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Lesson Title: Anti-Semitism in America: Past & Present

Grade Level: 10th grade American History

Compelling Question: How does the history of Anti-Semitism in the United States continue to impact the American Jewish community?

**Lesson Foundations**

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| Content Standards | D2. His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. |
| Learning Objective(s) | LO1: SWBAT compare and contrast the history of Anti-Semitism in the United States to the current rise in Anti-SemitismLO2: SWBAT analyze how the rise in Anti-Semitism in recent years has impacted the Jewish community | Assessment(s)Include LO being addressed | A1 (LO1) Guided notesA2 (LO2) Stations activityA3 (LO1 + LO2) Class discussion |
| Materials & Resources | “Facing Anti-Semitism and American History,” Stephen A. Allen, Origins“Antisemitism in the US,” Anti-Defamation LeagueADL Tracker of Antisemitic Incidents, Anti-Defamation League |

**Instructional Procedures/Steps**

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| Opening5 Minutes | Teacher will: Have the word Anti-Semitism written on the board when students walk in. Once students are seated, the teacher will direct student attention to the boards. Teacher will then proceed to introduce the word Anti-Semitism and ask students what, if anything, they know about the word. Students will: Raise their hands and share with the class things they know about Anti-Semitism. Teacher will: Write on the board the things the students share, forming a word-cloud with Anti-Semitism at the center. Once all students have contributed, teacher will bring up the American Jewish Committee’s working definition of [Antisemitism](https://www.ajc.org/the-working-definition-of-antisemitism). Teacher will ask students how this definition compares to what they had written on the board.Students will: Share that many parts of the definition are similar to what they said. They will also notice that the definition of Anti-Semitism is not specific to the type of hatred being expressed towards Jewish people. Teacher will: Ask students if they have heard of any specific Anti-Semitic events, attacks, or feelings.Students will: Share their knowledge of Anti-Semitism, maybe revolving around the Holocaust or recent attacks on temples and Jewish people. Teacher will: Inform students that Anti-Semitism has a long history and hatred towards the Jewish community is nothing new. In addition, teacher will share that Anti-Semitism is still a prominent form of hatred around the world. At this point the teacher will introduce the CQ (How does the history of Anti-Semitism in the United States continue to impact the American Jewish community?) by putting it on the board. At this point, the teacher will pass out the guided notes and transition to the main instruction. Distribute differentiated worksheet accordingly.  |
| Instruction20 Minutes | Teacher will: Have students watch the video on rising Anti-Semitism in America and answer questions on the guided notes sheet (A1)[Video](https://www.youtube.com/watch?v=665yUxOTXCY)Students will: Answer questions on the guided notes worksheet as they are watching the video.Teacher will: Once the video is over, teacher will split students into four groups. Students will: Take a few minutes to go over their answers to the video questions as a group.Teacher will: Have groups share their answers to the video questions. Send students to tables labeled 1-4, each with a different source on it. Have students follow along with their guided notes worksheet. Students will: Begin source analysis and answer questions on guided notes sheet. 3 minutes will be given per station. Students will answer questions independently.Instructional Strategy: [Stations](https://www.facinghistory.org/resource-library/teaching-strategies/stations-interacting-multiple-texts) (A2)Potential questions to ask as students complete the source analysis:-Who is the author of this source? What is their point of view?-What is the message the author is trying to send? Why are they trying to send this message?-How does this source connect to the article and/or to the video? Teacher will: Upon completion of all 4 stations, teacher will bring the class together for the closing discussion. Stations:**Document A:** Stephen A. Allen , "Facing Anti-Semitism and American History" , *Origins: Current Events in Historical Perspective,* March, 2000**Document B:** “Understanding the Origins of Anti-Semitism” , American Jewish Committee, March 2022**Document C:** “History of Anti-Semitism in America: Collections” , Gale: A Cengage Company, 2022**Document D:** “The State of Anti-Semitism in America 2021” , American Jewish Committee, October 2021 |
| Closure20 Minutes | Teacher will: Lead a TQE discussion (A3). Teacher will ask students to share their findings from the 4 stations with their group members. Before the discussion begins, teacher will draw student attention to the blank space on their guided notes and instruct them to take notes in this space during the group discussion. Teacher will then reintroduce the CQ (How does the history of Anti-Semitism in the United States continue to impact the American Jewish community?) Teacher will ask students to reflect on the CQ for 1 minute and jot down any thoughts, questions, or epiphanies they had from the lesson on their notes sheet. After the minute has passed, teacher will instruct groups to begin their discussion. Instructional Strategy: [TQE Discussion](https://www.cultofpedagogy.com/tqe-method/)Students will: Students will have 8 minutes to go over the four sources they read and the questions they answered. While they are doing this, they will share what they wrote down to answer the CQ as well as to share their thoughts (T), questions (Q), and epiphanies (E) from the stations activity. Students should determine the two most important TQEs they have shared as a group and save those for the whole class portion of the discussion. Teacher will: Bring the whole class back together after the 8 minutes are up. Teacher will have each group share the two biggest TQEs they have determined as a group and write those on the board. The class will reflect on these, come up with answers to the questions, and list any additional questions. The teacher can use these questions to open class the following day! Teacher will collect guided notes sheet at the end of class.  |
| Accommodations/ Enrichment | Differentiated worksheets, differentiated sources, captions in the video, heterogeneous groups, varied instructional strategy |