, C), 19(A, B, C)

7th Grade Texas History: 1(A, B), 5(A, C), 18(B), 20(A, B, C)

8th Grade U.S. History: 1(A), 7(B, C), 8(B), 9(A, B, C), 12(B), 23(D, E), 24(A), 29(A, B, C)

11th Grade U.S. History: 3(C), 7(C, F), 9(A, B, C, D, I), 22(A), 24(A, B), 25(A, C), 28(A, B)

12th Grade U.S. Government: 2(A, B), 13(A), 14(B), 16(A, B), 19(A)

African American Studies: 1(C), 2(C, D), 3(A, D, E), 4(A, B, C, D, F, H, I, J), 5(C, E, H, I), 6(A, C), 8(G, H), 9(D, E, F), 10(C), 11(A, D), 12(B, C), 13(B, C), 14(C, E, F, G), 17(A, B)

Materials Needed:

- Handout J: Middle School Scavenger Hunt or Handout K: High School Scavenger Hunt - provided upon request when you arrive at Holocaust Museum Houston
- Pencils

Activity 6: Exhibit Scavenger Hunt

Step 1: Before arriving at Holocaust Museum Houston, break students into teams. The number per team will vary depending on your group, but we recommend 3-5 students per group.

Step 2: Pass out Handout J: Middle School Scavenger Hunt or Handout K: High School Scavenger Hunt worksheets to each team (or student, if you prefer students fill it out individually). Distribute pencils or ask students to bring their own (only pencils are allowed in the galleries at Holocaust Museum Houston - please do not bring pens).

Step 3: Students will use the Kinsey Collection exhibit to fill out their worksheet. The focus should not be on speed but on completely answering as many of the questions as possible. Encourage students who cluster at the beginning of the exhibit or write about the first items they see to explore more of the exhibit before they start answering.

Step 4: Help answer questions from students or assist groups who get stuck.

Step 5: At the end of the exhibit, on the bus back to school, or once you are back at school, ask students to share their answers to some of the questions. Did many teams have similar answers or did they look at the exhibit differently?





Activity 7: Curate Your Own Exhibit

Objective: Students will make connections between what they saw in the Kinsey Collection exhibit and their own lives. They will consider how the objects that matter to use can reflect our identity and how their individuality shapes the identity of their school.

Post-visit

TEKS:

11th Grade U.S. History: 3(C), 9(I), 25(C), 29(A, B)

English III: 4(E, H), 5(A, F, H), 9(A)

Materials Needed:

- Slides for this activity (find them at tinyurl.com/Kinsey24)

Activity 7: Curate Your Own Exhibit

Step 1: Using the provided slides, discuss students' experience viewing the Kinsey Collection.

- What did you think about the exhibit?
- Why do you think the Kinsey family decided to collect the objects you saw?
- What object stood out to you the most in the exhibit? Why?
- What did you learn from the exhibit?

Step 2: Tell students that they will be creating their own class exhibit inspired by the Kinsey Collection. Each student will use their phone to take a photo of an item from home that is important to them. (If students don't have access to a phone camera, allow them to bring their object to class and photograph it for them or ask them to create a piece of art representing their object).

Reasons for picking an object may vary - maybe it is something new they are excited about, a family heirloom that has been in their family for a long time, or an everyday object with special significance to them. Remind students that their photograph and their reason(s) for picking their object will be viewed by others - they should be willing to talk about the object and it should be school-appropriate.

Step 3: Each student will write an object label and short description to accompany their object (see example on the provided slides). This label should identify what the object is and why it is important to them.

You can use Google Drive or your preferred online platform to create a digital exhibit with each student's work, or if possible print photos and object labels and display them in the classroom or hallway.



Activity 7: Curate Your Own Exhibit

Step 4: (optional) Have students give a short (1-2 minute) presentation about their object discussing why they chose it and what it means to them.

Step 5: If you do not have students present their objects, allow them some time to look through what their classmates submitted. This is their exhibit, reflecting who they are as a class.

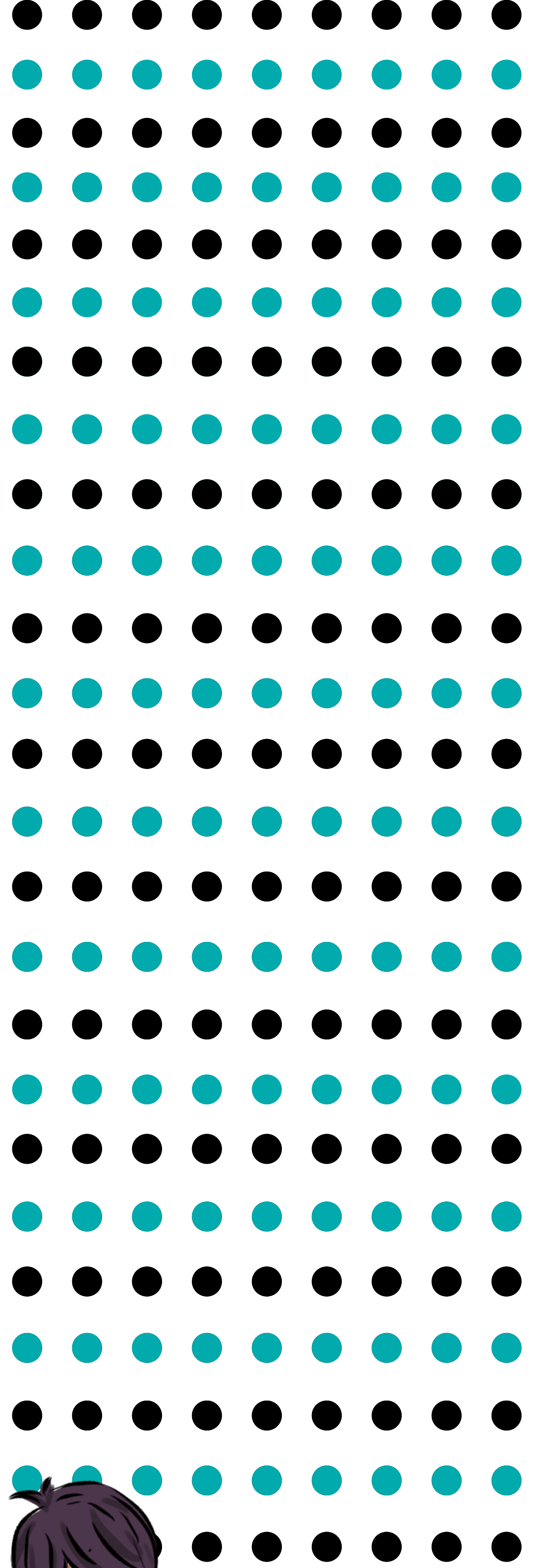
Step 6: Discuss with the class:

- How did you decide what object to pick? Was it difficult?
- What does the full exhibit say about your class? Can you see any theme(s)?





Handouts



Handout A: Jim Crow Laws

Below is a selection of Jim Crow Laws from the United States, 1880s-1960s. The goal of these laws was to keep Black and white Americans segregated (separated).

Georgia - It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.

Georgia - No colored barber shall serve as a barber [to] white women or girls.

Louisiana - The board of trustees shall...maintain a separate building...on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race.

Alabama - Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities.

Georgia - The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons.

South Carolina - It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro.

Alabama - All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.

Florida - Any negro man and white woman, or any white man and negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars.

Louisiana - All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart.

Handout A: Jim Crow Laws

Texas - [The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children.

Oklahoma - The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating and bathing.

Florida - There shall be separate buildings, not nearer than one fourth mile to each other, one for white boys and one for negro boys. White boys and negro boys shall not, in any manner, be associated together or worked together.

Texas - Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian.

North Carolina - The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while white permitted to be organized, colored troops shall be under the command of white officers.

Oklahoma - The baths and lockers for the negroes shall be separate from the white race, but may be in the same building.

Alabama - No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed.

Georgia - It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons.

Alabama - It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards.

Georgia - All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license.



Handout A: Jim Crow Laws

Mississippi - Any person...who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both.

North Carolina - [Text]books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.

Virginia - Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof , or certain seats therein, to be occupied by colored persons.

Handout B: Anti-Jewish Laws

Below is a selection of anti-Jewish laws from Nazi Germany, 1933-1938.

1933

- Jewish judges placed on permanent leave.
- Jewish lawyers and notaries can no longer practice in Berlin.
- Jewish civil servants fired from their jobs.
- Jews expelled from sports clubs.
- The Law against Overcrowding in Schools and Universities limits the number of Jewish students in public schools.
- The Denaturalization Law revokes the citizenship of naturalized Jews and “undesirables.”
- Jews expelled from German Chess Union.
- Jews expelled from choir clubs.
- Jews not allowed to use the beach in Wannsee (a lake in the suburbs of Berlin).
- Jews cannot belong to the German Automobile Club.
- The Law on Editors bans Jews from editorial posts.

1934

- Jewish actors and actresses prohibited from performing.

1935

- Jewish writers no longer allowed to write.
- Jewish officers expelled from the army.
- Hiking of Jewish youth groups consisting of more than 20 persons prohibited.
- Jewish art dealers must close their shops.

1936

- Jews expelled from the veterinary profession.
- Jewish teachers are banned from teaching in public schools.

1937

- Jews are not allowed to graduate.
- Jews are prohibited from giving testimony in courts of law.
- Postal clerks married to Jewish women must leave their jobs.

Handout B: Anti-Jewish Laws

1938

- Jews are forbidden from changing their names.
- Only “racial comrades” may engage in gardening.
- Jews to declare all assets (everything they have).
- Jews banned from health spas.
- Jewish doctors can no longer practice medicine.
- Streets with “Jewish names” to be renamed.
- Jews to add the middle name of “Sarah” or “Israel” to their names.
- Passports of Jews to be stamped with a “J”.
- Jews not allowed to be tradesmen.
- Jewish employees may be discharged without notice or benefits.
- Jews are not allowed to go to movies, operas, or concerts.
- All Jewish owned businesses are to be closed.
- Jewish children no longer allowed to attend public schools.
- The Reich Ministry of the Interior forbids Jews to keep carrier pigeons.
- Jews to hand in drivers licenses.
- Jews are not allowed to use swimming pools.
- The Executive Order on the Law on the Organization of National Work cancels all state contracts held with Jewish-owned firms.
- Certain parts of Berlin are off-limits to Jews.
- Aryan and non-Aryan children cannot play together.
- Jewish publishers and Jewish book dealers to close by the end of 1938.

Handout C: Laws Compare/Contrast Worksheet

Directions: Use the list of laws to fill in the chart below:

List 3 laws that impacted people's jobs	List 3 laws that impacted where people could go	List 3 laws that impacted what people did for fun

From the list you made above, choose one law and use it to answer the following questions:

What is the purpose of this law?

Who benefits from it and who is harmed by it?

How would this law impact people?

Handout D:
Beaumont to Detroit: 1943
By Langston Hughes



Looky here, America
What you done done-
Let things drift
Until the riots come.

Now your policemen
Let your mobs run free.
I reckon you don't care
Nothing about me.

You tell me that hitler
Is a mighty bad man.
I guess he took lessons
From the ku klux klan.

You tell me mussolini's
Got an evil heart
Well, it mus-a-been in Beaumont
That he had his start-

Cause everything that hitler
And mussolini do,
Negroes get the same
Treatment from you.

You jim crowed me
Before hitler rose to power-
And your STILL jim crowing me
Right now, this very hour.

Yet you say we're fighting
For democracy
Then why don't democracy
Include me?

I ask you this question
Cause I want to know
How long I got to fight
BOTH HITLER - AND JIM CROW

Handout E: UDHR

The Universal Declaration of Human Rights was adopted by the United Nations in 1948. It isn't a law, but a goal for the rights all humans should have.

You have the right:



<p>...to life, freedom, and safety.</p>	<p>...to belong to a religion.</p>	<p>...to own property.</p>
<p>...to be seen as equal before the law and to equal protection from the law.</p>	<p>...to participate in the government of your country directly or by voting in free and fair elections.</p>	<p>All consenting adults have the right to marry and raise a family.</p>
<p>...to a fair and public trial</p>	<p>...to an education.</p>	<p>No one has the right to hold you in slavery.</p>
<p>...to be recognized as a person by the legal system.</p>	<p>Every adult has the right to a job with a fair wage and membership in a trade union.</p>	<p>No one has the right to torture you.</p>
<p>You are considered innocent until proven guilty</p>	<p>...to leisure and rest from work.</p>	<p>No one has the right to wrongly put you in prison or force you to leave your country.</p>
<p>...to find legal help if your rights are violated.</p>	<p>...to participate freely in the cultural and scientific achievement of your community and to have your intellectual property protected.</p>	<p>We are all entitled to a social order in which we have access to these rights.</p>
<p>...to seek asylum in another country if you aren't safe.</p>	<p>...to social security and economic, social, and cultural help from your government.</p>	<p>We are all born free and equal.</p>
<p>...to a nationality.</p>	<p>...to an adequate standard of living.</p>	<p>Everyone's rights and freedoms should be protected unless they harm the rights and freedoms of others.</p>
<p>...to have your own opinions and to say them freely.</p>	<p>...to travel.</p>	<p>You have the responsibility to respect the rights of others.</p>
<p>...to peaceful assembly.</p>	<p>No one can take away your rights.</p>	<p>Everyone is entitled to these rights, no matter your race, religion, sex, language, or nationality.</p>

Handout F: The Letter

Charlottesville April the 3rd 1854

Messers Dickinson and Hill,

This will be handed you by my servant Frances. I am told that it is useless to give the capabilities of a servant, that it depends altogether on their personal appearance; be that as it may. I saw positively that she is the finest chamber-maid I have ever seen in my life, she is a good washer, but at house clearing she has perfect slight of hand. She is 17teen years old the eleventh of this month.

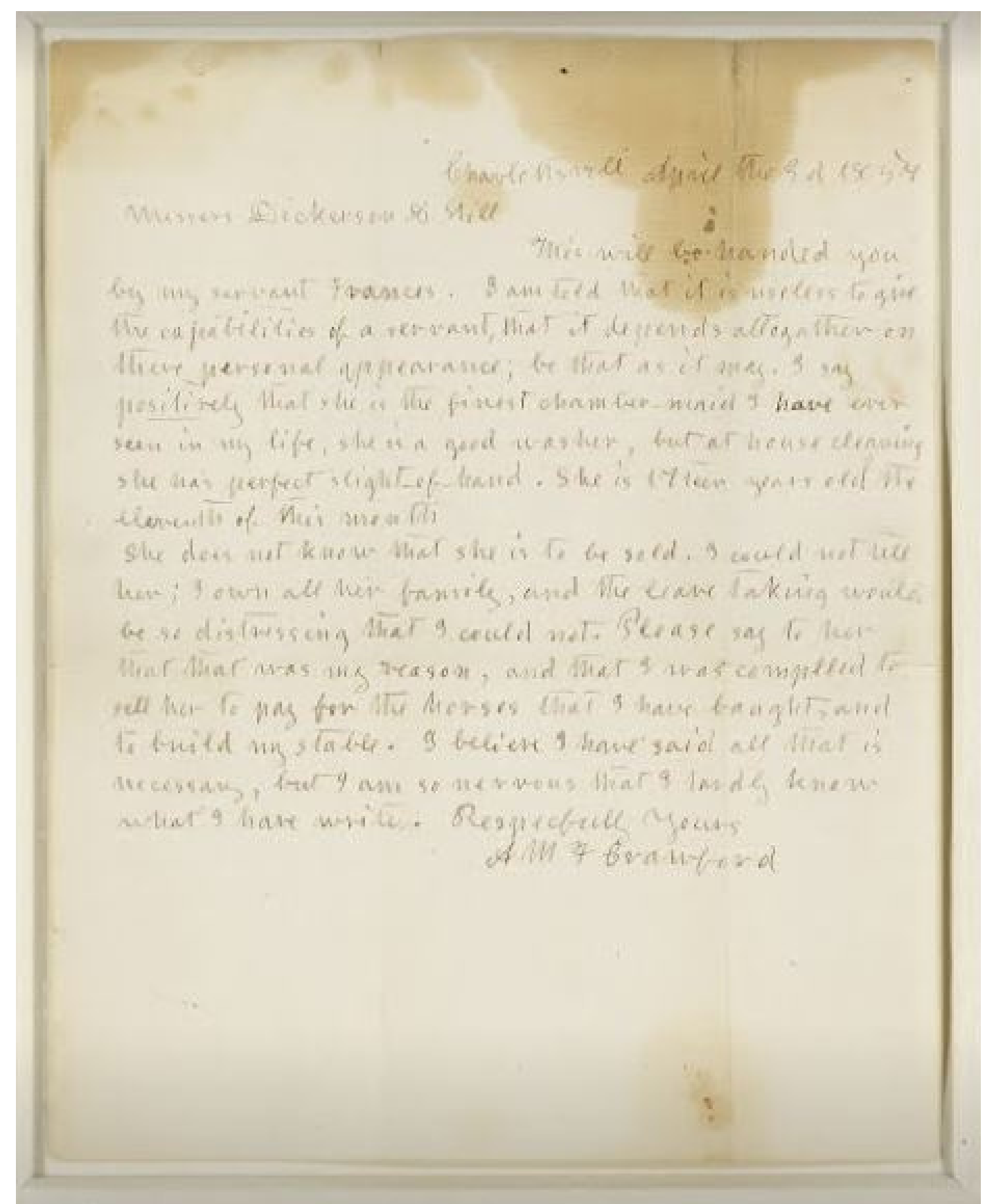
She does not know that she is to be sold, I couldn't tell her; I own all her family and the leave-taking would be so distressing that I could not. Please say to her that that was my reason, and that I was compelled to sell her to pay for the horses that I have bought, and to build my stable. I believe I have said all that is necessary, but I am so nervous that I hardly know what I have written. Respectfully yours,
AMF Crawford

Source: "A slave carrying her fate in her hands, 1854" from the Kinsey Collection

A.M.F. Crawford

Printed paper

19 ³/₄ x 12 ¹/₂ in



Handout G: The Letter Questions

Instructions: Use the letter Frances carried to answer the below questions.

Why is this happening to Frances?

What do you think Frances thought when she discovered what was happening to her?

Use the UDHR handout. Which of Frances's human rights were violated?



Frances

If she had the chance, what do you think Frances would want to say to A.M.F Crawford?

“

Handout H: Moon City

Instructions: Pretend that you are the mayor of the first human city on the moon. Your first task is to decide what rights everyone on the moon will have and what laws they will have to follow.



What laws will everyone on the moon have to follow?

What rights will everyone on the moon have?

1

1

2

2

3

3

4

4

5

5

Handout I: Timeline Sort

Instructions: Below are listed five major events in United States history. Label them with the order you think they occurred in. You don't have to know what year they happened, just their order.

Sample:

Humans arrive in North America

1st

The Civil War Ends



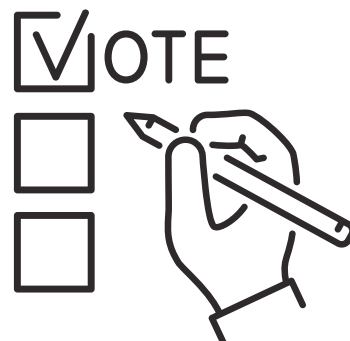
The Slave Trade is Abolished



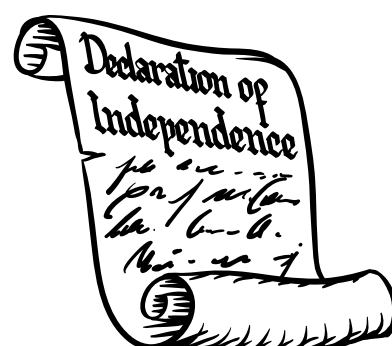
The First Black Representative Wins a Seat in Congress



A law is passed prohibiting racial discrimination in voting

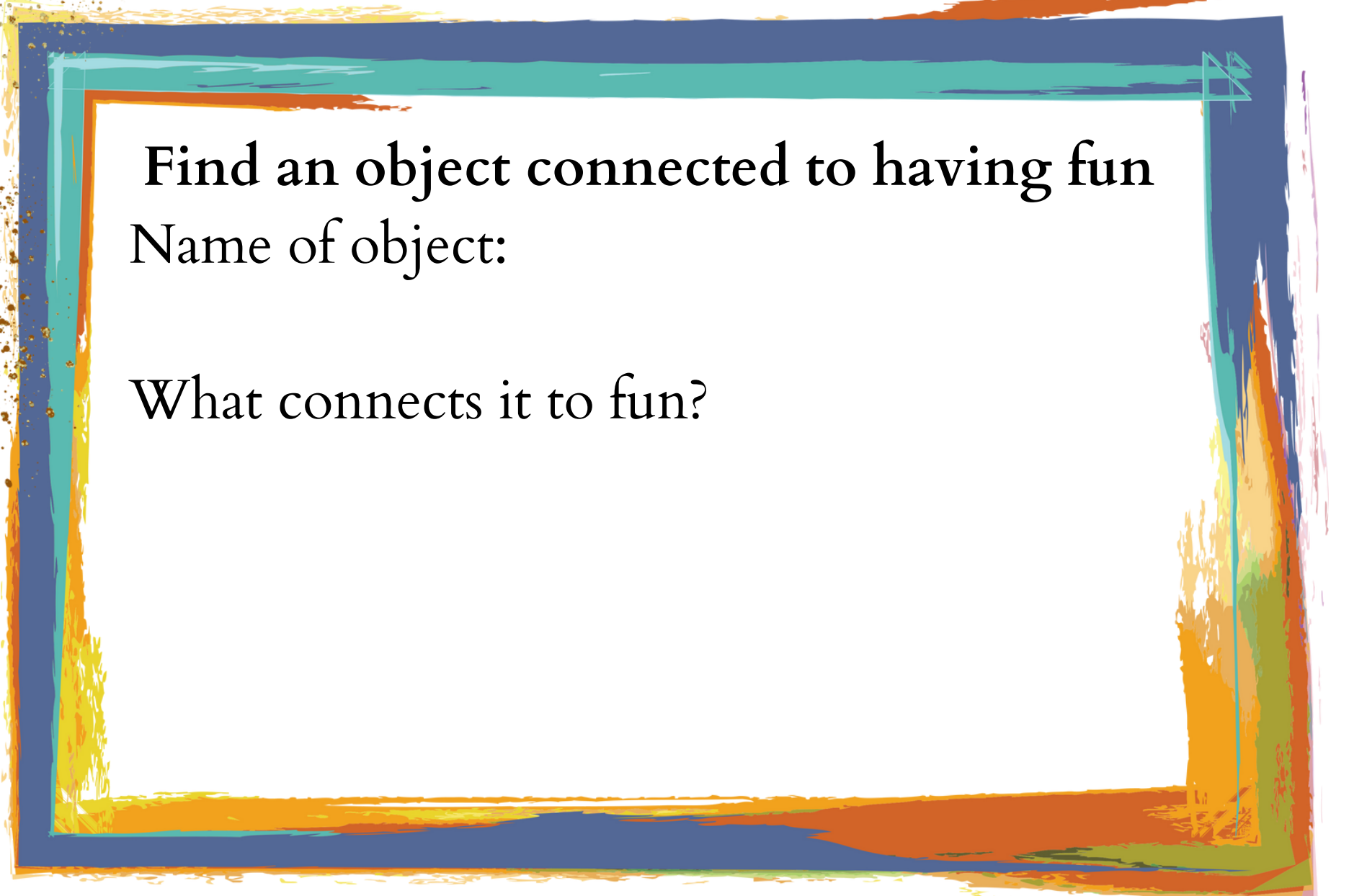
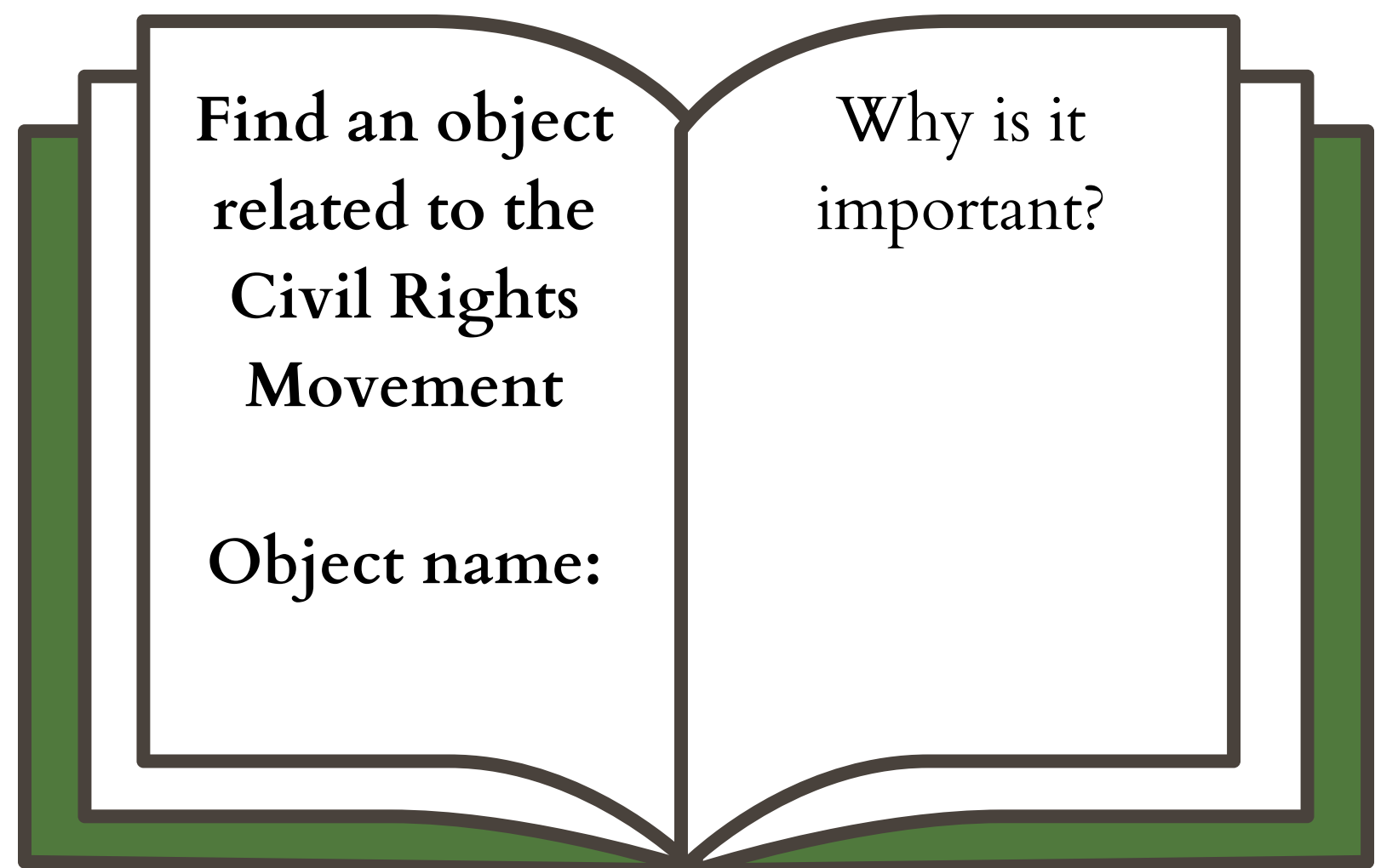
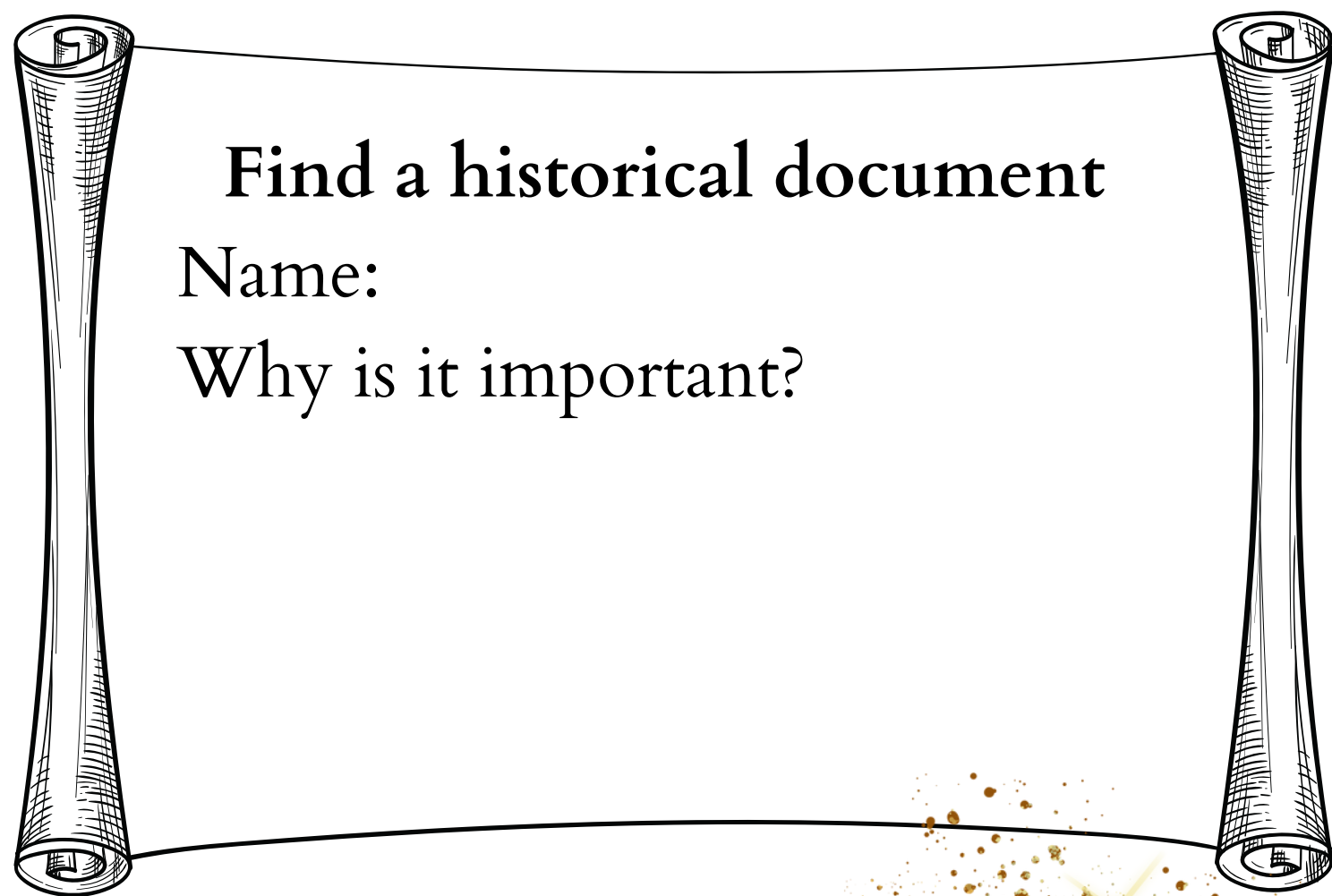
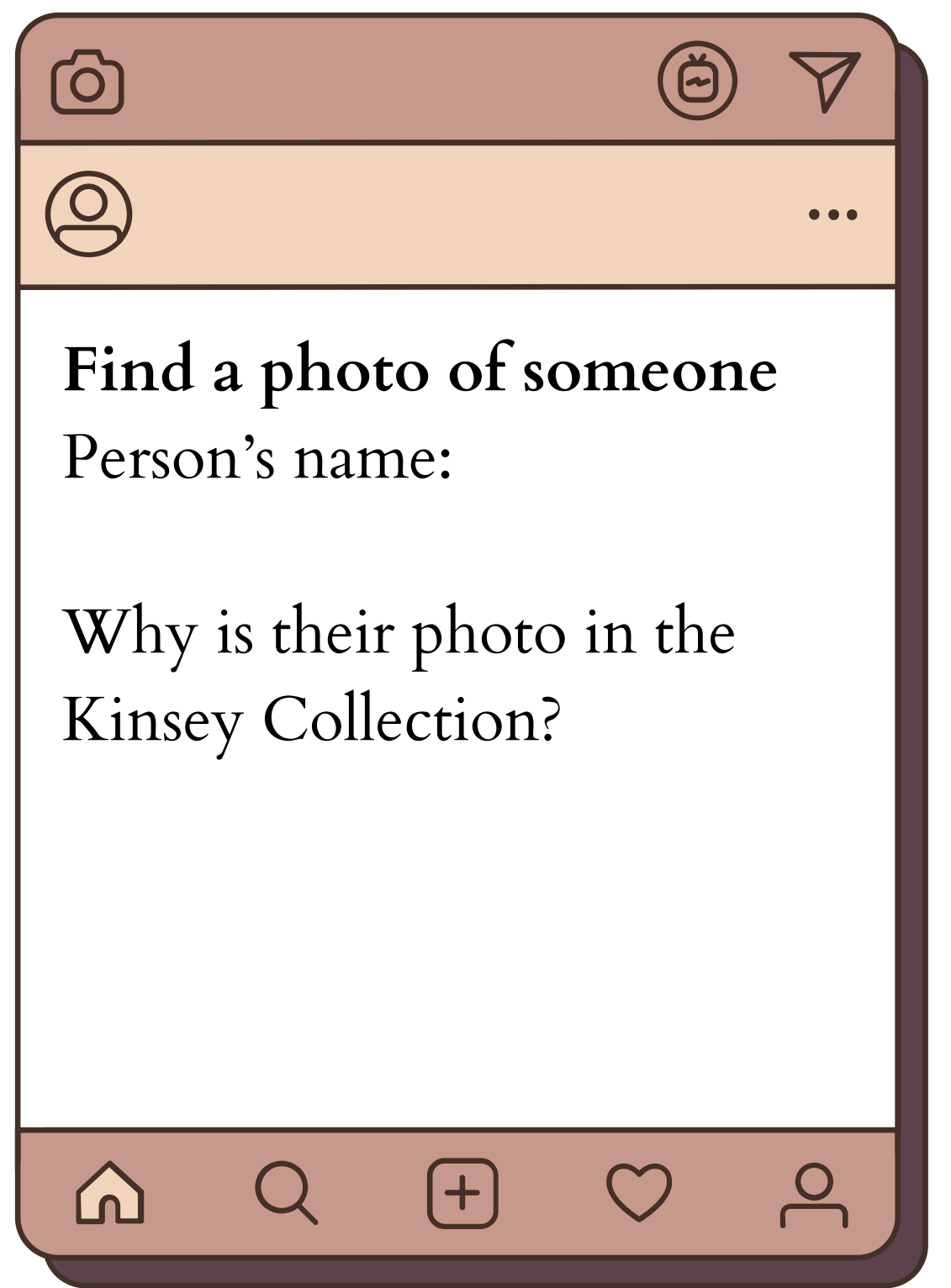


The Declaration of Independence Declares "all men are created equal"





Student
Name(s):



**Handout K:
High School
Scavenger Hunt**

Instructions: As you explore the Kinsey Collection, find objects that match the instructions below. For each category, list the name of each object and then choose a theme that connects those objects.

Student name(s): _____

Choose themes more specific than "Black history" or "war."

Theme

Find three pieces of art:

1

2

3

Find three photographs:

1

2

3

Theme

Theme

Find three historical documents:

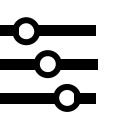
1

2

3



Find three objects from the Civil Rights Movement:



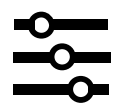
1

2

3



Find three objects you want to know more about:



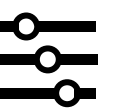
1

2

3



Find your three favorite objects in the exhibit:



1

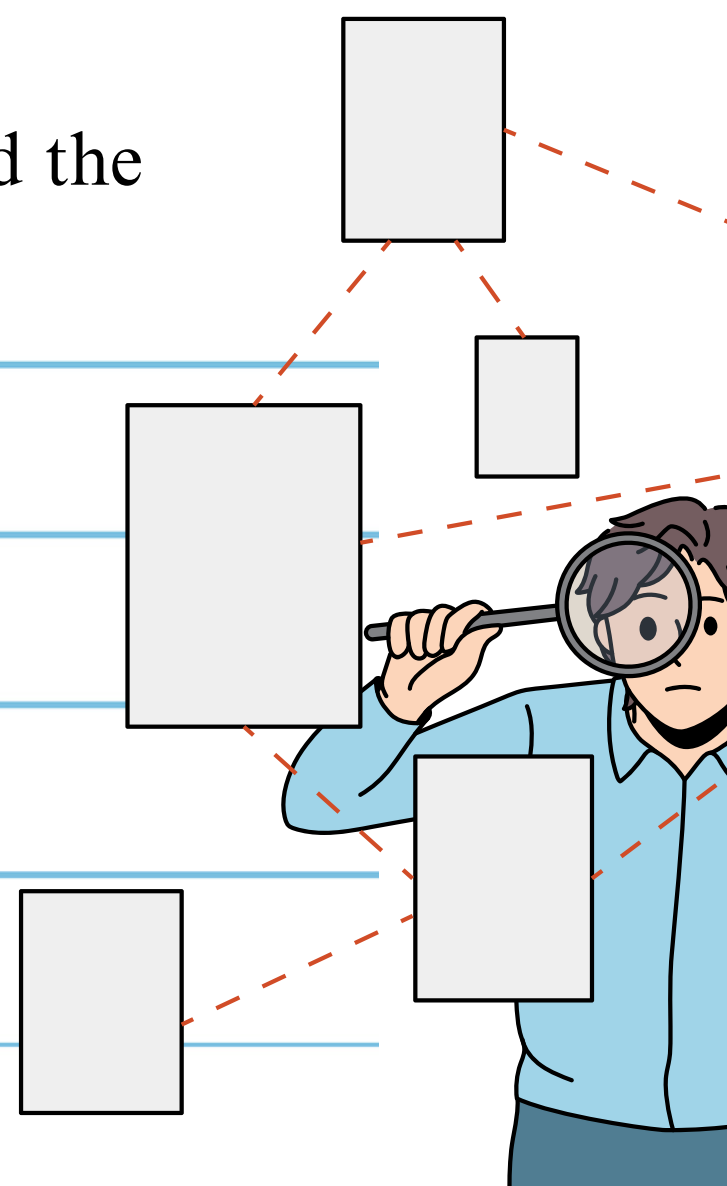
2

3



What theme(s) connect the items in the Kinsey Collection and the Holocaust?

Four horizontal blue lines for writing the answer.



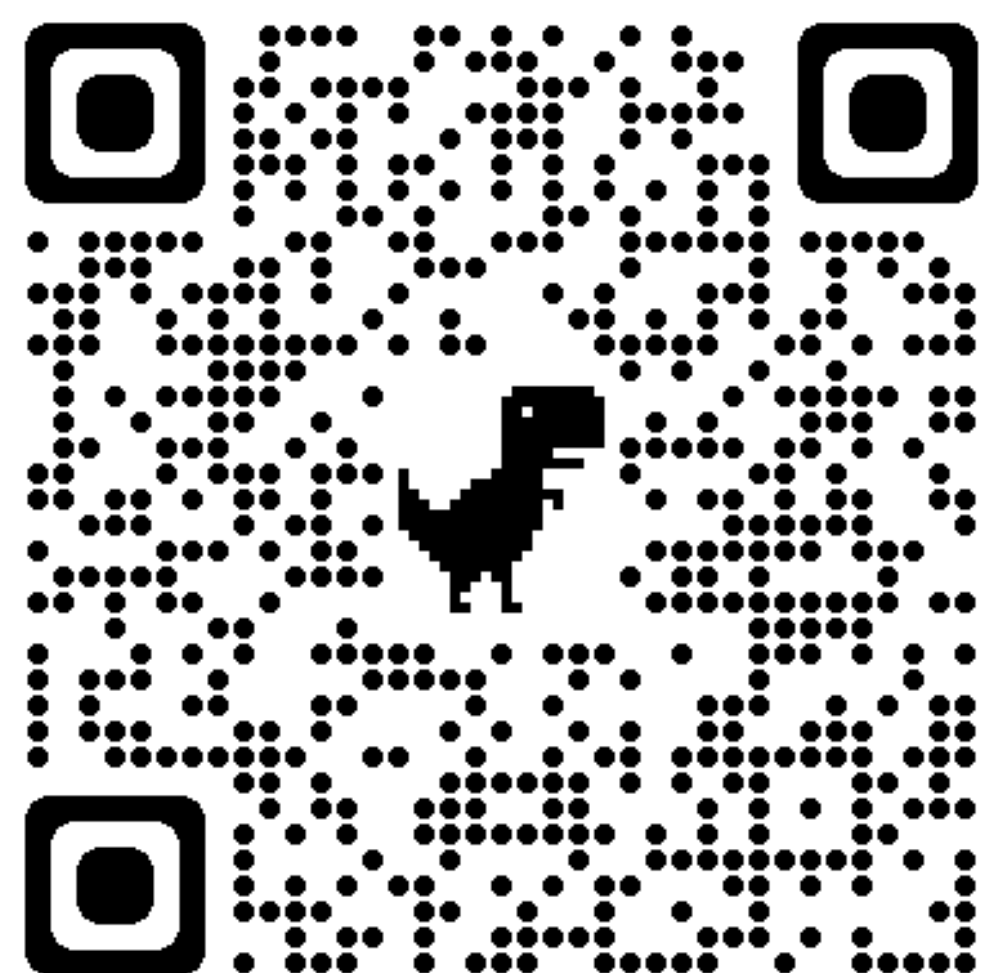
Free Resources for Educators from Holocaust Museum Houston

Educator in Motion

The Educator in Motion program is a FREE initiative that sends museum educators to schools to provide educational programming on the Holocaust, Human Rights, and Active Citizenship. Students work directly with a museum educator and participate in interactive activities that explore the lessons of the Holocaust, human rights throughout history, and the role of individuals in society today.

Each program is designed to be presented in a class period and can be adapted to fit your classroom schedule. EIM programs can be presented in English or Spanish and are in alignment with Texas Essential Knowledge and Skills (TEKS) standards. In person and virtual presentations are available.

For more information, please visit: <https://hmh.org/education/programs-and-curriculum/educator-in-motion/> or scan the QR code.



Free Resources for Educators from Holocaust Museum Houston

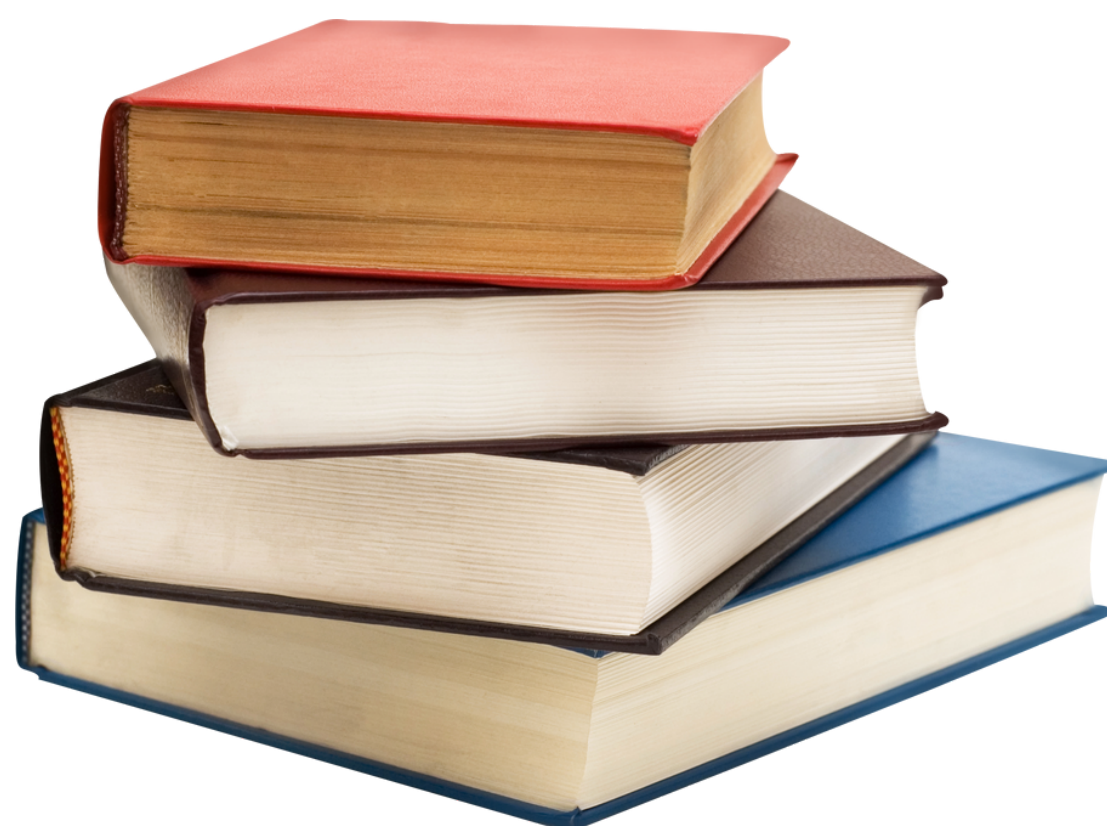
E-Books

The E-Books program is a FREE school program that uses literature to support Holocaust, Human Rights, and Character education in K-12 classrooms. Our elementary, middle, and high school collections feature picture books, novels, diaries, poetry, graphic novels, and memoirs with supplemental lesson plans and resources to accompany the titles.

E-Books are available digitally in English E-Book or Spanish E-Book format. Select titles are available in English or Spanish Audiobook format. Teachers can borrow class sets of E-Books for FREE for a semester or full school year. Teachers and students can access the title(s) digitally on personal electronic devices. Additionally, students will have access to the entire HMH Boniuk Library catalogue and can borrow extra titles from our Library at no extra cost.

Teachers can request a Digital Curriculum Trunk to use in conjunction with the E-Books should they need a class set of electronic devices for their classroom.

For more information, please visit: <https://hmh.org/education/ebooks/> or scan the QR code.



Free Resources for Educators from Holocaust Museum Houston

Educator Workshops

HMH Educator Workshops explore the Holocaust, human rights, and social justice education using cross-curricular lessons integrating social studies, language arts, and fine arts concepts together. Through our interactive workshops, teachers have the opportunity to view our Museum galleries, engage in activities and instructional strategies designed for the classroom, and learn about free programs and resources available at the Museum. Full day, half day, and by the hour workshops are available. Workshops can be hosted in person at the Museum, in person at schools within the Greater Houston area, or virtually. Educator Workshops are free and include workshop materials and supplies at no extra cost. Educators earn CPE & GT credits for participating in the workshops and receive a certificate of completion at the end of each program.

For more information, please visit:
<https://hmh.org/education/professional-development/> or scan the QR code.



Free Resources for Educators
from Holocaust Museum Houston

Holocaust Remembrance Toolkit

The Holocaust Remembrance Toolkit includes everything teachers of grades 6-12 need for Texas Holocaust Remembrance Week and teaching the Holocaust year-round, including five full lessons and five micro lessons on various aspects of the Holocaust. Google slides to present the lessons and all worksheets are included. Other resources include a timeline, glossary, and school announcement scripts.

Visit <https://hmh.org/education/holocaust-remembrance-toolkit/> or scan the QR code to learn more.



Young Upstanders Toolkit

The Young Upstanders Toolkit includes everything elementary teachers need to start teaching the lessons of the Holocaust in an age-appropriate way. The toolkit includes activities for K-5 students that focus on Upstander behavior. Integrating children's literature, the toolkit helps students learn what Upstanders are, about Upstanders in American history, and about how they can become Upstanders.

Visit <https://hmh.org/education/young-upstanders-toolkit/> or scan the QR code to learn more.

