# Table of Contents

1. Note to Teachers ................................................................. 3
2. Cast ................................................................................. 4
3. Synopsis ............................................................................. 5-8
4. The Third Wave ................................................................. 9-11
5. Strength Through Discipline ........................................ 12-15
6. Hitler Youth ................................................................. 16-17
7. Fascism ......................................................................... 18-20
8. Classroom Activities ..................................................... 21-24
Note to Teachers

Our actors will present a brief outline of theatre etiquette as part of their introduction; however, it would make a stronger impression on your students if you covered the same information prior to the performance. Here are a few suggestions for student etiquette:

- Before entering the performance area, get a drink of water or visit the restroom if you need to.

- Once you are seated, you should remain seated. Because the actors are directed to move around the room during the performance, it’s important for everybody’s safety that the walkways and stage areas remain clear.

- You share the performance with everyone in the audience. Distracting activity such as talking or moving not only disturbs the actors onstage but the audience around you as well.

- Your comments and ideas about the play are important, but save them for after the play to discuss them. If you’d like, you can even write a letter to the performers.

- An invisible bond is formed between actors and a good audience, and it enables the actors to do their best for you. A good audience helps make a good performance.

PCPA Theaterfest is proud to present our Outreach Tour performance of *The Wave* adapted from Ron Jones’s essay by Leo Cortez. We hope that our visit will be followed by many more. Thank you for hosting a PCPA Theaterfest’s Outreach Tour production.
Cast

Amy, Mrs. Jones, Parent, Student – Mara Lefler
Georgia, Parent, Student – Natasha Harris
Sean, Principal – Adam Schroeder
Steve, Parent, Student, Rabbi – Rhett Guter
Mr. Jones – Leo Cortez

Strength Through Discipline
Strength Through Community
Strength Through Pride
In 1967, something remarkable happened at Cubberly High School; it was called “The Third Wave”. It all started on Monday morning in Mr. Jones’s World History Class. The class had begun its study of the Holocaust and Hitler’s rise to power. A question loomed for the class… “Why did the German people give Hitler so much power?”

Throughout the discussion many different opinions about Hitler’s rise came up. The German people were suffering hard economic times and Hitler offered them a better future if they would only follow him. Mr. Jones moved the class forward by writing “Success Through Discipline” on the board and then asking Steve to put that motto into play regarding his sports training. By giving up certain freedoms, foods or social activities, Steve had become better at the sport he plays and gains victory.

Mr. Jones then invited the class to participate in an experiment with him. He commanded the class to adopt a new seating posture. They had to sit up straight so that the spine was aligned, put their feet on the floor and hands flat and crossed behind their backs. Mr. Jones also informed the students that they were not to talk at all unless they had an answer to a question in which case they had to stand next to their desks. Also, when they asked or answered a question the response must begin with “Mr. Jones”.

The students followed Mr. Jones’s commands and found themselves enjoying their new seating positions. However, since Hitler did not win the war just through committing to discipline, but through persuasion. Mr. Jones offered another demonstration. He told the class that from now on they had to line up in complete silence outside of the classroom until he let them in. When they entered they had to go
quickly and quietly to their seats. The class then practiced this over and over until they accomplished a time that made them proud. By committing to discipline they had achieved victory.

The next morning the class arrived and followed Mr. Jones’s commands to the letter. At the top of class Mr. Jones wrote “Strength Through Community” on the board and asked the class to give examples. From sports teams to barn raising, the class discovered that being part of a community is something more important than just themselves.

In order to have the class working together, Mr. Jones had Georgia and Sean begin reciting “Strength through discipline/Strength through community” in unison. Slowly, Mr. Jones added more and more students until the whole class was speaking in unison. By repeating the same idea with everyone it made the students feel as if they belonged to a real community, growing closer and acting like a team.

This team now needed a name. Mr. Jones told the class they would be called “The Third Wave” and would have a salute to identify members. Whenever they saw one another the class was to salute each other, whether in or out of the classroom. By the end of the day many other students had noticed the salute and were asking if they too could join the class.

On Wednesday morning Mr. Jones gave the class two choices. They could either stay and participate in “The Third Wave” or spend their class time in the library. None of the students chose to leave. Mr. Jones went up to the board and wrote “Strength Through Action” telling the students that “discipline and community are meaningless without action.”

When a person takes responsibility for his/her own actions then s/he is rewarded when s/he succeed and punished when s/he fail. By working together as a community the students would be able to share in the successes, but also help each
other out so that no one failed. No longer would there be competition within Mr. Jones’s class, instead the students would work together making their community stronger.

The students discussed different aspects of community and action, many of them letting it be known to Mr. Jones how much they enjoyed his new teaching style. At this point Mr. Jones handed out membership cards to each of the students. Several of the cards had a red ‘X’ on them which signified a special assignment. Those with an ‘X’ on their card were charged with reporting to Mr. Jones any students that did not follow the rules outlined previously in class. Then, to demonstrate “Strength Through Action” each student was assigned something to enhance their new community. Some made flyers, while others memorized names and addresses – all had a project to complete.

The effect of the “The Third Wave” could be seen all around campus by lunch time on Wednesday. Amy made her way over to her fellow students showing everyone the patches she had made to hand out to the class. Georgia announced that she did not plan on wearing one and that she thought the whole experiment was weird and creepy. The other students made it quite clear to her that she was just jealous because now everything was fair and she was no longer top dog… everyone was equal.

By the end of the day “The Third Wave” had spread throughout the school and it now had almost 150 members. Though Mr. Jones had only given out two red ‘X’s almost twenty students came to him reporting on the transgressions of other students.

Authorities began to get nervous about this experiment and how it was being conducted. The principal called in Mr. Jones to discuss it, some parents were up in arms and a local Rabbi called to find out more about the project. Mr. Jones reassured them that everything was under control and that the experiment would be over at the end of the week.
When Mr. Jones arrived at school the next day he was met by Sean. Sean told him that people had been hearing some bad things about “The Third Wave” and that he was now going to be Mr. Jones’s bodyguard. After the rest of the class arrived Mr. Jones wrote on the board “Strength Through Pride”. He explained that pride was internal and pride means knowing you are the best.

Then, Mr. Jones broke the news to the class that the last week wasn’t actually an experiment at all. Instead, “The Third Wave” was a national program used to recruit students and change the country. Mr. Jones then asked Georgia to stand and made it known that she was not one of them. He had found out about her comments against the community and as such dismissed her to the library. After Georgia left Mr. Jones told the class that on Friday at noon a rally was to be held simultaneously across the country with over 1,000 Wave Youth programs participating. The groups would be addressed by a national leader who would announce his campaign for the Presidency.

Friday came and the school was abuzz. Tee shirts and patches were being worn by around 200 students and when noon came the campus was fairly empty. Students made their way to the auditorium where they were greeted by a television with static. After waiting patiently for their leader to appear, Mr. Jones took the stage.

He turned on a projection with Hitler giving his 1935 ‘Hitler Youth’ speech, video of concentration camps and the German populous plea “I was only doing my job.” Mr. Jones informed the class that they had all been fooled and that fascism was alive and well within them all. Over the next weeks and years each of them would begin to experience what it was like for the German people and would grow to understand how Hitler came into power.
Third Wave' presents inside look into Fascism

- By Bill Kirk-

"A mirror is a deadly weapon," reflected Cubberly history teacher Mr. Ron Jones regarding a revolutionary concept of teaching history that is the basis for his "Third Wave." This form of Fascism employed two weeks ago by his second, third, and sixth period sophomores.

The theory of the movement was "that man has basically an authoritarian nature. He likes to be fed and be told," Mr. Jones reinforced in his students' idea that through discipline and involvement they would become select. Furthermore, he convinced them that their "Third Wave Movement" would become a national movement which would eliminate democracy, a form of government that, according to Mr. Jones, "has many unnatural aspects since the emphasis is on the individual instead of a disciplined and involved community." Hence, the motto of the "Third Wave Movement," "Strength through discipline, strength through involvement" originated.

Guards were posted at the door of C-3 during each of the three periods involved in the movement. Students were taught to salute each other with a curved hand similar to the salute used during the Nazi regime. They were often ordered to sit at attention with their hands clasped behind them in back of their desks when "Führer" Jones spoke. To avoid rebellion, rules were made which made it illegal for any party members to congregate in groups larger than three outside of class.

Despite such strict rules, there were often times when unruly members were banished to the library and their grades were reduced. One group reportedly had 500 parents backing a boycott to remove Jones as a teacher because of "a movement they didn't quite understand." His fifth period senior government class launched the most successful coup d'etat on Wednesday, April 5, the last day of the movement, as they kidnapped Jones and threatened to deliver lectures on democracy to his sophomore classes.

However, he persuaded them to let him go, telling them he had planned to end the movement that day with a rally at lunch.

As a large group of "Third Wave" supporters assembled for the rally, Jones announced that they would hear their national leader speak. He turned on the television to static and the movement came to a crashing end. Most were disillusioned. As one second period Third Waveer, Joel Amkreutz, put it, "Everyone feels stupid about it. He made fools of us. I guess I expected a national leader." Another, Todd Austin, Mr. Jones' personal bodyguard, expressed the opinion that "I really kind of liked it. I went to the rally because I was curious." Steve Coniglio was pleased with the outcome, "It was probably the most interesting unit I've had. It was successful in its goal to achieve the emotions of the Germans under the Nazi regime."

This is undoubtedly not the last attempt at a three party system as it came to a halt due to a disillusioned leader and a disenfranchised membership.

Students present

April 21, 1967 The Catamount
(Cubberly High School  Newspaper)
Culminating a soft-sell lecture on "cultural shock" in the United States with a blunt "plea for revolution," Cobblerley history teacher Mr. Ron Jones played games with his first, second and fourth period Contemporary World classes by exposing them to a "simulated" environment two weeks ago, resembling last year's Fascist "Third Wave" movement.

Admitting to being a "regional head of the Student's Democratic Society," Mr. Jones announced SDS "plans" for a four million man demonstration in Washington, D.C. on Christmas Day, "The Pentagon demonstration was a sort of 'dry' run for the December 25th demonstration. We now know that the National Guard units that will be called up against us are infiltrated by 12,500 of our members. I myself am in the Guard."

Convincing the students of the actuality of the situation, Mr. Jones went on, "In 1964, some people got together and formed the SDS. We got short hair cuts, joined the National Guard, and got jobs as teachers. At Cobblerley, there are three other 'undercover' teachers besides myself."

Upon bringing the sophomores back to reality by revealing that the previous day's address was a sham, Mr. Jones stated that the simulation's purpose was to "provide a simulation similar to China's in the 1900's. The simulation also let the students experience the consequences of value change, revolution, and revolutionary fervor."

Although Mr. Jones asked the students if they would participate in the march, he did not disclose how many said yes, as "it would be an unfair analysis."

After the "game," Mr. Jones confirmed his statement about being a member of the National Guard. As the SDS, "I belong to every club I can belong to."

The "revolution," first of two simulations to be presented by Mr. Jones to his sophomore classes this year, was "planned and programmed, but crude." The next game, a kit developed by Scientific Research Associates, Inc., will be "played" (Con't. on Page 7)

Mr. Ron Jones, pictured in the social studies office, can rarely be found here because of his active part in SDS, classroom experiments, and school activities. Photo: SCOTT

December 8, 1967 The Catamount

A group known as The Breakers spoke out against "The Third Wave" putting up posters around campus.
Another poster put together by *The Breakers*.

Ron Jones in his spoken word performance of “The Wave”
Strength Through Discipline

When Mr. Jones began “The Third Wave” experiment he instructed his class to sit properly. By learning discipline they would become better students. Below you’ll find tips on how to sit correctly and methods to improve your own concentration at school. Choose a week during the school year to put these suggestions into practice and see how it affects your learning.

Correct Sitting Posture

- Sit up with your back straight and your shoulders back. Your buttocks should touch the back of your chair.
- All three normal back curves should be present while sitting. A small, rolled-up towel or a lumbar roll can be used to help you maintain the normal curves in your back.

Here’s how to find a good sitting position when you’re not using a back support or lumbar roll:

  o Sit at the end of your chair and slouch completely.
  o Draw yourself up and accentuate the curve of your back as far as possible. Hold for a few seconds.
  o Release the position slightly (about 10 degrees). This is a good sitting posture.

- Distribute your body weight evenly on both hips.
- Bend your knees at a right angle. Keep your knees even with or slightly higher than your hips (use a foot rest or stool if necessary). Your legs should not be crossed.
- Keep your feet flat on the floor.
- Try to avoid sitting in the same position for more than 30 minutes.
If possible adjust your chair height and work station so you can sit up close to your work and tilt it up at you. Rest your elbows and arms on your chair or desk, keeping your shoulders relaxed.

When sitting in a chair that rolls and pivots, don't twist at the waist while sitting. Instead, turn your whole body.

When standing up from the sitting position, move to the front of the seat of your chair. Stand up by straightening your legs. Avoid bending forward at your waist. Immediately stretch your back by doing 10 standing backbends.

Stay Focused At School

Get Organized

- Keep class information in binders, notebooks or folders that are organized by subject.
- Set up a file cabinet at home where you can place research material and/or returned assignments.
- Try keeping different spiral notebooks for each class or use one that has many sections.

Plan Ahead

- Get a calendar at the beginning of the school year. Use the syllabuses given to you to mark down dates of assignments and what they entail. If the assignment is large and requires many separate tasks, set up due dates to complete those before the final project is due.
- Mark nonacademic commitments on your calendar as well. This will help you in judging how much time you’ll have for assignments and what conflicts might arise.
- Enforce the deadlines that you’ve set. Ask your parents or friends to check in on you to make sure you’re meeting your deadlines. You might even reward yourself when you meet certain due dates. If you find
yourself having trouble meeting your assignment dates, talk with a teacher who can help you set reasonable short-term goals.

- If you do lose track of time and find yourself with a due date approaching quickly, try not to get upset. Calm down and do some breathing exercises. Then create an outline to help you get back on track.

- Create A Work Space
  - Avoid studying in high traffic areas. You should find a place that has a clean desk and where you won’t be disturbed. If there isn’t a suitable place at your home go to the library.
  - Before you begin working make sure you have all the supplies you’ll need for that assignment.
  - Each night check your bag to make sure you’ve packed everything you’ll need for classes the next day, including assignments to be turned in.

- Get Focused
  - Studies show that when people multi-task they tend to do a worse job on all of their assignments than if they’d just focused on one thing at a time. This doesn’t mean you have to study in complete silence, but turn off things that will be distractions such as the television. Instead turn on classical music which has been shown to improve studying and memorization.
  - If you’re using a computer to work on a project set up a particular time to work on just your project and another time to IM or surf the web.
  - Take breaks! After studying for 45 minutes take a 15.
o During your break get out of the room you’re studying in. Getting exercise during those 15 minutes is a great way to clear your head and absorb what you were just studying.

• Get It Done!
  o DO know your deadlines.
  o DO make a calendar of stages and final due dates.
  o DO include social events on this calendar for time management.
  o DO understand the assignment and expectations.
  o DO give yourself a quiet place to study with all the materials you need.
  o DO give yourself brief breaks.
  o DON'T put work off until the last minute; you'll be too frantic to focus.
  o DON'T do your homework late at night or in bed.
  o DON'T let yourself be bored; find the aspect of the project or paper that interest you — if you're dying of boredom, something's not right.

kidshealth.org
Hitler Youth

He alone, who owns the youth, gains the Future!

-- Adolf Hitler, speech at the Reichsparteitag, 1935

- **1922** – Jungsturm Adolf Hitler (Adolf Hitler Boys’ Storm Troop) begun though it was not officially formed yet.

- **1926** – The Boys’ Storm Troop’s name was changed to Hitlerjugend (Hitler Youth)

- **July 4, 1926** – At the second Reichsparteitag (National Party Day) The Hitler Youth were officially formed.

- **1928** – Girls were allowed to join the youth movement.

- **1930** – A separate girls organization was formed named Bund Deutscher Madel (League of German Girls or BDM).

- **1931** – Hitler appointed Baldur von Schirach the Reichsjugendführer (Reich Youth Leader). Schirach made it his goal to unite all the Nazi youth programs around the country.

- **June, 1933** – Schirach was promoted to Jugendführer des Deutschen Reiches (Youth Leader of the German Reich). The first change he made was the takeover of the German Youth Ministry, explaining to the workers that they were now employed by the Hitler Youth. All other youth organizations were disbanded making the Hitler Youth the only one in the country.
• **1935** – The Hitler Youth kept on growing and had over 60 percent of the country’s youth participating.

• **December, 1936** – With numbers just over five million, Hitler Youth membership became mandatory for Aryans under the Gesetz über die Hitlerjugend law. At this point a child would only be able to stay out of the group if their parents disapproved.

• **1939** – The Jugenddienstpflicht law took effect and Hitler Youth membership was required even if the parents were opposed.

• **1940** – Most of Germany's teenagers were involved with the Hitler Youth program and it had reached eight million members. Only 10 to 20% of youths in the country were able to avoid joining. This same year Artur Axmann replaced Schirach as Reichsjugendführer. At this point the Hitler Youth became active in German fire brigades and helping cities that had been bombed by the Allied forces.

• **1943** – With Hitler loosing men fast boys in the Hitler Youth were called upon to join the war.

• **April 20, 1944** – Axmann presented Hitler with a new division, the 12th SS Panzer Division Hitlerjugend. The members were all youth between 16-18 years old. This division was deployed during the Battle of Normandy and gained a reputation for ferocity and fanaticism.

  • **1945** – Still taking heavy losses Hitler Youth members as young as 12 began to join ranks during battles.

  • **May 8, 1945** – The Nazi’s surrendered and all organizations were disbanded.
Fascism

The Merriam Webster dictionary tells us that fascism is “a political philosophy, movement, or regime that exalts nation and often race above the individual and that stands for a centralized autocratic government headed by a dictatorial leader, severe economic and social regimentation, and forcible suppression of opposition.” So what does all that really mean and how does it relate to us in the United States today?

In Laurence Britt’s article, Fascism Anyone?, he outlines fourteen common threads that link the fascist governments of Nazi Germany, Fascist Italy, Francisco Franco’s Spain, António de Oliverira Salazar’s Portugal, Georgios Papadopoulo’s Greece, Augusto Pinochet’s Chile and Suharto’s Indonesia. All share at least some level of similarity though one might find some characteristics are more prevalent and intense in certain regimes.

Read the common threads below and see if you can identify any of these traits within governments around the world today.

1. **Powerful and continuing expressions of nationalism.** From the prominent displays of flags and bunting to the ever-present lapel pins, the eagerness to show patriotic nationalism, both on the part of the regime itself and of citizens caught up in its frenzy, was always obvious. Catchy slogans, pride in the military, and demands for unity were common themes in expressing this nationalism. It was usually coupled with a suspicion of things foreign that often bordered on xenophobia (fear and hatred of strangers or foreigners or of anything that is strange or foreign).

2. **Disdain for the importance of human rights.** The regimes themselves viewed human rights as of little value and a hindrance to realizing the objectives of the ruling elite. Through clever use of propaganda, the population was brought to accept these human rights abuses by marginalizing, even demonizing those being targeted. When abuse was extreme, the tactic was to use secrecy, denial, and disinformation.

3. **Identification of enemies/scapegoats as a unifying cause.** The most significant common thread among these regimes was the use of scapegoating as a means to divert the people’s attention from other problems, to shift blame for failures, and to channel
frustration in controlled directions. The methods of choice, relentless propaganda and
disinformation, were usually effective. Often the regimes would incite “spontaneous”
acts against the target scapegoats, usually communists, socialists, liberals, Jews, ethnic
and racial minorities, traditional national enemies, members of other religions,
secularists, homosexuals, and “terrorists.” Active opponents of these regimes were
inevitably labeled as terrorists and dealt with accordingly.

4. The supremacy of the military/avid militarism. Ruling elites always identified closely
with the military and the industrial infrastructure that supported it. A disproportionate
share of national resources was allocated to the military, even when domestic needs
were acute. The military was seen as an expression of nationalism, and was used
whenever possible to assert national goals, intimidate other nations, and increase the
power and prestige of the ruling elite.

5. Rampant sexism. Beyond the simple fact that the political elite and the national
culture were male-dominated, these regimes inevitably viewed women as second-class
citizens. They were adamantly anti-abortion and also homophobic.

6. A controlled mass media. Under some of the regimes, the mass media were under
strict direct control and could be relied upon never to stray from the party line. Other
regimes exercised more subtle power to ensure media faithfulness. Methods included
the control of licensing and access to resources, economic pressure, appeals to
patriotism, and implied threats. The leaders of the mass media were often politically
compatible with the power elite. The result was usually success in keeping the general
public unaware of the regimes’ excesses.

7. Obsession with national security. Inevitably, a national security apparatus was under
direct control of the ruling elite. It was usually an instrument of oppression, operating
in secret and beyond any constraints. Its actions were justified under the rubric of
protecting “national security,” and questioning its activities was portrayed as
unpatriotic or even treasonous.

8. Religion and ruling elite tied together. Unlike communist regimes, the fascist and
proto-fascist regimes were never proclaimed as godless by their opponents. In fact,
most of the regimes attached themselves to the predominant religion of the country and
chose to portray themselves as militant defenders of that religion. The fact that the
ruling elite’s behavior was incompatible with the doctrine of the religion was generally
swept under the rug. Propaganda kept up the illusion that the ruling elites were
defenders of the faith and opponents of the “godless.” A perception was manufactured
that opposing the power elite was equivalent to an attack on religion.

9. Power of corporations protected. Although the personal life of ordinary citizens was
under strict control, the ability of large corporations to operate in relative freedom was
not compromised. The ruling elite saw the corporate structure as a way to not only
ensure military production (in developed states), but also as an additional means of
social control. Members of the economic elite were often pampered by the political elite
to ensure a continued mutuality of interests, especially in the repression of “have-not”
citizens.
10. **Power of labor suppressed or eliminated.** Since organized labor was seen as the one power center that could challenge the political authority of the ruling elite and its corporate allies, it was inevitably crushed or made powerless. The poor formed an underclass, viewed with suspicion or outright contempt.

11. **Disdain and suppression of intellectuals and the arts.** Intellectuals and the inherent freedom of ideas and expression associated with them were an abomination to these regimes. Intellectual and academic freedom were considered subversive to national security and the patriotic ideal. Universities were tightly controlled; politically unreliable faculty harassed or eliminated. Unorthodox ideas or expressions of dissent were strongly attacked, silenced, or crushed. To these regimes, art and literature should serve the national interest or they had no right to exist.

12. **Obsession with crime and punishment.** Most of these regimes maintained brutal systems of criminal justice with huge prison populations. The police were often glorified and had almost unchecked power, leading to rampant abuse. “Normal” and political crime were often merged into trumped-up criminal charges and sometimes used against political opponents of the regime. Fear, and hatred, of criminals or “traitors” was often promoted among the population as an excuse for more police power.

13. **Rampant insolence and corruption.** Those in business circles and close to the power elite often used their position to enrich themselves. This corruption worked both ways; the power elite would receive financial gifts and property from the economic elite, who in turn would gain the benefit of government favoritism. Members of the power elite were in a position to obtain vast wealth from other sources as well: for example, by stealing national resources. With the national security apparatus under control and the media muzzled, this corruption was largely unconstrained and not well understood by the general population.

14. **Fraudulent elections.** Elections in the form of voting or public opinion polls were usually bogus. When actual elections with candidates were held, they would usually be perverted by the power elite to get the desired result. Common methods included maintaining control of the election machinery, intimidating and disenfranchising opposition voters, destroying or disallowing legal votes and, as a last resort, turning to a judiciary beholden to the power elite.
Classroom Activities

Borders and Boundaries

Mapping Our School
Photocopy or create a large map of the school, including the school grounds and the cafeteria. Then have students identify places that cliques or self-segregating groups gather. Draw lines between these areas, marking the invisible walls. Identify as many such places as possible (examples: Athletes gather at "the wall" before school. Goth students share this table at lunch. Band members gather on the back steps after school).

Then pose these questions for discussion:

- How does a new student learn about these boundaries and invisible walls?
- What happens when someone tries to cross one of the invisible walls? Can some students cross the walls more easily than others? Why or why not?
- What forces keep the walls in place? What forces, if any, are trying to bring down the walls?
- Name all the factors that people use to separate themselves into these groups. Then name as many similarities between the groups as you can. Do people pay more attention to the differences than to the similarities? Why or why not?

Us vs. Them: Oppositional Thinking
When you begin class, write your school's name and mascot on the board. Then write the name and mascot of your school's greatest rival. This strategy works very well in schools with major sports rivalries, but consider bringing academic or artistic competition into the discussion as well.

Draw a line down the middle, and ask students to supply adjectives for each school. In all likelihood, students will use "in-group" language to describe their own school or team and "outsider" language to characterize the "rival."

Then, erase the two school names and substitute terms used in the two stories -- USA/Mexico or Protestant/Catholic. Or use other terms, describing other "borders" -- Man/Woman or Rich/Poor, for example. Ask the students whether the adjectives still apply. Make the point that people easily gravitate to an “Us vs. Them” dichotomy.

To model how to step away from oppositional thinking, recreate some of the pairings using a Venn Diagram and begin with similarities, rather than differences.

www.tolerance.org
Study Questions to Use with *The Wave*

1. When and where did this experiment occur?

2. What was Mr. Jones' motive for the experiment?

3. What were the effects on the class?

4. What was Mr. Jones' attitude about the movement?

5. State at least two reasons why Georgia was troubled by the experiment.

6. What were the three key words or concepts of the movement?

7. List two positive and two negative effects of the concepts.

8. What rules did Mr. Jones and the movement use to motivate people?

9. What other methods can be used to unify a group?
10. What made Mr. Jones realize that he must bring the experiment to an end?

11. How can movements such as The Wave be defeated?

12. Discuss the difference between having an interest in something and fanaticism?

13. Was Mr. Ross right or wrong in manipulating his students as he did? Defend your answer.

14. What does this experiment say about the causes of the Holocaust?

15. What does this play say about authority and power?


17. Are there situations where obedience is necessary? Explain.
Timeline of Tolerance in the United States

Through this assignment students will create a positive-negative timeline using the theme ‘a history of tolerance and intolerance in the United States.’ This activity fosters the spirit of activism and helps students to understand tolerance and intolerance within their own communities.

Ask each student to focus their research on one group. This could be the poor, racial or ethnic groups, religious groups or women.

Then, using notes, books, video and the internet have the students brainstorm a list of events to include in their timeline. Each event should be ranked according to their perceived historical significance. The most significant positive ranking would be a +5 and the most significant negative ranking would be a -5. The positive and negative events rise and fall above a horizontal line, which represents zero. Each student should include at least 30 events evenly spread out between positive and negative.

The timelines can be made out of any material, but visual elements should be included as well. When they are complete, display them in the classroom and have each student discuss their own project.

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This guide has been compiled by Erin Berman