

Lesson 2 ANTISEMITISM

L2

Making Connections

The additional activities and projects listed below can be integrated directly into the lesson or can be used to extend the lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the lesson.

1. Visit IWitness (iwitness.usc.edu) for activities specific to Lesson 2: Antisemitism.
2. Assign students a research project that explores modern-day antisemitism and hate groups. The following questions can guide the research:
 - What organized groups use antisemitism to advance their goals?
 - How have these groups made use of Nazi ideology?
 - What other groups of people do hate groups target?
 - What activities of these hate groups are banned by law? What activities are legal?
 - Who joins hate groups?
 - How are young people lured into joining hate groups?
 - What role does the Internet play in spreading the message of hate groups?
 - What recent events have served to increase the intensity and broaden the scope of modern antisemitism?

The class might be divided into small groups, each one responsible for a particular aspect of the whole topic: e.g., origins of antisemitism in the United States, hate groups, the escalation of antisemitism. Research may be presented in written, oral, or in visual form (e.g., video). Encourage students to use the Anti-Defamation League's website (adl.org) and the Southern Poverty Law Center's website (splcenter.org) in their research.

3. Divide the class in half. Provide time for groups to prepare an argument for debate. Have one group argue that the United States government should prohibit the activities of groups and individuals that promote hatred, as in Germany where the dissemination of racist and antisemitic material is illegal. Have the other group argue that the First Amendment must be upheld.
4. The antisemitic children's book *The Poisonous Mushroom* (*Der Giftpilz* in German) was written by Ernst Hiemer and published by Julius Streicher who also published the antisemitic newspaper *Der Stürmer*. Instruct students to gather relevant information from multiple print and digital sources about how children's books like *The Poisonous Mushroom* were used to promote Nazi ideology and prepare a PowerPoint or cloud-based presentation (e.g., Prezi), a written report, or decide on another format to present their work. Their presentations should include examples of children's books published during the time period, information about how people responded to the books if possible, as well as their interpretations of the books and what they learned about

propaganda from studying them.

5. Have students answer the following question in an explanatory text or in a multimedia presentation: At what point does political discourse become propaganda? To begin, students should identify specific examples of politicians attempting to sway voters to vote for them or to agree with them on a particular issue. This can be accomplished by listening to or reading speeches or transcripts from community forums made by national, state, or local politicians. This investigation should be followed by an argument for why the techniques do or do not fit the definition of propaganda. Which techniques, if any, are the same as those of propaganda? If they are different, how are they different? What safeguards, if any, are in place to prevent political discourse from becoming propaganda? The text or presentation should end with a concluding statement that answers the research question based on the evidence compiled.
6. Using online resources have students research and prepare a graphic that shows the Jewish experience in the United States at roughly the same time as the Nazis were coming to power in Germany. The graphic might include information on various regions of the country where Jews lived or the countries from which they emigrated. Include data about the attitude toward Jews based on polling data compiled at the time. Encourage students to consider the implications of their findings on whether the United States would intervene in the events that were to unfold in Europe.