



OBJECTIVES

Student groups will:

- ▶ Use USA TODAY to define tolerance and intolerance in broad and definitive terms.
- ▶ Analyze tolerance in a historical context.
- ▶ Examine the effects of intolerance.
- ▶ Recommend five changes or actions that would increase global tolerance.
- ▶ Turn an analysis into song lyrics or a poem.

WEEK 1: With a partner, research and record detailed answers to the following questions. Use at least five recent articles from USA TODAY, as well as information from other sources, as necessary. 1.) What does it mean to be tolerant? Intolerant? Cite three examples from articles in USA TODAY to support each answer. 2.) What causes intolerance? 3.) What happens when people become intolerant of a person's or group's religious, moral, political, etc. beliefs? 4.) What happens when governments are intolerant? 5.) How is intolerance both similar to and different from hate?

WEEK 2: Last week, you defined tolerance and intolerance and cited specific examples to support your conclusions. You also learned many of the causes of intolerance. This week, you and your partner will identify five historical examples of intolerance (e.g., Nazi Germany, slavery, etc.). List each instance on a sheet of paper, and next to it, write the answers to the following questions: 1.) Who or what was the subject of the prejudice? 2.) Who was "intolerant"? Why? 3.) What caused the intolerance? 4.) How was the intolerance overcome? 5.) What have been the lasting effects of each? That is, how are they apparent today?

WEEK 3: You have defined tolerance and intolerance and cited specific historical examples of each. Now it's time to try to develop solutions to intolerance. First, briefly answer the following questions, using only a few words and descriptive phrases, but not complete sentences: 1.) What are the effects of intolerance? 2.) How are these effects manifested in individual's behavior as well as throughout society? 3.) What perpetuates intolerance? What are five *creative* ways to quell intolerance? Next, arrange all of the words that you used to describe tolerance and solutions to intolerance into an expressive poem or song.

WEEK 4: You have defined tolerance and intolerance and cited specific examples to support your conclusions. You have also learned about many of the causes of intolerance. Additionally, you have identified ways to quell intolerance, and you have written an expressive poem or song about tolerance. Next, you will memorize your song or poem and deliver it in class. You must also include one or more of the following elements into your presentation: background music, a costume, works of art, pictures from newspapers and magazines, other appropriate accessories. Rehearse and perform your act!