



## ONE DAY LESSON PLAN: RESPONDING TO AN ANTISEMITIC INCIDENT

**GRADE LEVEL:** Middle and High School

**ESTIMATED TIME:** 45 Minutes

### OVERVIEW

This lesson seeks to help students make sense of current antisemitic incidents that may be happening in their community, within the United States, or in the larger global context. Students examine the definition and nature of antisemitism and how it manifests today.

### TEACHER PREPARATION

1. Review [Echoes & Reflections Pedagogical Principles](#)
2. Review [Echoes & Reflections Gringlas Unit on Contemporary Antisemitism](#)
3. Preview the clip of [Anneliese Nossbaum's testimony](#) and the video [Antisemitism](#) from the video toolbox
4. Preview the handouts used in this lesson
5. Review Students Questions related to the Israel/Hamas War: Guidance for Holocaust Educators
6. Review [Crisis, Controversy and Activism: Tips and Guidance for K-12 Schools](#)

### OBJECTIVES

1. Students will be able to define antisemitism and recognize how and why it manifests in times of tension and unrest.
2. Students will be able to recognize antisemitism when it occurs and determine the impact of antisemitic statements and actions.
3. Students will learn critical thinking skills to decipher statements and actions for their potential antisemitic intent and/or impact.

### MATERIALS

1. [Definition of Antisemitism](#)
2. [Antisemitism Uncovered: A Guide to Old Myths in a New Era](#)
3. [Antisemitic Words and Images](#)
4. [Case Studies of Antisemitism Related to Israel](#)
5. Anneliese Nossbaum [biography](#) and [testimony](#)

### ESSENTIAL QUESTIONS

1. What is antisemitism and how is it manifesting in today's world?
2. How can individuals spread awareness of antisemitism and work to combat this often insidious form of hatred?

## LESSON PROCEDURES

**1** Students turn and talk to a partner about what the term antisemitism means to them. The handout, *Antisemitism*, is distributed or displayed and students discuss together, noting similarities to or differences from their personal definitions. They share examples of antisemitism that they are aware of in their own communities or on a national or international level.

*Note:* Highlight that antisemitism has existed for millennia and is still prevalent today, which is why it is referred to as the “longest hatred.” Explain that we use the term contemporary antisemitism to describe this form of hatred in today’s world, and that it both reflects old hatreds and expresses itself in new and problematic forms.

**2** In seven groups, students explore the website, [Antisemitism Uncovered: A Guide to Old Myths in a New Era](#), with each group focusing on one of the seven major antisemitic tropes that are presented. Each group reports out to the class the trope they were assigned. After, the following questions are discussed as an entire class:

- a. What do you think are the intentions of people who utilize these antisemitic tropes?
- b. What consequences, immediate and future, does this cause for Jews?
- c. What are the consequences, immediate and future, does this cause for society writ large?

**3** Students review the handout, [Antisemitism and the Three Ds](#). Students learn that Israel often becomes the focus of the hatred of Jews. Because this criticism is directed against a country, this antisemitism is often able to disguise itself as political criticism. However, the use of antisemitic myths and tropes to characterize Israel, Israelis, or the actions of the Israeli government cannot be seen as a legitimate attempt to criticize Israeli policy. Jewish people, regardless of where they live, have been increasingly targeted as responsible for the actions and policies of Israel. This rising hatred has led to harassment, discrimination, and even violence.

**4** Students examine a recent antisemitic event (some examples can be found in this [student handout](#)). In small groups, students discuss the following questions:

- a. How could this be seen as antisemitic? What tropes are presented?
- b. What do you think are the intentions of the person or author?
- c. What consequences, immediate and future, does this cause for Jews?
- d. What are the consequences, immediate and future, does this cause for society writ large?

**5** Students view the [testimony](#) of Anneliese Nossbaum ([bio](#)) and complete the [Testimony Reflections](#) viewing guide as they watch. Students are invited to share their reflections with a partner or with the entire class.

**6** Students reflect on the lesson and write a journal entry that seeks to answer the following prompts:

- a. How did this lesson make you feel? What were some of your emotions as you explored the issue of contemporary antisemitism through recent incidents utilizing ancient tropes?
- b. How do current manifestations of antisemitism continue to harm the Jewish community? And the world community?
- c. What are some practical actions you can take to combat antisemitism?