

Reading Bias/Writing Tolerance

Case Overview

The Missouri Historical Society (MHS) and the St. Louis Regional Office of the Anti-Defamation League (ADL) have collaborated on an exciting program Reading Bias/Writing Tolerance: Using History's Powerful Stories, which addresses issues of historical understanding, anti-bias education and literacy.



The collections in the Missouri History Museum will serve as “texts” for students to study historic examples of bias, prejudice, and discrimination. ADL facilitators, teachers and docents will learn to use these texts and objects in order to impart to students the skills needed to understand prejudice and discrimination and to combat hatred in their communities. Through this unique program, students will become part of the experience of history and practice literacy skills to help them understand and interrupt discrimination.

The Missouri Historical Society has been active in the St. Louis community since 1866. Founding members organized the historical society “for the purpose of saving from oblivion the early history of the city and state.” Their mission is to deepen the understanding of past choices, present circumstances, and future possibilities; strengthen the bonds of the community; and facilitate solutions to common problems.

Today, the Missouri Historical Society offers programs and outreach services, including traveling exhibitions, tours, theatrical and musical presentations, programs for school classes and youth groups, family festivals, special events, workshops, and lectures. More information is available at <http://www.mohistory.org/>



The Anti-Defamation League was launched in 1913 in response to rampant anti-Semitism. ADL fights anti-semitism and all forms of bigotry in the U.S. and abroad, combats international terrorism, probes the roots of hatred, advocates before Congress, comes to the aid of victims of bigotry, develops educational programs, and serves as a public resource for government, media, law enforcement and the public, all toward the goals of countering and reducing hatred. The mission states, “The immediate object of the League is to stop, by appeals to reason and conscience and, if necessary, by appeals to law,

shaping outcomes

Making a Difference in Libraries and Museums



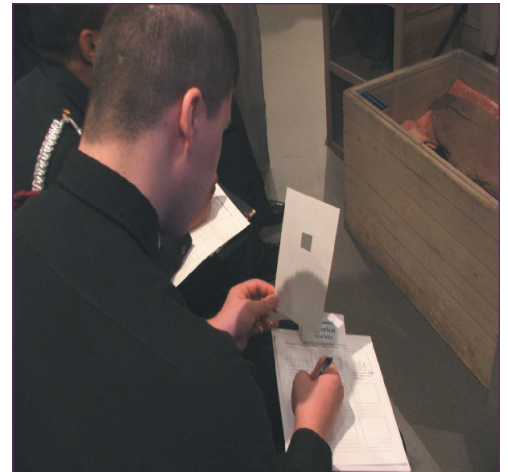
the defamation of the Jewish people. Its ultimate purpose is to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens” (*ADL Charter, October 1913*).

Further information about the ADL is available at <http://www.adl.org/>

In 1985, ADL and WCVB-TV in Boston initiated the campaign called A WORLD OF DIFFERENCE® to combat prejudice, promote democratic ideals and strengthen pluralism. That campaign has evolved into an international Institute with diversity education programs utilized by schools, universities, corporations, communities and law enforcement agencies throughout the U.S. and countries abroad.

Major Project Activities

Phase I of the project involves working with four Teacher Consultants, recruiting teachers for a pilot project, holding orientation sessions, and testing education modules in the classroom. Phase I produces a history-based anti-bias curriculum package with components that foster the development of literacy skills. Phase II begins with an orientation for selected teachers, facilitators and docents. Then museum docents, ADL’s A WORLD OF DIFFERENCE® Institute-facilitators, and teachers will pilot the program in participating metro area classes. At this stage, other ADL offices across the nation will learn of the project and its progress. Phase III involves analysis of the pilot, curriculum revision, and program implementation with another set of classes. Finally, in Phase IV, partners will create the final version of the curriculum, develop a resource kit for teachers, and prepare an Implementation Guide for other ADL offices wishing to replicate the project with local museums or historic sites.



Anticipated Project Results

In the St. Louis area, the program will involve 14 middle and high school teachers and will reach 400 middle and high school children over two years with a program that makes history relevant, teaches tolerance,



and fosters literacy. The goals for the program are: to use museum collections to deepen students’ understanding of history, particularly regarding the history of patterns of discrimination, to help students develop a more personal understanding of oppression and the way it impacts their lives, to change student attitudes that are reflected in behaviors that interrupt stereotyping and mitigate expressions of bias, and to develop literacy skills through curriculum components that encourage students to express powerful feelings and effect social change.

Reading Bias/Writing Tolerance is intended to serve as a national model for developing partnerships among community-based agencies and museums and for involving museums in meeting needs in the broader community.

Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.



Missouri Historical Society Chairman of the Board

“Not only do we exist to serve the community, but these days museums can’t work alone. To accomplish all that we do, we need leadership that fosters the creativity and collaborations and friendships that make things possible. We work together--members, volunteers, corporations, charitable foundations, commissioners, residents, and community partner –and together our institution improves the quality of life in St. Louis.”

Missouri Historical Society President

“This project is relevant for the same reason our museum is relevant. History is more than a set of facts. It affirms that we are not the first generation to live in this place, nor will we be the last. History tells us that what we do here will matter to those who come here after us, because the actions and choices

made by those who came before us have had consequences for us. History is thus a lesson in choices and consequences and can be, must be a catalyst for creating a world with more understanding, appreciation, and concern for those with whom we share this place and this planet.”

Missouri Historical Society School Services manager

“I’ve been producing interdisciplinary teacher and school resources for more than two decades, and I believe in the power of artifacts to engage and captivate, to motivate and get students thinking, discussing, reading, and writing. Museums can be central to this approach that combines literacy and social studies as well as science and fine arts. This project is a chance to develop a national prototype to teach tolerance across the curriculum and to connect more deeply with this community.”

Anti-Defamation League Regional Director, St. Louis Chapter

“As the regional ADL office we serve Missouri and Southern Illinois. While we are the “911” for the Jewish community (the first line of response to injustice and prejudice), a large part of our work is to promote tolerance and understanding through education.



This program will add to our array of World of Difference® offerings. As Director, I am concerned that we execute the project to the highest standards, have the maximum impact on our community, and further our collaborative relationship with MHS.”

Anti-Defamation League ADL Facilitator

“I’ve taught diversity training for over 30 years and know what an impact it can have. As a facilitator for A WORLD OF DIFFERENCE® Institute, I have provided diversity training to schools throughout the Midwest, and I believe our work is making a difference in attitudes and behaviors.”



School Administrator

“The goals of the project are clearly worthy and we are prepared to invest our time and energy in the curriculum. But with testing growing more important in our schools and with challenges of increasing diversity in our classrooms, we need to know if our teachers actually gain more knowledge about patterns of oppression and whether students improve their literacy skills, as well as become engaged in notions of tolerance.”

Teacher

“We have clear mandates to improve tolerance and understanding of our multi-cultural diversity, but using museum artifacts to increase literacy and build tolerance is something new for us. I wonder how this will relate to the existing school curriculum which already has so many expectations built into it. Will my investment of time be worthwhile. Will students really treat each other better?”

Dana Brown Foundation

“We always want to know if our funds are being invested well in terms of the positive difference we make in the lives of the program participants. We also want to know that the funds are being used wisely and if the model can be implemented in other places.”



Logic Model

Program Name:	Reading Bias/Writing Tolerance: Using History's Powerful Stories	
Abbreviated Name:	MHS ADL Powerful Stories	
Partners & Stakeholders		
Program Partners:	Missouri Historical Society and the Anti-Defamation League	
Stakeholders:	Missouri Historical Society – Trustees, Executive Offices, Education Staff (including Docents)	<p>How does the grant fulfill the Museum's mission? Can we be successful in this collaboration? Using artifacts to deepen students' understanding of history, can we develop a successful literacy-based, anti-bias program in partnership with the ADL? Will the curriculum and training serve our needs?</p>
	Anti Defamation League – National Board Regional Chapter ADL Facilitators	<p>Can we be successful with each component as stated in the grant proposal? How many students/teachers have been reached? In what ways does this program help us leverage our ability to expand programming? Will teachers and students develop greater knowledge of patterns of oppression? Will the curriculum serve our needs?</p>
	Teacher/Literacy consultants	<p>Will we be able to provide meaningful information, direction, and feedback to teachers regarding student needs to improve literacy.</p>
	School System Administrators Teachers	<p>Will teachers/students gain more knowledge about patterns of oppression, the use of artifacts to deepen an understanding of history? Will students improve their fluency, writing skills, and become more engaged in these processes? How will this fold into existing school curriculum? Will students treat each other better?</p>

	Dana Brown Foundation	Will we be contributing to a program that makes a positive difference in the lives of teachers and students? Are our funds being used to create a literacy-based anti-bias program that can be implemented and then successfully replicated?
	The Museum Community	Is this program a success? Could this program serve our Museum's goals and be meaningful to our community? Is it a manageable program that our institution could replicate?
Audience Needs		
Needs:	Students need methods for "reading" indications of bias and ways to talk and write about them in order to communicate with others and interrupt discrimination	
Target Audience:	Middle and high-school teachers in St. Louis schools	
Audience Considerations:	Teachers feel under pressure to "teach tolerance" and welcome the idea of doing so through artifact analysis rather than "preaching," but they feel unprepared to incorporate museum artifacts in their teaching while feeling constrained to meet new mandates.	
Solutions:	Involve faculty with museum and ADL experts to build and test a curriculum, then packaged for national distribution	
Desired Results:	To use museum collections to deepen students' understanding of history, particularly regarding the history of patterns of discrimination, to help students develop a more personal understanding of oppression and the way it impacts their lives, to change student attitudes that are reflected in behaviors that interrupt stereotyping and mitigate expressions of bias, and to develop literacy skills through curriculum components that encourage students to express powerful feelings and effect social change.	
Program Purpose		
We do what?	The Anti Defamation League and the Missouri History Museum will create a literacy-based, anti-bias program using historical artifacts and museum installations.	

For whom?	Middle and high school teachers and students in the St. Louis Metropolitan area.
For what outcome?	<p>Teachers and students demonstrate an understanding of bias and racism.</p> <p>Teachers and students demonstrate knowledge of how historical objects can help us learn about patterns of oppression and language arts.</p> <p>Teachers know how to use the Reading Bias/Writing Tolerance Curriculum.</p>
Evaluation Plan	
Inputs:	<p>10 -15 schools 20 - 30 teachers 300-400 students 5 teacher consultants 1 literacy consultant support staff for ADL and History Museum 25 ADL facilitators 20 trial kits up to 135 final kits 25 replication manual assessment/evaluation tool</p>
Activities:	<p>Hire support staff Hire consultants Recruit teachers/schools Develop curriculum units Train docents Engage in research Promote program Create resource packets Develop assessment/evaluation tool Coordinate museum visits Design team meetings Evaluate process Document program Conduct assessment Present at workshops and conferences Develop/cultivate other museum sites and ADL Regional offices</p>

Services:	orientation workshops facilitator training teacher training docent training lessons and resources curriculum development sessions teacher coaching museum school tour and mini-workshop provide consultation for new ADL/museum sites
Outputs:	5-10 sample lessons 1 curriculum training guide book 1 curriculum 1 teacher planning form 2 series of pilot programs website final Curriculum Packet Teachers' Resource Kit literacy evaluation framework evaluation instruments
Outcomes & Indicators	

Outcome 1: Teachers and students demonstrate an understanding of bias and racism.

Indicators	Applied To	Data Source	Data Interval	Target
The number and percent of teachers who identify at least three examples of bias and racism in given texts.	Teachers who participate in the program	Pre/post assessment	Pre/post assessment	95%
The number and percent of students who identify five examples of the language of bias and racism	Students who participate in the program	Pre/post assessment	Pre/post assessment	80%
The number and percent of students who identify three examples of bias and racism in given texts.	Students who participate in the program	Pre/post assessment Class work	Pre/post assessment	80%

Outcome 2: Teachers and students demonstrate knowledge of how historical objects can help us learn about patterns of oppression and language arts.

Indicators	Applied To	Data Source	Data Interval	Target
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The number and percent of teachers who deliver at least three artifact-based language arts/social studies lessons that focus on bias and discrimination.	Teachers who participate in program	Observation Self-reporting Completion of the planning form.	At conclusion of the program	95%
The number and percent of students who name one historical artifact or museum installation and describe how it represents oppression.	Students who participate in the program	Portfolio	End of 3- to 4-month pilot program	80%
The number and percent of students who prepare and present a classroom report/session/project on bias and discrimination using an artifact or museum installation as a prompt.	Students who participate in the program	Portfolio Observation of presentations Teachers' evaluations of students	End of 3- to 4-month pilot program	75%

Outcome 3: Teachers know how to use the Reading Bias/Writing Tolerance Curriculum.

Indicators	Applied To	Data Source	Data Interval	Target
The number and percent of teachers who develop an implementation plan using 3 to 4 of the lessons from the curriculum	Teachers who participate in the program	Completion of the implementation plan	End of the pilot program	95%
The number and percent of teachers who report confidence in using curriculum as demonstrated by a score of 4.5 or higher on a 5-part scale on their self-assessed level of confidence	Teachers who participate in the program	Self-reporting	Pre, Mid-way, and post pilot program	80%