

from the
WE DO THE WORK TV series

WATCHING

NOT IN OUR TOWN

TOGETHER

**A Guide
to Promote
Thoughtful
Viewing
and Analysis
in the Classroom**

A 27-minute documentary
appropriate for
anyone concerned with
reducing prejudice
and inspiring
community involvement



**This
guide**

is for viewing and discussing *Not In Our Town* and includes a variety of activities designed to fit easily into many different classes. This 27-minute video resource supports learning in these curriculum areas:

History/Social Studies

- Civic Values: Rights and Responsibilities
- The Bill of Rights
- Strengths of American Democracy
- The American Civil Rights Movement
- World War II/The Holocaust
- Immigration to America: Immigrants' Experiences
- Labor Unions in Contemporary Society

Literature/English

- Stories of Courage
- Overcoming Challenges
- Responses to Racism and Prejudice

In addition, this guide offers several opportunities to address the following standards:

National Civics Standards

Students should be able to evaluate, take, and defend positions on:

- what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy;
- issues in which fundamental values and principles may be in conflict;
- issues concerning the disparities between American ideals and realities;
- the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.

National Standards for U.S. History

Students should:

- compare and contrast differing sets of ideas, personalities, behaviors, and institutions;
- understand the struggle for racial and gender equality and for the extension of civil liberties;
- understand major social and economic developments in contemporary America;
- formulate a position or course of action on an issue.

The activities provide students with opportunities to strengthen the following skills:

Analytical

- Critical Thinking
 - Compare/Contrast
 - Recognizing Bias
 - Drawing Conclusions
- Decision-making

Interpersonal

- Tolerance
- Respecting Differences of Opinion
- Teamwork
- Empathizing

Study Skills

- Research

Writing

- Personal Narrative
- Analytical Review
- Persuasive Essay

Speaking/Listening

- Public Speaking
- Debating Issues
- Listening Critically

NOT IN OUR TOWN

Teacher's Viewing Guide
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Copies of the video **NOT IN OUR TOWN** and this viewing guide are available from California Working Group
5867 Ocean View Drive • Oakland, CA 94618
Phone 510-547-8484 Fax 510-547-8844
e mail: wedothework@igc.apc.org.

Closed caption version available.

BIBLIOGRAPHY

A seven-page extended bibliography is available upon request.

SELECTED BIBLIOGRAPHY FOR TEACHERS:

An excellent place for teachers to begin is Hazel Rochman's *Against Borders: Promoting Books for a Multicultural World*. American Library Association (1993). She gives a short review of each book, and appropriate age range.

- *When Hate Groups Come to Town: A Handbook of Effective Community Responses*. Center for Democratic Renewal.
- *Faces of the Enemy*, by Sam Keen. For teaching about bias, and how media images shape our perceptions.

BIBLIOGRAPHY FOR STUDENTS:

JEWISH

Nonfiction

Anne Frank: The Diary of a young girl, by Anne Frank. Gr. 5-12.

Friedrich, by Hans Richter. How two families, one Jewish, the other gentile, were affected by the Holocaust. Gr. 6-9.

Fiction

Chernowitz, by Fran Arrick. Anti-Semitism, teens, anger, and revenge. Gr. 6-10.

The Drummer of Jerico, by Carolyn Meger. Jewish and gentile teens form a united front. Gr. 6-12.

Gentleman's Agreement, by Laura Hobson. Non-Jewish journalist discovers anti-Semitism. Gr. 7-12.

NATIVE AMERICANS

Nonfiction

Bury My Heart at Wounded Knee: An Indian History of the American West, by Dee Brown. Classic history, well told. Gr. 9-12.

Rising Voices: Writings of Young Native Americans, Ed. by Arlene Hirschfelder and Beverly Singer. Gr. 5-8.

Fiction

A Yellow Raft in Blue Water, by Michael Dorris. Three generations of Native American women in Montana. Gr. 9-12.

Julie of the Wolves, by Julie Craighead George. Newbery Award winner about a 13-year-old Eskimo girl. Gr. 6-10.

AFRICAN-AMERICANS

Nonfiction

Freedom's Children, by Ellen Levine. Oral histories of the civil rights movement. Gr. 6-12.

Eyes on the Prize: America's Civil Rights Years, 1954-1965, by Juan Williams. Gr. 9-12. Companion to PBS series.

Black Boy, by Richard Wright. Gr. 7-12.

Roots, by Alex Haley. Gr. 8-12.

Fiction

Roll of Thunder, Hear My Cry, by Mildred Taylor. Newbery Award winner about a family that stands against the Klan. Gr. 6-12.

ASIAN-AMERICANS

Nonfiction

New Kids on the Block: Oral Histories of Immigrant Teens, by Janet Bode. Gr. 6-10.

The Invisible Thread, by Yoshiko Uchida. Growing up in Berkeley, CA. Gr. 6-9.

Fiction

The Best Bad Thing, and Journey to Topaz, by Yoshiko Uchida. About internment camps in the U.S. during WWII. Gr. 5-8.

LATINOS

Nonfiction

Latinos: A Biography of a People, by Earl Shorris. Gr. 9-12.

Fiction

How the Garcia Girls Lost Their Accents, by Julia Alvarez. Fifteen stories of a family. Gr. 9-12.

The House on Mango Street, by Sandra Cisneros. Coming of age in Chicago. Gr. 8-12.

LABOR UNIONS

Nonfiction

Who Built America, Vol. II, by Herber G. Gutman. Working people and the nation's economy, politics, culture and society. Comprehensive, with video support. Gr. 9-12.

Rivethead: Tales from the Assembly Line, by Ben Hamper. An ironic account of an auto worker's life. Contains adult language. Gr. 11-12.

RESOURCES

The following national organizations offer teaching materials, speakers bureaus, and other useful information on specialized subjects. Also contact the local chapter of each group:

American Jewish Congress
(212) 879-4500

Anti-Defamation League/
World of Difference
(212) 490-2525

Center for Democratic Renewal
(404) 221-0025

Facing History and Ourselves
(617) 232-1595

Labor Heritage Foundation
(202) 842-7880

National Congress of American
Indians
(202) 466-7767

The National Association for the
Advancement of Colored People
(NAACP) 1-800-NAACP-55

People for the American Way
STAR Program
(Students Talk About Race)
(202) 467-4999

The Southern Poverty Law Center
(SPLC)
(334) 264-0286

California Working Group:
Producers of *We Do The Work*,
a public television series.
Contemporary and historical
videos about the workplace.
(510) 547-8484

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BACKGROUND INFORMATION

The April, 1995 bombing of the Federal Building in Oklahoma City brought sharply into our national consciousness the potential for violence among hate-driven groups. We learned, to the surprise of many of us, that militias and other heavily-armed extremist groups exist throughout the country and have been building their memberships substantially in recent years.

The Northwest has been a focal point for white supremacist activity during the past decade. In 1986 the Aryan Nations organization declared its intention to make the region an "Aryan National State," in which non-white races and followers of non-Christian religions would be forbidden from owning property, voting, conducting business, bearing arms, and holding government office. Since then, organizers have been working hard to recruit new members there. Nearly 200 hate crimes and incidents of racial harassment have been recorded in the Northwest since 1990.

The extreme platform of the Aryan Nations is not universally supported by the many disparate groups of the white supremacy movement. Each separate group, such as the Ku Klux Klan, the White Aryan Resistance (WAR), and the more loosely organized racist skinhead movement, centers its activism around a different issue. What these groups share is bigotry against people of color, and many have become increasingly violent since the mid-1980s. It is estimated that 22,000 Americans are members of white supremacy organizations; many belong to more than one group.

The attacks in Billings described in *Not In Our Town* occurred in the context of this escalating activity. It is important to realize that what Billings residents experienced were not isolated, insignificant incidents but part of a larger effort to terrorize minorities and advance a white supremacist agenda in the region.



Billings Gazette

Graffiti overlooking the town of Billings, Montana

RESEARCH PROJECTS

The following topics are especially appropriate for research projects. These excerpts can be used to give students some initial familiarity with each topic:

Background on the Effects of the Holocaust on European Jews and Other Targeted Groups

The Holocaust was the systematic, bureaucratic annihilation of six million Jews by the Nazi regime and their collaborators as a central act of state during World War II... The Nazis believed that Germans were “racially superior” and that there was a struggle for survival between them and “inferior races.” Jews, Roma (Gypsies), and the handicapped were seen as a serious biological threat to the purity of the “German (Aryan) Race” and therefore had to be “exterminated.” The Nazis blamed the Jews for Germany’s defeat in World War I, for its economic problems and for the spread of Communist parties throughout Europe. Slavic peoples (Poles, Russians, and others) were also considered “inferior” and destined to serve as slave labor for their German masters. Communists, Socialists, Jehovah’s Witnesses, homosexuals, and Free Masons were persecuted, imprisoned, and often killed on political and behavioral (rather than racial) grounds. Sometimes the distinction was not very clear... The Germans carried out their systematic murderous activities with the active help of local collaborators in many countries and the acquiescence or indifference of millions of bystanders.

— The Education Department of the United States Holocaust Memorial Museum

Background on the Attitudes and Images towards Native American Peoples in the United States

The American myths about who the Apaches are, and who Geronimo was, involve such well-worn clichés that it is difficult to re-address the reality. Schoolboys and military men are taught to yell “Geronimo!” when they jump into swimming pool or into battle. So at least we can begin by asking what that is. Why don’t those children yell some other name? They do not *admire* Geronimo or the Apaches. In the American myth, Apaches are a symbol of inscrutable cruelty. Is Geronimo’s name invoked because he evokes American fear—a fear that has been “conquered”? If so, then the fearsome “object” has obviously not been “conquered” at all. ...Today, Geronimo’s family, his descendants, are leaders of an Apache reservation that is still hard pressed from all sides, forced to expend resources and energy simply to fight more colonial incursions. We must recognize that Geronimo and his people are not defeated, and that these days are still part of an urgent and desperate situation that demands active solidarity.

—“Geronimo”
essay by Jimmie Durham,
from *Partial Recall*,
edited by Lucy R. Lippard, 1992

Background on the Role of the Black Church in the Civil Rights Movement

I remember in Birmingham, Alabama, when we were in that majestic struggle there we would move out of the 16th Street Baptist Church day after day; by the hundreds we would move out. And [Public Safety Commissioner] Bull Connor would tell them to send the dogs forth and they did come; but we just went before the dogs singing, “Ain’t gonna let nobody turn me round.” Bull Connor next would say, “Turn the fire hoses on.” And as I said to you the other night, Bull Connor didn’t know history. He knew a kind of physics that somehow didn’t relate to the transphysics that we knew about. And that was the fact that there was a certain kind of fire that no water could put out. And we went before the fire hoses; we had known water. If we were Baptist or some other denomination, we had been immersed. If we were Methodist, and some others, we had been sprinkled, but we knew water... That couldn’t stop us... And there was a power there which Bull Connor couldn’t adjust to...

— Dr. Martin Luther King, Jr.,
“I See the Promised Land”
Speech, April 3, 1968

Background on the Labor Movement as a Force for Social Change in the United States

The industrial union organizing drive of the 1930s was a movement for democracy. Talk to the mass production workers who took part in it, and they will tell you that what they wanted more than anything else was dignity. They wanted freedom from petty harassment of a foreman who could send a man home at will and reward those who curried his favor with steady work, preferred jobs, and promotion. They wanted “unions of their own choosing” which could stand up to the power of corporate employers and bargain on equal terms. Like democratic movements in America before and since, they believed that the human right to a job should take precedence over the property right to manage an enterprise as the employer sees fit.

—Alice and Staughton Lynd,
from *Rank and File: Personal Histories by Working Class Organizers*, 1973

Use these activities

to ensure that students have sufficient background knowledge to understand what they will see in the video, and to make sure that they are familiar with the concepts and terms they will encounter.

Key Terms to Cover

- prejudice
- white supremacy
- hate group
- skinhead
- anti-Semitism
- racism
- Aryan homeland
- hate crime
- Ku Klux Klan

Key Terms Word Web

Level: **BASIC**
Skill: *Critical Thinking*

Write the word *prejudice* on the chalkboard and ask students to brainstorm related words. Write all of these terms on the board and draw connections between them. Have students suggest a meaning for each word and use a dictionary to confirm or clarify meanings. Guide students to develop their own definition of the term *hate group* and reflect on the concept of hatred of a group. Then ask the class to name some hate groups and historical examples of the institutionalization of hate, such as the forced relocation of Native Americans onto reservations, the internment of Japanese Americans during WWII, Jim Crow laws, lynchings, and the Holocaust.

Introduce the Setting



Level: **BASIC**
Skills: *Research, Compare/Contrast*

Invite students to share what they know about the economic activities, culture, history, and demographics of Billings, Montana. Provide an encyclopedia, atlas, and almanac for reference. Next, have students compare Billings, a rural town, to their own community or a large urban area, using the chalkboard to develop two lists. Ask students to consider the ways in which quality of life might differ in each place for various groups of people, including minorities. Be sure to address the isolation that minorities can experience in communities where they make up a very small part of the population.

Quick-Write

Level: **BASIC**
Skill: *Personal Narrative*

Ask students to write a brief passage describing any experiences with intolerance. They will revisit their work after viewing the video and write another passage on what they have learned and how their feelings might have changed.

Groups and Institutions Scavenger Hunt

Level: **CHALLENGING**
Skills: *Research, Public Speaking, Teamwork*

Use this activity to help students understand the function of the community institutions portrayed in the video, including unions, religious groups, newspapers, law enforcement agencies, and community groups (such as human rights coalitions).

- Invite students to speculate briefly about what each of these groups does.
- Divide the class into small groups and assign each of them one or two community groups or institutions to research overnight. Students can talk with adults within the school, their families, or the community to gather information.
- Have each group report its findings before viewing the video.
- *Optional Extension:* Invite a member of one of these groups, such as a union member or police officer, to speak to the class about what the group does.

(NOTE: To use this activity in conjunction with viewing the video, see Option Three on page 7).



Community Structures Discussion

Level: **AVERAGE**
Skill: *Critical Thinking*

Help students consider the actions of the community groups presented in the video, including unions, religious groups, newspapers, law enforcement agencies, and community groups (such as human rights coalitions). Ask them to consider the following questions:

- Were the responses each group made to the hate crimes appropriate to their functions in the community? What might each have done differently?
- Which institutions were not discussed in the video? What could/should they have done?
- Which groups in your own community would you expect to lead a collective response in a similar situation?
- Where would you turn for help in confronting an issue of intolerance?

Round Robin Writing/Class Log

Level: **BASIC**
Skills: *Critical Thinking, Analytical Review*

Divide the class into groups of four or five students. Write the following questions on the board and have each student write a response to a different question:

- What is an example of a small courageous act?
- Which piece of the video elicited the strongest response from you?
- What part of the video did you have trouble understanding or believing?
- With whom did you identify most strongly in the video?

- What incidents of scapegoating have you witnessed in your family, school, or community?
- How would your neighborhood respond if someone threw a brick through the window of a neighborhood resident's home?

Group the responses by question and post them. Your class might wish to create an anthology of these and other writings they do in connection with this program, and publish it as a small magazine.

A Personal Perspective

Level: **AVERAGE**
Skills: *Personal Narrative, Compare/Contrast, Drawing Conclusions*

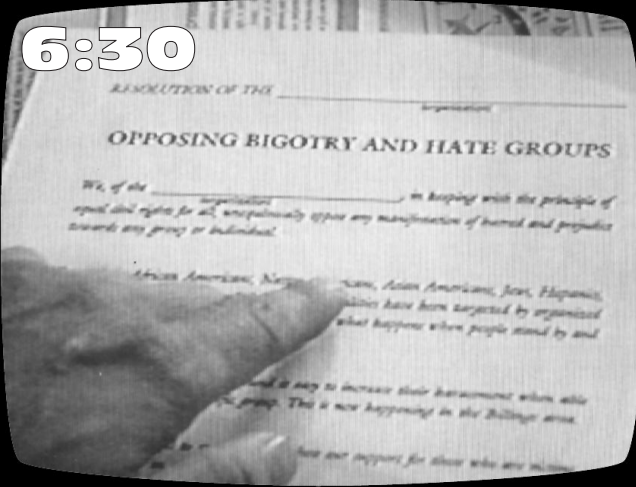
Have students revisit the quick-write assignments they completed before watching the video. Ask them to write a more in-depth piece about what they learned. If their views have changed, have them describe how.



Dawn Fast Horse's home defaced by racist graffiti

Billings Gazette

6:30



“It was the right thing to do, but I feel we’re also expected to do things like this.”

Ask students why they think the trade union became involved in these situations. Ask students what binds communities together. Ask: *What is the role of unions in the workplace, in the large community?* (See the note on page 13).

7:27



“If they want me to be silent, then that’s just not going to happen.”

Talk about why silence can be construed as acceptance, and ask students what the consequences of silence might be. Discuss the role that silence and acceptance by community members played in the Holocaust. (See the note on page 13). Discuss students’ perception of law enforcement in their own community. Ask: *Would the police in your community react to a similar situation in the same way the police in Billings did?*

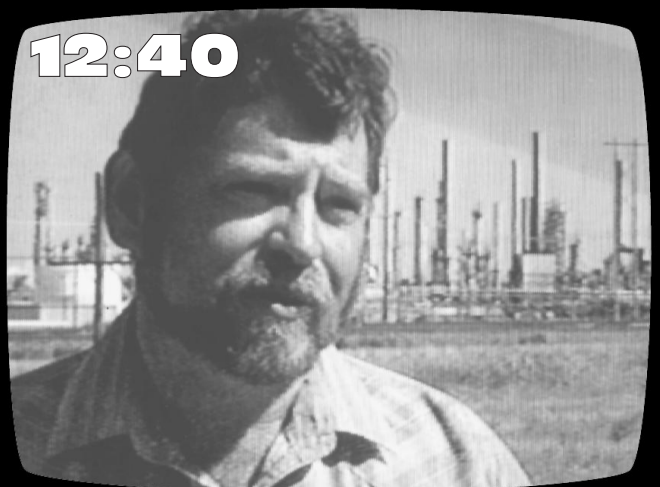
10:42



“There’s all this subtle racism that is just constant, day in, day out.”

Discuss why Brian Schnitzer felt he had to “confess” to being Jewish. Ask: *What does a community that honors diversity look like? How can minorities feel safe in democracies, where “the majority rules”?* Ask students to give some examples of the day-to-day, institutionalized prejudice Janice Hudetz talked about. You might introduce ideas like low expectations, barriers to employment and housing, and fear of strangers.

12:40

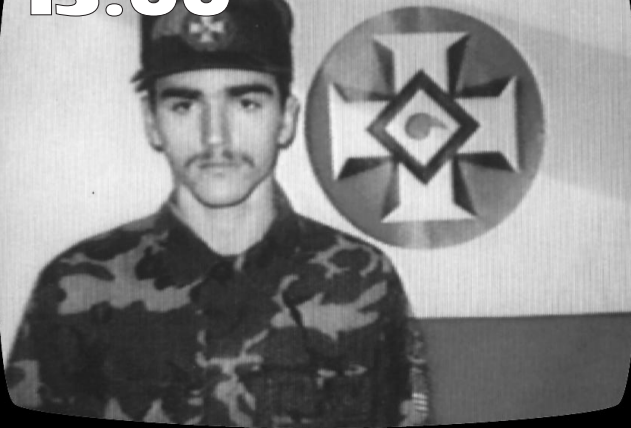


“What do you do with those children’s memories? They’re scarred.”

Invite students to consider the painter’s statement that the memories of the children whose home was vandalized have been scarred, and make predictions about the ways these “scars” might be manifested.

DISCUSSION PROMPTS

15:00



“All I can do is tell people of my experience, and, hopefully, people will listen.”

Ask students to discuss what societal forces might make some people racist and others tolerant and compassionate. Consider Clinton Sipes’s statement that he would not have become a violent racist if he had been taught more about people. Ask: *What do people need to learn?*

16:27



“And they did rally ‘round and let them know, ‘Hey, if you bite one, you bite us all,’ and that was a very good feeling we had.”

Discuss the incidents of harassment in the church and the sanctity of religious observances. Ask: *What made the show of force there so threatening? Why do some people find this kind of hate activity particularly disturbing? How could attending services make such a difference?*

18:37



“Please make this front page news because I want people to understand what it’s like to be Jewish.”

Discuss Brian Schnitzer’s reaction to the brick being thrown through his son’s window. Help students come to an understanding of the range of feelings that can be evoked by hate crimes. Consider the different ways of “fighting.” Ask: *Was the Schnitzer family’s decision to “fight” by enlisting community support more effective than violent retaliation might have been? What is an appropriate response?*

22:00



“By late December, nearly 10,000 people in Billings, Montana had Menorahs in their windows.”

Discuss the display of menorahs and Gary Svejic’s comment that the question of what each of us would have done in Nazi Germany should haunt all of us. Ask: *Would you have placed a Menorah in your window? In what other way might you choose to respond to hate crimes?*

These activities

will help your students analyze the issues presented in the film. Keep in mind the need to balance these two essential tasks: creating a safe environment in which the issues can be discussed, and challenging students to think critically and honestly about their reactions to these issues.



Understanding Diversity: Symbology

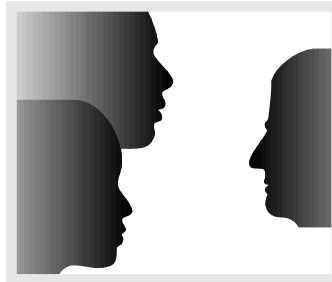
Level: **AVERAGE**

Skills: *Teamwork, Recognizing Bias, Drawing Conclusions, Analytical Review*

Ask students to consider symbols seen in the video: a swastika, a cross, a menorah, an American flag. Encourage students to answer these questions:

- What do the symbols mean to those who believe in them? What do they mean to those who do not believe in them?
- How are the symbols used by those who believe in them? How do they promote inclusion? Exclusion?
- How can symbols sometimes be used to foster divisiveness?

Next, ask students to apply the same questions to several symbols that are more immediate to their experience. Include school dress codes, gang symbols, haircuts, tattoos, and symbols of their favorite music groups. Help students understand the potential for misunderstanding that arises when differences in perspective exist. *Extend to writing activity:* Ask students to cooperatively create a guide to today's symbols.



Understanding Diversity: Discussion and Role Play

Level: **AVERAGE**

Skills: *Compare/Contrast, Empathizing, Drawing Conclusions, Tolerance*

Invite students to analyze and respond to the statements of Clinton Sipes, the former white supremacist who renounced his past activities and now works for positive solutions to racism. Give students the *option* of role-playing Sipes in both of his incarnations and considering what forces would drive an individual toward each point of view. Encourage students to think about what would be required to prompt an individual to make the kind of radical change that Sipes made.

Town Meeting

Level: **AVERAGE**

Skills: *Decision-making, Teamwork, Debating Issues, Respecting Differences of Opinion,*

Have students play these roles: town council members, mayor, law enforcement officers, newspaper editor, representatives of religious groups and other community institutions, business people, victims of hate crimes, and ordinary citizens. In these roles, have them discuss the Billings incidents as if they were happening in your own town. Have students work together to decide on a course of action.

VIEWING THE VIDEO



1

Option One Have students watch the video without interruption, taking notes on the key concepts. Discuss the questions presented on pages 7-9 after viewing.

2

Option Two Stop the video at the key points outlined on pages 7-9. Use the discussion prompts to help students understand key issues as they view the video. Each stopping point is identified by the time at which it occurs, a quote, and a still shot from the video. (Note that the times are approximate)

3

Option Three This option utilizes the Groups and Institutions Scavenger Hunt on page 6. Rather than reporting their findings before viewing the program, ask the students responsible for researching each term to stop the video when their topic is introduced and explain what they discovered about it. Discuss the issues on pages 7-9 after viewing.

To help students focus on the main ideas, have them consider these questions while viewing:

- What are the beliefs and goals of the hate groups?
- Who are the targets of the hate groups?
- How did the hate groups first make their presence known to their targets and the larger community? What kinds of attacks did they make?
- Which institutions and community groups responded? What did they do?
- What made these people respond while others did not?
- Which responses seem more effective than others, and why?

STOPPING POINTS/DISCUSSION PROMPTS

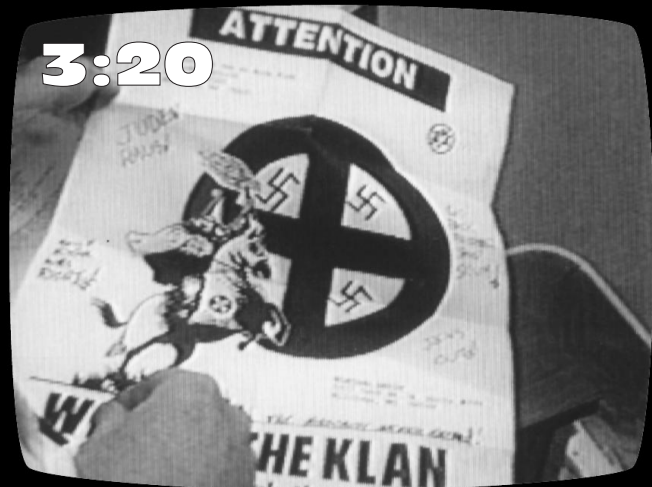
0:46



“It’s a beautiful place to grow up and it’s a beautiful place to raise your children.”

Ask students to compare Billings to their own community. Invite them to think about what attributes they would look for in a community they would choose to live in as adults.

3:20



“We, by whatever means, will purify the Northwest and create an Aryan homeland...”

Discuss the meanings of the terms *Aryan Nation*, *Aryan homeland*, *white supremacist*, *Ku Klux Klan youth group*, and *skinhead*. Ask students to consider the echoes of history evoked by terms like *Aryan* and *homeland*.

EXTENSION ACTIVITIES

Standing Together

Level: **AVERAGE**
Skills: *Critical Thinking, Analytical Review*

Ask students to consider what the difference is between a town that does and a town that doesn't stand up for its members who are the victims of prejudice and hate crimes. Have students write a profile of each type of community.

Local Issues Research Project

Level: **CHALLENGING**
Skills: *Research, Critical Thinking, Teamwork, Decision-making*

Have students do research in your school or community to learn about reports of hate crimes and responses to them, and evaluate the responses. Direct students to local newspapers and police blotters, and encourage them to interview law enforcement officers, community activists, and labor representatives. *Optional Extension:* Guide students to act on the information they discover by designing a campaign to combat intolerance in your school or community. Divide the class into committees to accomplish their goal: publicity, arts, coalition-building.

Inspiring Words

Level: **AVERAGE**
Skill: *Persuasive Essay*

Ask students to write an essay in response to one of the quotations on page 14.

Scapegoating

Level: **AVERAGE**
Skills: *Recognizing Bias, Analytical Review*

Guide students to develop a definition of scapegoating. Then divide the class into three groups and ask each group to research and write a report on an example of scapegoating at one of each of these levels: school, community, and nation.

Students as Teachers

Level: **CHALLENGING**
Skills: *Research, Public Speaking, Debating Issues*

Help upper level students develop a short presentation to be used with the video in the lower grade levels of your school, or another nearby school. Supervise students as they introduce the video and guide younger students in understanding it through discussion and activities.

Free Speech vs. Hate Speech

Level: **AVERAGE**
Skills: *Critical Thinking, Persuasive Essay, Respecting Differences of Opinion, Tolerance*

Have students consider the First Amendment issues relevant to hate crimes. Ask them to address the following questions through discussion or writing:

- Where should the line be drawn between speech that is merely offensive and speech that constitutes a crime against its targets?
- Should the First Amendment be changed to give oppressed groups greater protection from harm caused by hate speech? Should it be changed to allow more "expression"?
- Are rock or rap lyrics that denigrate women or glorify killing cops harmful? How about provocative debates on talk shows? Should these lyrics or shows be banned? When and how does speech become dangerous? When, if ever, should it be restricted?
- What are appropriate responses to various kinds of offensive speech?



Members of the Painters Union volunteer to repaint Dawn Fast Horse's house.

ACTIVITY PLANNER

DAY 1	DAY 2	DAY 3
<p>BEFORE VIEWING</p> <ul style="list-style-type: none"> • Classroom Contract • Key Terms Word Web • Quick-Write 	<p>VIEWING</p> <ul style="list-style-type: none"> • View the Video <p>AFTER VIEWING</p> <ul style="list-style-type: none"> • Understanding Diversity: Symbology 	<p>AFTER VIEWING</p> <ul style="list-style-type: none"> • Community Structures Discussion • Town Meeting • Assign A Personal Perspective & Standing Together Essays

3-DAY LESSON

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>BEFORE VIEWING</p> <ul style="list-style-type: none"> • Classroom Contract • Key Terms Word Web • Groups and Institutions Scavenger Hunt 	<p>VIEWING</p> <ul style="list-style-type: none"> • Quick-Write • View the Video 	<p>AFTER VIEWING</p> <ul style="list-style-type: none"> • Understanding Diversity: Symbology • Community Structures Discussion 	<p>AFTER VIEWING</p> <ul style="list-style-type: none"> • Understanding Diversity: Discussion and Role Play • Assign Free Speech vs. Hate Speech & Local Issues Projects 	<p>AFTER VIEWING</p> <ul style="list-style-type: none"> • Town Meeting • Round Robin Writing/Class Log • Assign A Personal Perspective & Standing Together Essays

5-DAY LESSON

This guide

provides activities to use **BEFORE, DURING** and **AFTER** viewing the video. Different activities have been designed for three levels: **BASIC, AVERAGE** and **CHALLENGING**. Choose the activities that best suit your schedule and your students' needs. On the left are suggested plans for three- and five-day lessons.

CLASSROOM CONTRACT

When studying issues involving bias, prejudice, and tolerance within our society, it is important to create a safe classroom environment in which honest discussions can take place. To help create such an environment, you may wish to implement a contract under which all classroom participants—

teachers as well as students—agree to some ground rules for the duration of this program. The contract should be created cooperatively. The following issues are important to address:

RESPECT

Agree to allow speakers to complete their statements even when they seem objectionable.

CONFIDENTIALITY

Agree that no one will identify their classmates by name or through other identifying factors when talking outside of class.

SECURITY

Agree to a ban on future retaliation for anything said during the course of this program.

SAFETY

Most importantly, ask students what they need to feel safe in this situation and work with the class to arrive at procedures that ensure that all will feel safe.

These quotes

may be used as catalysts for writing projects or discussion in class.

“The test of courage

comes when we are in the minority;
the test of tolerance comes when we are in the majority.”

— *Ralph W. Sockman*

“What luck for rulers that men do not think.”
— *Adolf Hitler*

“The only thing necessary for the triumph of evil is for good men to do nothing.”
— *Edmund Burke*

“Black people have organizations that fight for black power, and Jews look out for each other. But there isn’t anyone except the Klan who will fight for the rights of white people.”
— *David Duke, former Grand Wizard of the Ku Klux Klan*

“One may no more live in the world without picking up the moral prejudices of the world than one will be able to go to hell without perspiring.”
— *H.L. Mencken*

“In Germany

they came first for the Communists, and I didn’t speak up because I wasn’t a Communist. Then, they came for the Jews and I didn’t speak up because I wasn’t a Jew. Then they came for the trade unionists, and I didn’t speak up because I wasn’t a trade unionist. Then they came for the Catholics and I didn’t speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.”

— *Pastor Martin Niemoller*

“Liberty means responsibility.

That is why most men dread it.”
— *George Bernard Shaw*

“Whereas each man claims his freedom as a matter of right, the freedom he accords to other men is a matter of toleration.”
— *Walter Lippmann*

“You can’t hold a man down without staying down with him.”
— *Booker T. Washington*

“Injustice always breeds fear...the main difficulty of the race question does not lie so much in the actual condition of the blacks as it does in the mental attitude of the whites.”
— *James Weldon Johnson*

“To be a Negro in this country and to be relatively conscious is to be in rage almost all the time.”
— *James Baldwin*

“You can kill a man, but you can’t kill an idea.”
— *Medgar Evers, civil rights leader assassinated in 1963*

“The opposite of hate is not love, it is indifference.”
— *Elie Wiesel, Nobel Laureate*

“Those who deny freedom to others deserve it not for themselves.”
— *Abraham Lincoln*

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for grievances.”

— **The First Amendment, U.S. Constitution**

“Since when do you have to agree with people

to defend them from injustice?”
— *Lillian Hellman*

SUMMARY

Not In Our Town is the inspiring story of the people of Billings, Montana, who took a stand against a series of hate crimes in their community. Together, they lived up to the American values of courage, tolerance, and cooperation when forces of disintegration threatened.

In 1986 the white supremacist Aryan Congress declared the Northwest to be their “homeland.” Hate groups in the region then became bolder and more violent. In 1993 Billings found itself the target of a series of hate crimes: Ku Klux Klan fliers were distributed, tombstones in the Jewish cemetery were overturned, the home of a Native American family was spray painted with swastikas, members of an African-American church were harassed and intimidated, and bricks were thrown through windows that displayed menorahs (candelabras) for the Jewish holiday of Hanukkah.

Rather than accept the growing climate of fear and intimidation, the community took a stand. Those who were not targeted stood firm beside those who were. City officials and law enforcement officers made strong statements against the activities. The Painters Union formed a work force to paint over racist graffiti. Religious and community leaders sponsored human rights activities. And the local newspaper printed full-page menorahs for

display in homes and businesses throughout the town. Most of the 10,000 people who displayed the menorahs were not Jewish; they displayed the symbols as an act of solidarity against the forces of intolerance.

Much of this story is told by people directly involved in the incidents, or by citizens who refused to remain passive as hate crimes were committed against members of their community. In addition, *Not In Our Town* presents a dramatic interview with an ex-supremacist who has renounced his past affiliations and hate crimes. This video tells the story of courageous Americans who chose to say, unequivocally, “Not In Our Town.”

Program Goals

Students will:

- explore community structures that support diversity and resist intolerance;
- examine the forces that influence people toward prejudice;
- understand how hate groups target individuals and groups within a community;
- relate concepts explored in the video to students’ own community and school.



Billings' Eugene Trottie, of Chippewa ancestry

Billings Gazette, Steven G. Smith



NOT IN OUR TOWN

the story of a community that successfully fought hate and intolerance...

“Uplifting...strongly recommended”

★★★★ 1/2
Video
Librarian



“Extraordinary resource...shows how students can take a stand against racism and anti-semitism.”

Mark Skvirsky, *Facing History*

CALIFORNIA WORKING GROUP

STAFF

Debra Chaplan, *Executive Director*
Patrice O’Neil, *Executive Producer*
Rhian Miller, *Producer*
Craig Berggold, *Education Director*
Valerie Lapin, *Communication Director*
Kyung Sun Yu, *Associate Producer*
Linda Peckham, *Associate Producer*

NOT IN OUR TOWN

PRODUCERS

Patrice O’Neill
Rhian Miller

HOST

Will Durst

STRAIGHT LINE EDITORIAL DEVELOPMENT STAFF

Kiera Horgan
Peder Jones
Lana Costantini
Rabbi Mikki Bourne

GRAPHIC DESIGN

Barbara Nishi

VIEWING GUIDE EDITOR

Craig Berggold

NOT IN OUR TOWN VIEWING GUIDE

ADVISORY COMMITTEE

Jackie Berman
Jewish Community Relations Council
Wendell Brooks
Berkeley High School Teacher
Barbara Byrd
Labor Education, University of Oregon
Jeff Greendorfer
AFL-CIO Investment Trusts
Conn Hallinan
UC Santa Cruz Journalism Dept.
Rabbi Doug Kahn
Jewish Community Relations Council
Aliah Majon, *Counselor*
Jack Weinstein
*Milpitas High School Teacher/
Facing History and Ourselves*

CALIFORNIA WORKING GROUP

Producers of WE DO THE WORK public television series
5867 Ocean View Drive • Oakland, CA 94618 • 510-547-8484