

Understanding and Combating Anti-Semitism in America

Emily Schwartz

schwartz9@montclair.edu

Lesson: Understanding and Combating Anti-Semitism in America

Rationale for the Lesson: Anti-Semitism is prejudice or hostility against Jewish people because of their religion. Without a doubt, anti-Semitism is a major security issue for the members of the Jewish community and is one of the leading causes of racist ideologies. While scholars have come up with some reasons explaining anti-Semitism, many agree that one major cause is stereotyping. When people make overgeneralizations and false assumptions regarding a certain group of people, then there is the likelihood of prejudice and discrimination.

Standards: Grades 6 – 8 Social Studies

RH. 6.1.4.D.16 – Describe how stereotyping and Prejudice can lead to conflict, using examples from the past and present.

RH. 6.1.4.D.19 – Explain how experiences and events may be interpreted differently by people with different cultural and individual perspectives.

RH. 6.3.4.D.1 – Identify actions that are unfair or discriminatory such as bullying and propose solutions to address such actions.

RH. 6.1.4.D.20 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question/Guiding Question:

What does it mean to be Jewish? What is anti-Semitism and in what ways have stereotypes against this group affected them? What can we do about stereotypes, prejudice, and discrimination against Jewish people?

Objectives:

Students will be able to understand terms including Jews, anti-Semitism, discrimination, and stereotyping. They will understand the dangers of discrimination and stereotyping. Students will learn to recognize anti-Semitism and come up with positive ways in which they can overcome stereotyping against Jews.

Lesson Opener:

Distribute handout with matching definitions and an index card. Ask the students if they know anyone who practices Judaism or is Jewish? Using a PowerPoint, define the terms Judaism, stereotyping, Israel, and anti-Semitism. Ask the students if they have witnessed any forms of anti-Semitism (verbal, physical, world history, etc.)? [5 minutes]

Activity One:

Ask students, what are some stereotypes about Jewish people? Where do they appear? Examine their negative impact on Jews throughout history. We will now examine some negative stereotypes about Jewish people and religion published in various media in a PowerPoint. For

each image, first ask students to describe what they see in the image. Then, ask students to interpret the image: What does it mean, what message is it trying to convey? Discuss with students. Tell where the images come from, and how they were intended to be used. [10 -15 minutes]

- Follow up questions to prompt class discussion: What kinds of stereotypes about Jews did you see in these images, why is it important to recognize and condemn negative stereotypes? How does anti-Semitism perpetuate discrimination against Jewish people?
- **Modification for exercise:** If activity is done in small groups (2-3 students a group), print out and provide one picture to each group. Depending on the size of the class either distribute different pictures to each group or approximately 3 pictures total. After 3 to 5 minutes of collaboration, have each group proceed to identify stereotypes in their picture.

Activity Two:

Introduce and define the concepts of contemporary anti-Semitism and hate groups. Ask the students for examples of hate groups.

On the PowerPoint, provide 3 depictions of contemporary anti-Semitism. (The Charlottesville Riots, Hillary v. Trump circa 2018, and David Hogg being equated to Hitler.) [5 minutes]

Activity Three:

Show the hate group map published by the Southern Poverty Law Center. Ask the students to guess how many hate groups there are present in the United States? (954). Follow up by asking how many they think are active in New Jersey (17). Explain that just across the border in New York, there are over 48 active generalized hate groups. [10 minutes]

- Follow up questions for class discussion: Why do you think some people choose to join hate groups? Why do you think many people didn't question or protest what they were being told about Jews? What can be done to change this behavior?

Lesson Closure:

End class discussion by addressing why it is important to fight anti-Semitism today and how anti-Semitism affects more than just Jews. Play 1:26 trailer of "Not in our Town" about how Billings, Montana stood up towards prejudice and discrimination. Ask the students to write down three actions they witness in the trailer "Not in our Town" on the index card that combat racism or anti-Semitic behavior. Define the term Upstander. Ask what specifically did the people of Billings, Montana do to show that they were allies to those who were targeted? Elaborate on methods the children may take up to help become allies. [5-10 minutes]

Materials and Equipment Needed: For successful execution of this lesson the instructor will need a projector, a projector screen, or a whiteboard to present either findings on handouts or

PowerPoint presentation. Other materials include pens, paper, index cards, handouts, and Internet connection.

Assignment: Students will answer questions prior to, during, and after the PowerPoint presentation. Students will be required to do further research on anti-Semitism by engaging in-group activities with friends and other classmates to share knowledge obtained.

Assessment: Students will be assessed for prior knowledge during the myth activity. Throughout the lesson plans students are engaged in class discussions and routinely asked questions to further exemplify current experiences of stereotyping. After the PowerPoint presentation students will be asked to give examples of contemporary anti-Semitism and how their interpersonal relations will combat anti-Semitism.

Modifications for diverse learners: This lesson assumes that the class knows nothing or very little as far as Jews are concerned. This lesson does not check whether there is a population of Jewish students and if so it does not consider the Jewish versus non-Jewish ratio. It is therefore important that the instructor remains mindful of the Jewish students so that they do not feel attacked or ostracized. With this in mind, it is important that the instructor emphasizes that stereotypes are not an actual reflection of what the class's beliefs are and that it is simply drawn from external sources.

Annotated Bibliography

"Addressing Anti-Semitism through Education." UNESCO, 2018, <https://en.unesco.org/themes/holocaust-genocide-education/antisemitism>. Accessed 22 Mar 2018.

This article provides effective insight regarding anti-Semitism and how it affects Jews. The article focuses on providing a solution towards anti-Semitism through education. It is a collaboration by UNESCO and ODIHR, where the focus is to turn words into actions in the journey of addressing anti-Semitism. It is important for people to understand that anti-Semitism is a global issue, and it is a security threat towards the Jews. This article is very helpful for educators because it acts as a guide towards educating on the /topic of anti-Semitism. It emphasizes on the need of bringing about a shift in the thinking and attitude of people towards the Jewish community, and this could be achieved through education. Educators will find this article useful because it provides them with essential tips for carrying out a class on anti-Semitism. It is, therefore, advisable that an educator first goes through the details of the article before starting the class as this will guide them on where to start, the steps to follow while teaching, and the red lights to look into when talking about this sensitive topic of anti-Semitism and Jewish stereotypes. The educator can also give the article to the student to read so that they can also learn to have an open mind during this class. Any Jewish students present in this class will also be assured that the stereotypes discussed are not taken as the actual truths, but are just used as a means of learning more about the topic.

Beeghly, E. (2015), What is a Stereotype? What is Stereotyping? *Hypatia*, 30: 675-691.

This article by Beeghly aims at providing a clear definition of the term stereotyping, what it means to stereotype someone, and why certain groups of people are stereotyped. It provides examples of stereotypes such as "Americans are good at math" and "women are compassionate beings" to bring to our attention the issue of generalization, and how this adds up to stereotyping. Beeghly goes further to provide a descriptive view of stereotyping and stereotypes, which fails to incorporate the idea that stereotyping is an objectionable occurrence. The author goes ahead to develop two hypotheses aimed at validating the claim that stereotyping is not only morally but also epistemically wrong. He goes ahead to urge the readers of the article to let go of the seemingly attractive notion that judging people by belonging to a certain group is intrinsically wrong. After the teacher asks the students what they think stereotyping is, it is very likely that some of the students will not have a clue of the same. The teacher could then go ahead and read out the definitions offered by Beeghly and Erin on "What is a Stereotype?" and "What is Stereotyping?" The class can then go ahead and discuss these definitions, and then come up with a standard definition that they feel applies best for all of them.

Bendersky, Joseph W. *The "Jewish threat" : Anti-Semitic politics of the U.S. Army*. Basic Books. New York 2000

This article by Bendersky discusses anti-Semitic politics of the US army. It focuses on anti-Semitism in the modern day America, and how the issue is seen in the US Army. According to the author, prejudice against and hostility to Jews is extended even to the American army. The matter was so serious that it was not possible for a Jew to join the army. Bendersky's book provides a new line of thinking regarding how we view Jews in America. The book proves to be an excellent resource for educators who want to track how the issue of anti-Semitic politics began. The author suggests that over the past decade, Jewish discrimination, intolerance, and biased attitudes have become normalized. Chapters one and four are especially helpful for this lesson. The educator can use this book when doing an analysis of the present day stereotyping of the Jewish community. They should encourage the students not to give up just because of the current stereotypes.

Ford, Gabrielle, Paula, Aaron. "Cultural dimensions: Who is Stereotyping Whom?" *Internationalization, Online Communities, and Social Computing: Design and Evaluation* 10 (2005): 1-10.

In this article, the authors focus on discussing the various types of stereotypes that exist, the group of people that stereotype the other, and why they do so. The authors go a step further to discussing each type of stereotype mentioned, and one of them is anti-Semitism, which opens us into a clearer world of how the Jews are perceived in the United States. This article proposes that stereotyping is an instinctive and unconscious part of human nature, and it claims that everyone stereotypes without knowing it. This source argues that it is not all the time that people stereotype because of intolerance and hatred. It is, therefore, essential for people to be aware of what causes stereotyping so that they can avoid it. The educator should use this article as a guide to see what student's take on stereotyping is, especially as far as the Jewish community is concerned. This article focuses on the cultural dimensions surrounding the issue of Jewish stereotyping.

Hertzberg, Arthur. "The French Enlightenment and the Jews." *The Journal of Modern History*, Leon Ept, www.journals.uchicago.edu/doi/abs/10.1086/240555. Jun 1970.

Hertzberg argues that the current, secular, anti-Semitism is not a response to the Revolution and Enlightenment, but it lies within the Revolution and Enlightenment themselves. He further argues that modern anti-Semitism does not owe as much to the Christian theological mentality as it does the doctrinaire libertarianism of people like Marat, Diderot, and Voltaire. Hertzberg provides extensive information regarding the Jewish faith across various contexts of media, interpretations, education, and politics. For this particular lesson, educators will find

chapters one and four to be very valuable. As the author states, Judaism is one of the most stereotyped concepts in the West. Chapter four looks into where Judaism is placed in the American education system. There is a high probability that most of the students in this class have no idea regarding what the idea of anti-Semitism and stereotyping against the Jewish community is. The educator should ensure that the students read excerpts from this article during the class so that they can have background knowledge. Through this article, the students will be introduced to contemporary anti-Semitism.

Oakes, Penelope J., S. Alexander Haslam, and John C. Turner. *Stereotyping and Social Reality*. Blackwell Publishing, 1994.

This book explains stereotyping, its nature, and features that reveal themselves in the modern world. The book goes into detail regarding all the research that has been previously done regarding stereotypes, all existing gaps, and the new theories developed in the process. Oakes, Penelope, Alexander, and John then go ahead to provide a descriptive view of stereotyping and stereotypes. They then discuss the issue of stereotyping and social reality, and how the two are connected with anti-Semitism. After the teacher asks the students what they think stereotyping is, it is very likely that some of the students will not have a clue of the connection. The teacher will use this article to discuss the issue of stereotyping. The class can then go ahead and discuss these definitions, and this will help them to come up with a standard definition. It is important that the educator listens to the response of the students because it will be a guide to help them understand what the students have learned.

Pauley, Bruce F. *From prejudice to persecution: a history of Austrian Anti-Semitism*. Univ of North Carolina Press, 2000.

Pauley wrote a book about the history of anti-Semitism and everything surrounding it. This book is the perfect introduction to the Jewish community and the stereotypes associated with it. Pauley first discusses how the issue began with prejudice against the Jews and this prejudice developed to become persecution against the group. The book goes further to provide very valuable information regarding anti-Semitism, and the impact that previous Jewish experiences have had on how the group is viewed today. The source is useful because it provides the way forward regarding how to address the issue of anti-Semitism. It emphasizes the need of bringing about a shift in thinking and attitude of people towards the Jewish community, and this could be achieved through education.

Reisigl, Martin, and Ruth Wodak. *Discourse and Discrimination: Rhetorics of racism and Antisemitism*. Routledge, 2005.

In this book, Reisigl, Martin, and Ruth gave a detailed discussion regarding anti-Semitism and its effects. They begin by discussing the concepts of race and racism and gives a history of the same. He then goes further to discuss how these are related to anti-Semitism, and why the issue needs to be addressed. In America, Jews are viewed as an inferior race, which is the main reason why they are key targets of discrimination. This article is helpful for educators because it outlines the key issues surrounding anti-Semitism, which the educator should discuss with the students to help them gain further insight regarding the topic. Reisigl emphasizes on the building of an enlightenment culture regarding this attitude and provides advice for the young Jews based in America. The authors claim that they feel that it is their responsibility to offer this kind of information after having encountered several Jews who have been harassed. This article *Discourse and Discrimination: Rhetoric of racism and anti-Semitism* looks into the effects of teaching liberal values, and in this case anti-Semitism, in school. These effects vary from one region to the next, and they result from the attitudes of the students regarding the topic.

Schonfield, David. "Who is stereotyping whom and why?" *The Gerontologist* 22.3 (1982): 267-272.

Schonfield begins this article by providing a clear definition of the term stereotyping, what it means to stereotype someone, and why certain groups of people are stereotyped. He goes into detail about the class or group of people that stereotype others, and why they do so. The main reason for stereotyping others is a feeling of superiority over them regarding race and class. The essence of this article is to help ensures that both the educator and the students are on the same page as far as the definition of stereotyping is concerned. When the two are on the same page, then it will be easy to discuss the topic without any misunderstanding arising. For this reason, it is important for educators to avoid conventional strategies when discussing this topic for them to help combat instinctive and unconscious stereotyping. This source argues that it is not all the time that people stereotype because of intolerance and hatred. It is, therefore, essential for people to be aware of what causes their unconscious stereotyping so that they can avoid it. The educator should use this article as a guide to see the student's take on stereotyping is, and the extent to which the students take the issue of stereotypes, especially as far as the Jewish community is concerned. The educator could read out the article to the class, and ask the students if there is any way that they can relate with the cultural details discussed by the authors in the article.

"Stereotypes of Jews - Antispam.Eu". Antispam.Eu, 2018, <http://www.antisem.eu/stereotypesof-jews/>. Accessed 22 Mar 2018.

This article is very instrumental for educators who wish to teach their students regarding the diversity of Jews within the United States. Jews are often considered to be a homogeneous ethnic group, an idea that is refuted by this source. According to this article, Jews in America are

from diverse backgrounds, identities, professions, and ethnicities. The article even goes ahead to discuss the various Jewish stereotypes, which include large, hooked noses, drooping eyelids, hairy bodied with their hair having a red hue. The article also indicates that Jews are stereotyped as being greedy and miserly. The author goes ahead to discuss the history of these stereotypes and how prevalent they are in the United States. The article is very helpful especially for people with no knowledge whatsoever regarding the Jewish community and their stereotypes. It is very crucial that students understand that there is no specific indicator of being Jewish, and making an assumption of one's identity based on their looks is offensive and can have harmful effects on one's psyche.

Turner, Phil, and Susan Turner. "Is stereotyping inevitable when designing with Personas?." *Design Studies* 32.1 (2011): 30-44.

Turner brings it to our attention that while the issue of prejudice and stereotypes is widespread, it is almost impossible to avoid it, especially when dealing with or creating new personas. The article admits the existence of stereotypes, and it raises some questions regarding how it can be avoided. This article is great for educators wishing to emphasize the need for acceptance, appreciation, and respect within the classroom setting. Phil and Susan Turner provide the perfect resource for planning a lesson that is centered on the effect of misconceptions and stereotypes. It helps both educators and students to come up with a common definition of the term stereotype, and it discusses the effects surrounding this term as far as the Jewish community is concerned. This source will help students understand the negative impact of stereotypes, and also challenge them to let go of their anti-Semitic attitude. The educator could take the opportunity after reading this article to hear from the Jewish students in the class. The students could give examples of situations where they have been involved in stereotyping and anti-Semitism, and how this negatively affected them. The educator will then ask the students if their attitude regarding anti-Semitism has changed. The appropriate question to ask could be "Is stereotyping inevitable when designing with Personas?"

Weil, Frederick D. "The variable effects of education on liberal attitudes: A Comparative Historical Analysis of Anti-Semitism using public opinion survey data." *American Sociological Review* (1985):458474.

This article looks into the effects of teaching liberal values, and in this case anti-Semitism, in school. These effects vary from one region to the next, and they result from the attitudes of the students regarding the topic. Weil emphasizes on the building of an enlightenment culture regarding this attitude. Frederick provides advice for the young Jews based in America regarding the need for a liberal attitude. The article uses a sober tone of advice that acts as a guide for young Jews regarding how to survive this current era of anti-Semitism. Frederick claims that he feels that it is his responsibility to offer this kind of information after

having encountered several Jews who have been attacked. He emphasizes the need for people to be taught the virtue of liberality and the need for independent, unaltered thoughts and views of people. Educators can use this excerpt during their lessons. Weil Frederick makes a clear analysis of the variable effects of education and how it helps in the promotion of liberal attitudes. He then provides data on comparative-historical Analysis of anti-Semitism, which is obtained from a public opinion survey. This data, which is obtained from the American sociological review, will help the educator prove the point that education is helpful when it comes to promoting liberal mindedness. Through the analysis of the data, it will then be an encouragement for the students to learn about the stereotypes.

Name: _____

Matching Definitions – Try to match each term to its correct definition. More extensive definitions can be found at either ADL.org or at Merriam Webster Dictionary Online.

1. Scapegoat _____	A) An oversimplified generalization about a person or group of people.
2. Discrimination _____	B) Person or thing having an imaginary or unverifiable existence.
3. Hate group _____	C) The cultural, social, and religious beliefs and practices of Jews.
4. Stereotype _____	D) Prejudice or discrimination against anyone or anything that is perceived to be foreign or outside one's own group, nation or culture.
5. Anti-Semitism _____	E) The denial of fair treatment in society, including employment, education, housing, banking and political rights.
6. Human Rights _____	F) An individual who sees an act of injustice or intolerance and takes a stand against it.
7. Upstander _____	G) An organization whose goals are primarily based on a shared hostility towards individuals or groups of different races, religions, identities; the group itself must have some hate-based orientation/purpose.
8. Xenophobia _____	H) Blaming an individual or group for something based on that person or group's identity when, in reality, the person or group is not responsible.
9. Semite _____	I) Rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status.
10. Myth _____	J) Prejudice or discrimination that is directed towards Jews based on stereotypes and myths that includes new ideology such as distortion of the Holocaust or being anti-Israel.

11. Judaism _____	L) A member of any of a number of peoples of ancient southwestern Asia including the Akkadians, Phoenicians, Hebrews, and Arabs.
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1.h 2.e 3.g 4.a 5.j 6.i 7.f 8.d 9.l 10.b 11.c

Teaching Kit:

The Violin Players By Eileen Bluestone Sherman	\$9.79 https://www.amazon.com/Violin-Players-Eileen-Bluestone-Sherman/dp/0827605951/ref=sr_1_1?ie=UTF8&qid=1525125437&sr=8-11&keywords=antisemitism+middle+school
Us and Them: the Science of Identity By David Berreby	\$16.00 https://www.amazon.com/Us-Them-Identity-David-Berreby/dp/0226044653/ref=pd_sim_14_4?encoding=UTF8&pd_rd_i=0226044653&pd_rd_r=FSXAJT0KPXAAJDJRBEB&pd_rd_w=nFLKL&pd_rd_wg=S4XMW&psc=1&refRID=FSXAJT0KPXAAJDJRBEB
Anti-Semitism: A very short introduction By Steven Beller	\$8.39 https://www.amazon.com/Antisemitism-Very-Short-Introduction-Introductions/dp/0198724837/ref=sr_1_1?s=books&ie=UTF8&qid=1525126217&sr=1-1&keywords=antisemitism+very+short&dpID=51MXBwFdlHL&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=srch
Raised Relief 3D Map of Israel (14.5 X 6.5)	\$23.94 https://www.amazon.com/Raised-Relief-Map-Israel-MEDIUM/dp/B00UVM7DDE/ref=sr_1_16?ie=UTF8&qid=1525126863&sr=8-16&keywords=maps+of+israel
The Tribes of Israel - Panoramic Map (9 X 12)	\$14.99 https://www.amazon.com/Tribes-Israel-Palestine-Panoramic-Collectible/dp/B016RBWMNS/ref=sr_1_16?s=home-garden&ie=UTF8&qid=1525127821&sr=1-16&keywords=israel+art
Upstanders: How to Engage Middle School Hearts and Minds with Inquiry By Harvey Daniels and Sara Ahmed	\$30.80 https://www.amazon.com/Upstanders-Engage-Middle-School-Inquiry/dp/0325053596/ref=sr_1_cc_2?s=aps&ie=UTF8&qid=1525128036&sr=1-2-catcorr&keywords=upstander
4 books, 2 maps	TOTAL: \$103.91

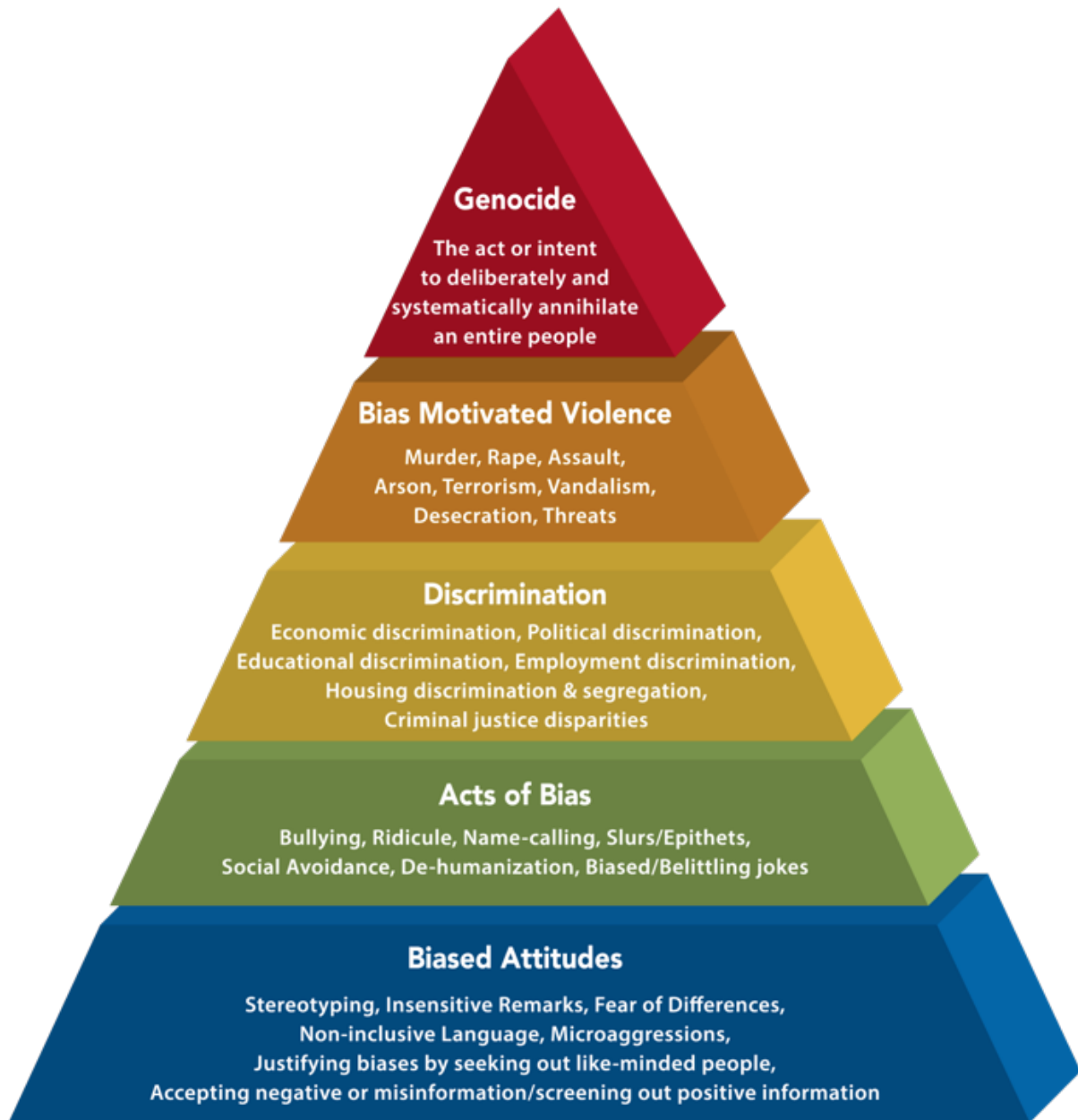
Introductory Facts about Judaism

Jews have been around for over 5,000 years, and their religion, Judaism, is one of the oldest world religions—older than most civilizations! Judaism has given birth to two other world religions—Christianity and Islam.

Judaism is the first religion to state that there is one God, rather than many different gods, which was the common belief among many people in ancient times. Religions that pray to one god are called monotheistic religions.

Judaism was started by a man named Abraham who lived in the area now known as the Middle East.

The Tanach (tah-NAKH) is the Hebrew bible, which starts with five books that record the beginning of Jewish history. The first section is called the Torah (TOR-ah). The Torah also explains the basic values of the Jewish people and how to practice the religion of Judaism.







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NEVER AGAIN



OVER AGAIN!



Ненавідзячы ўсе хрысьціянскае пры помачы бальшавізму
Жыды вымардавалі ў Савецкім Саюзе у 1918—1941 гадох
35 мільёнаў людзей

А цяпер гэта чакала-б і Вас

