

THE TEEN FILES: The Truth About Hate

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AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

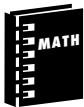
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

THE TEEN FILES: The Truth About Hate

THEMES

By presenting examples of real solutions to the problems of hatred, *THE TEEN FILES: The Truth About Hate* seeks to encourage viewers to rethink issues of prejudice and eliminate hatred from their lives. The painful effects of hate crimes, both on victims and on the people who love them, are explored. In addition, viewers get to see the positive results that occur when people take the time to discover what they have in common, instead of focusing on how they are different.

OVERVIEW

Up to 40,000 hate crimes are committed each year in America. Nearly 56% of hate-related murders are committed by offenders under the age of 21. *THE TEEN FILES: The Truth About Hate* explores the origins of hate through the eyes of today's teenagers as they come face to face with their own racism, ethnic bigotry, religious hatred and sexual discrimination. Initially, the teens appearing in the program feel that prejudice is a justifiable necessity. Through interactive experiences with other teens who are different from themselves, and emotional encounters with people who have been victimized by hate crimes, the young people gradually learn to face the destructive reality of their prejudices.

OBJECTIVES

- ▶ To relate that hatred among teens usually results from ignorance, fear and blind acceptance of the prejudices of peers and family members.
- ▶ To expose teens with deep prejudices to the personal, human consequences of hate crimes.
- ▶ To show teens that, when we learn about the cultures of others, we begin to understand the things we have in common.
- ▶ To demonstrate to teens of differing races and backgrounds that they can work together and come to like each other very much.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Many people feel frightened or angry about things that are unfamiliar to them. Throughout history, these feelings have led to wars, crimes and other cruel acts directed at those who are "different." The truth is, we are all different in some way from those around us. The more we learn about each other, the less likely we are to react to differences with fear and prejudice. *THE TEEN FILES: The Truth About Hate* explores this idea by introducing a variety of teenagers to the very people they discriminate against.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

racism - a belief that race determines a person's worth and that some races are superior to others

bigotry - the acts or beliefs of one who supports nothing except his own church, party, race or ethnic group

discriminate - to treat someone unfairly or with hatred, simply because of race, religion, ethnicity or lifestyle

FOCUS

Tell students to think about the things in other people that make them angry. Are all of the things they mention based on the inner character traits of other people? Are any of the things they mention related to racial, ethnic, religious, political or lifestyle differences? Ask the class to keep these questions in mind as they begin the program.

DISCUSSION IDEAS

Ask students if they are familiar with the term "hate crime." If so, encourage them to share what they know. How does a hate crime differ from other types of crime? Most hate crimes are rooted in a lack of knowledge. The more people know about one another, the less likely they are to strike out at someone who is different. What does this tell us about our role in shaping the social attitudes around us? Can we change the prejudices of others, and if so, how?

JUMP RIGHT IN

HOW TO USE THE *THE TEEN FILES: THE TRUTH ABOUT HATE* AIMS TEACHING MODULE

Preparation

- ▶ Read *The Teen Files: The Truth About Hate* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TEEN FILES: THE TRUTH ABOUT HATE*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Teen Files: The Truth About Hate* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE TEEN FILES: THE TRUTH ABOUT HATE*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Writing

The following people were all featured in the video *THE TEEN FILES: The Truth About Hate*. Choose one of the people and write a letter explaining your feelings about the person's story. You may choose to talk about the problem the person faced or is facing, or you may want to offer words of support and encouragement.

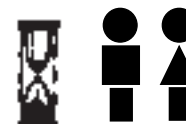


30 Minutes

- Elizabeth Mann, Holocaust survivor
- Carlos, black man who was paralyzed after being beaten by skinheads
- Gabby Clayton, mother of Bill Clayton, the bisexual student who was beaten and committed suicide

Meeting Individual Needs

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.



20 Minutes

- prejudice - a judgement that is not based on information, but relies on a hostile attitude toward a person or group
- racism - a belief that race determines a person's worth and that some races are superior to others
- white supremacy - a movement centered around the belief that white people are superior to all others
- tolerance - respect for someone whose beliefs or practices are different from one's own

Connection to Social Science

When the subject of different cultures and ethnic groups comes up, there is often disagreement and debate. Ask students which of the following opinions they agree with:



60 Minutes

"Prejudice and racism can be erased when different races interact and get to know one another. Therefore, racial integration is good for society."

"People want to be with other people who are like them. That is why people of different races usually form social groups in schools, workplaces, and neighborhoods. There is nothing wrong with racial segregation."

Have students who support integration defend their argument against those who support segregation. This can be done in an oral debate or in persuasive essays.

Extended Activity

Encourage students to discuss their own role in ending prejudice and hate. What would they do if someone expressed a hateful, racist attitude? Would they confront the person, walk away, or let it pass?



15 Minutes

How can students state their opinions in a way that does not make them look conceited or self-important? Can they really make a difference in society and the attitudes of those around them?

Critical Thinking

In the video, Butter said, "I like to hope that one day...you could get rid of racism, you could get rid of hate. But too many people out there are just so ignorant, that if you can't get two people in a classroom to get along, how can you get the world to get along?"



Extended Time

Ask students to discuss their reactions to Butter's quote. Do they agree or disagree? What *can* be done to help people get along?

Next, ask the class to generate a list of activities and actions that could help to end racism and hate. The list should be separated into two categories. The first category should contain small things that everyone can do, such as talking to someone at lunch who is different in some way. The second category should contain larger projects, like starting a chat group for students who have experienced discrimination or prejudice at school.

Encourage each student to try at least one thing from the first category each week. Also encourage them to work together on an idea listed in the second category.

Connection to Art

In the past, many people have expressed their feelings about racism, prejudice and hate through artwork. Ask students to choose one of the creative projects below to explain how they feel about the subjects explored in *THE TEEN FILES: The Truth About Hate*.



Extended Time

- Write a poem and read it to the class
- Create a collage of magazine or newspaper images
- Write a short story and make copies for the class
- Sketch, sculpt or paint an original piece of art
- Write and perform for the class a one-person or two-person play
- Take a photograph or a series of photographs
- If you play the guitar or another instrument, write a song or piece of music

Link to the World

What examples of prejudice exist in your school or community? Do you think people always accept the biases that surround them? To find out, write the following questions on the board. Ask students to copy the questions and to use them in a survey of other students, family members and people in the community.

1. Do you think racism or other prejudices are present in our school or community? Why?
2. Have you had a personal experience with racism in the last year? If so, what happened?
3. Do you think racial and ethnic relations will improve in the future, or get worse? Why?

After each student has gathered responses to the questions from at least 5 people, ask them to share the results in an open class discussion. Were they surprised by the results? Why or why not?



Extended Time

In the Newsroom

Many stories in the news are related to racism, prejudice and hate crime. Mention to students the recent problems in the Balkans, Sierra Leone, Somalia and Tibet. Also, discuss the rise of hate crimes being committed in the United States and terrorist acts committed around the world. Ask each student to locate an article related to one of these topics. What events, emotions or people led to the problem? What could have been done to prevent the problem? What could happen in the future?

Have each student present a summary of his or her article to the class, along with thoughts on the significance of the information.



60 Minutes

Culminating Activity

Divide students into small groups and have them plan and create a Multicultural Awareness campaign for your school. Encourage students to think about several different ways in which to promote and support this program. For example, meeting with teachers, the principal and other members of the administration, planning a display for the school lobby, PA announcements, posters, slogans and so on.

Have each group present a plan to the rest of class. Determine which plan or ideas could realistically be implemented.



60 Minutes

VOCABULARY

The following terms are from *THE TEEN FILES: The Truth About Hate*. Fill in the number of each term next to its closest definition.

- | | |
|--------------|-------------|
| 1. tolerance | 5. ideology |
| 2. diversity | 6. minority |
| 3. racism | 7. culture |
| 4. Holocaust | 8. heritage |

___ a belief that race determines a person's worth and that some races are superior to others

___ the shared history of a particular group

___ respect for someone whose beliefs or practices are different from one's own

___ ideas or beliefs of a particular person or group

___ a group or individual who is different from others in some way

___ a mixture of people from different backgrounds and cultures

___ a violent movement in the late 1930s and in the 1940s to extinguish the Jewish population in Europe

___ the beliefs, traditions and customs shared by a particular group

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

At the beginning of the video, Tory said that ___1___ had done something great for the white race. Her views changed after she met a survivor of ___2___. The Armenian and Hispanic high school students did not get along because ___3___. After spending time with each other, the Armenian and Hispanic students learned that ___4___. Later, another group of teens learned about Bill Clayton, a bisexual student who was assaulted and later ___5___. The police officer who showed the teens around a San Francisco neighborhood revealed that he ___6___. Eleven teenagers from Georgia were chosen to participate in a ___7___. Many of the teens were brought closer together when they took part in a ___8___.

1. A. Abraham Lincoln
B. Adolf Hitler
C. Martin Luther King, Jr.
D. Franklin Roosevelt
2. A. a robbery
B. a gang war
C. the Civil Rights Movement
D. the Holocaust
3. A. they did not know each other
B. the Armenians frequently protested at school
C. a few Hispanics assaulted an Armenian student
D. a Hispanic student was killed by the Armenians
4. A. they didn't have much in common
B. they didn't get along
C. they had more in common than they thought
D. they were better off living separate lives
5. A. committed suicide
B. was murdered
C. killed his attackers
D. became paralyzed
6. A. committed a hate crime
B. was gay
C. had his own prejudices
D. had a tattoo
7. A. reenacted hate crime
B. funeral
C. autopsy
D. weekend retreat
8. A. bike race
B. climbing exercise
C. boating trip
D. marathon

MATCH UP

Match each person on the left with the person's quote from the video.

- | | |
|---|---|
| 1. T.J., former neo-Nazi skinhead | "The SS men lined up the whole group of people where my sister was and shot every tenth person." |
| 2. Elizabeth Mann, Holocaust survivor | "I would lay down my life for you, and that's why I chose this job. It doesn't make a difference if I'm straight or gay." |
| 3. Jessica, Hispanic student | "I didn't see a white girl sitting next to me, or an Asian girl...or anything like that. It was just like friends that I knew all my life." |
| 4. Chuck Limbert, homosexual police officer | "Do you know what I did to those kids? The same thing cults do. It's called brainwashing." |
| 5. Carlos, black man who was paralyzed after being beaten by skinheads | "At the church...when we lit the candle, I wished...to make a new friend. And today it came true." |
| 6. Butter, black teen who relied on others to help her in the climbing exercise | "I don't blame the people that did this to me. A hate makes a hate." |

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Many skinheads believe that the white race is superior to all other races.
2. ___ Carlos, the young man who was paralyzed during a brutal beating, feels no hatred toward his attackers.
3. ___ The Armenian and Hispanic students realized that they did not have much in common.
4. ___ Bill Clayton, the bisexual student who was attacked, later took out revenge on his attackers.
5. ___ After Elizabeth Mann was separated from her family, she never saw them again.
6. ___ April said that her opinion of Officer Limbert changed after she found out he was gay.
7. ___ In San Francisco, the teens visited a memorial to Matthew Shepard, a young boy who was beaten to death in Wyoming.
8. ___ Eleven teens from Georgia were chosen to go on a weekend retreat to confront their prejudices and learn to work together.
9. ___ When Butter was unable to get down from the tree, only the black participants came to her aid.
10. ___ In the end, the group of eleven teens from Georgia learned to trust and understand one another.

QUESTIONS FOR THOUGHT

1. Why do you think many of the teenagers in the video had prejudiced opinions at first? Were their beliefs based on information or lack of information? Explain your answer.

2. Which part of the video was most memorable to you? Why?

3. Have you, or has someone close to you, ever been persecuted because of religious beliefs, appearance, ethnic or racial differences, or lifestyle choices? If so, what happened?

4. In the video, one of the teens from the weekend retreat said, "I was really surprised by some of the stories that came out...by some of the things that are happening to people because they're different. And I was just really blown away by that because I thought maybe we were past that for the most part."

Do you think that racism and prejudice are being eliminated in our country? Are things staying the same? Are they getting worse? Explain your answer.

A CLOSER LOOK

Each topic below is related to discrimination, prejudice or hate. Use the Internet and library resources to prepare a 3- to 5-minute speech on a topic that interests you.

- The Jewish Holocaust
- The Civil Rights Movement
- Internment of Japanese-Americans During World War II
- Crimes Against Native Americans During Westward Expansion
- Ongoing Ethnic Classes in the Balkans
- Church Burnings in America
- The Ku Klux Klan
- The Neo-Nazi Skinhead Movement
- Hate on the Internet

These hints will make your speech more successful:

1. **Decide on your purpose.** Do you want to persuade your audience, or simply inform them? What is the main point you want to get across?
2. **Write a brief outline of your presentation.** Begin with an introduction to grab interest, a purpose statement, facts to back up your purpose, and a conclusion.
3. **Think about your audience.** How much does the audience know about your subject? If you plan to present a persuasive argument, think about how strong your argument should be to influence a mixed audience.
4. **Add interest.** Personal stories, interesting facts and quotes will make your paper more memorable.
5. **Rehearse.** You will feel more comfortable if you go through your presentation at least three times. Don't try to memorize it. Instead, write the main points of the presentation on note cards and use the cards as memory cues.

EXPOSING PREJUDICE

1. Finish each statement below with the first words that come to mind. This is just an exercise, so be honest. Just because you write something down, doesn't necessarily mean you believe it.

Jewish people are _____ .

Computer programmers are _____ .

Fashion models are _____ .

Older people always _____ .

Welfare mothers are _____ .

2. Can you think of other statements like the ones above? If so, what are they?

3. Where do you think you got the statements you wrote down—from your family, friends, life experiences, television, movies, the news, or a combination? Explain your answer.

4. To be prejudiced means to "pre-judge" without having any information. The more information we have, the less likely we are to be prejudiced.

Choose one of the phrases you wrote down for question #1 or question #2. Use information resources like the Internet or your school library to learn more about the subject. For instance, if you wrote the statement, "Blonde women are usually dumb," you might find a story about a blonde woman who won the Nobel Prize for Chemistry. Search for statistics, stories and facts to disprove the prejudiced statement. Summarize your information in a brief report.

TEST

Circle the phrase which best answers each question.

1. The teens who believed white people were superior had their beliefs challenged when:
 - they saw a movie about the Ku Klux Klan.
 - they read a biography of Adolf Hitler.
 - they visited a mother whose son committed suicide.
 - they visited with a survivor of the Holocaust.

2. Carlos was a young African-American who, after being beaten by skinheads,:
 - died from his injuries.
 - recovered completely.
 - committed suicide.
 - was left permanently paralyzed.

3. After years of disagreement, some of the Armenian and Hispanic students decided to:
 - avoid one another completely.
 - start a cultural awareness project.
 - have a gang fight to end the dispute.
 - have a meeting to discuss the problem.

4. The teens who went to a homosexual neighborhood in San Francisco:
 - saw a memorial to Matthew Shepard, who was beaten to death in Wyoming.
 - refused to touch any gay people.
 - were asked to volunteer at an AIDS support group.
 - would not get out of the van.

5. When Officer Chuck Limbert revealed that he was gay, the teens:
 - were surprised.
 - still respected him.
 - hugged him.
 - all of the above.

TEST (CONTINUED)

6. After talking with the mother of a bisexual student who was beaten, the teens:
- realized that the bisexual student was a police officer they had met.
 - met the boys who were charged with the crime.
 - did not change their opinions about homosexuals.
 - realized that gay people have families and emotions like everyone else.
7. The eleven teens from Georgia were chosen to go on a:
- rafting trip.
 - weekend retreat.
 - hiking trip.
 - trip to San Francisco.
8. First, the Georgia teens were asked to participate in:
- a dance.
 - a cooking contest.
 - research activities that taught them about hate crimes.
 - exercises that helped them learn to trust one another.
9. Next, the teens had to work together to complete a series of:
- paintings.
 - climbing exercises.
 - video projects.
 - water exercises.
10. The group came together when everyone had to:
- help Butter climb down from a tree.
 - cook a farewell dinner.
 - give a speech about their feelings.
 - meet with past participants in the program.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2256-EN-VID-JE3: *"THE TEEN FILES: The Truth about Drinking"*

2343-EN-VID-JE3: *"THE TEEN FILES: The Truth about Sex"*

8857-EN-VID-JE3: *"Respecting Each Other: Sexual Harassment Prevention"*

8966-EN-VID-JE3: *"Teens and Guns: Preventing Violence"*

8768-EN-VID-JE3: *"Kids Killing Kids"*

ANSWER KEY for page 18

VOCABULARY

The following terms are from *THE TEEN FILES: The Truth About Hate*. Fill in the number of each term next to its closest definition.

- | | |
|--------------|-------------|
| 1. tolerance | 5. ideology |
| 2. diversity | 6. minority |
| 3. racism | 7. culture |
| 4. Holocaust | 8. heritage |

3 a belief that race determines a person's worth and that some races are superior to others

8 the shared history of a particular group

1 respect for someone whose beliefs or practices are different from one's own

5 ideas or beliefs of a particular person or group

6 a group or individual who is different from others in some way

2 a mixture of people from different backgrounds and cultures

4 a violent movement in the late 1930s and in the 1940s to extinguish the Jewish population in Europe

7 the beliefs, traditions and customs shared by a particular group

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

At the beginning of the video, Tory said that ___1___ had done something great for the white race. Her views changed after she met a survivor of ___2___. The Armenian and Hispanic high school students did not get along because ___3___. After spending time with each other, the Armenian and Hispanic students learned that ___4___. Later, another group of teens learned about Bill Clayton, a bisexual student who was assaulted and later ___5___. The police officer who showed the teens around a San Francisco neighborhood revealed that he ___6___. Eleven teenagers from Georgia were chosen to participate in a ___7___. Many of the teens were brought closer together when they took part in a ___8___.

1. A. Abraham Lincoln
 B. Adolf Hitler
C. Martin Luther King, Jr.
D. Franklin Roosevelt
2. A. a robbery
B. a gang war
C. the Civil Rights Movement
 D. the Holocaust
3. A. they did not know each other
B. the Armenians frequently protested at school
C. a few Hispanics assaulted an Armenian student
D. a Hispanic student was killed by the Armenians
4. A. they didn't have much in common
B. they didn't get along
 C. they had more in common than they thought
D. they were better off living separate lives
5. A. committed suicide
B. was murdered
C. killed his attackers
D. became paralyzed
6. A. committed a hate crime
 B. was gay
C. had his own prejudices
D. had a tattoo
7. A. reenacted hate crime
B. funeral
C. autopsy
 D. weekend retreat
8. A. bike race
 B. climbing exercise
C. boating trip
D. marathon

ANSWER KEY for page 20

MATCH UP

Match each person on the left with the person's quote from the video.

- | | |
|---|---|
| 1. T.J., former neo-Nazi skinhead | "The SS men lined up the whole group of people where my sister was and shot every tenth person." |
| 2. Elizabeth Mann, Holocaust survivor | "I would lay down my life for you, and that's why I chose this job. It doesn't make a difference if I'm straight or gay." |
| 3. Jessica, Hispanic student | "I didn't see a white girl sitting next to me, or an Asian girl...or anything like that. It was just like friends that I knew all my life." |
| 4. Chuck Limbert, homosexual police officer | "Do you know what I did to those kids? The same thing cults do. It's called brainwashing." |
| 5. Carlos, black man who was paralyzed after being beaten by skinheads | "At the church...when we lit the candle, I wished...to make a new friend. And today it came true." |
| 6. Butter, black teen who relied on others to help her in the climbing exercise | "I don't blame the people that did this to me. A hate makes a hate." |

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. **T** Many skinheads believe that the white race is superior to all other races.
2. **T** Carlos, the young man who was paralyzed during a brutal beating, feels no hatred toward his attackers.
3. **F** The Armenian and Hispanic students realized that they did not have much in common.
4. **F** Bill Clayton, the bisexual student who was attacked, later took out revenge on his attackers.
5. **T** After Elizabeth Mann was separated from her family, she never saw them again.
6. **F** April said that her opinion of Officer Limbert changed after she found out he was gay.
7. **T** In San Francisco, the teens visited a memorial to Matthew Shepard, a young boy who was beaten to death in Wyoming.
8. **T** Eleven teens from Georgia were chosen to go on a weekend retreat to confront their prejudices and learn to work together.
9. **F** When Butter was unable to get down from the tree, only the black participants came to her aid.
10. **T** In the end, the group of eleven teens from Georgia learned to trust and understand one another.

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. The teens who believed white people were superior had their beliefs challenged when:

- they saw a movie about the Ku Klux Klan.
- they read a biography of Adolf Hitler.
- they visited a mother whose son committed suicide.
- they visited with a survivor of the Holocaust.

2. Carlos was a young African-American who, after being beaten by skinheads,:

- died from his injuries.
- recovered completely.
- committed suicide.
- was left permanently paralyzed.

3. After years of disagreement, some of the Armenian and Hispanic students decided to:

- avoid one another completely.
- start a cultural awareness project.
- have a gang fight to end the dispute.
- have a meeting to discuss the problem.

4. The teens who went to a homosexual neighborhood in San Francisco:

- saw a memorial to Matthew Shepard, who was beaten to death in Wyoming.
- refused to touch any gay people.
- were asked to volunteer at an AIDS support group.
- would not get out of the van.

5. When Officer Chuck Limbert revealed that he was gay, the teens:

- were surprised.
- still respected him.
- hugged him.
- all of the above.

ANSWER KEY for page 26

TEST (CONTINUED)

6. After talking with the mother of a bisexual student who was beaten, the teens:
- realized that the bisexual student was a police officer they had met.
 - met the boys who were charged with the crime.
 - did not change their opinions about homosexuals.
 - realized that gay people have families and emotions like everyone else.
7. The eleven teens from Georgia were chosen to go on a:
- rafting trip.
 - weekend retreat.
 - hiking trip.
 - trip to San Francisco.
8. First, the Georgia teens were asked to participate in:
- a dance.
 - a cooking contest.
 - research activities that taught them about hate crimes.
 - exercises that helped them learn to trust one another.
9. Next, the teens had to work together to complete a series of:
- paintings.
 - climbing exercises.
 - video projects.
 - water exercises.
10. The group came together when everyone had to:
- help Butter climb down from a tree.
 - cook a farewell dinner.
 - give a speech about their feelings.
 - meet with past participants in the program.