

Module Title: 5. "Antisemitism Then and Now"

Module Learning Outcome: Understands manifestations of antisemitism and can describe examples of resistance.

The total number of lessons: 30

Subject	Lessons	Learning Outcomes	Concepts	Available sources
Introduction to The Protocols of the Elders of Zion as an example of antisemitism	10	<ul style="list-style-type: none"> ✚ Explores and understands the historical background of The Protocols of the Elders of Zion. ✚ Examines its origin, purpose, and impact on antisemitic beliefs and propaganda 	<ul style="list-style-type: none"> ✚ The Protocols of the Elders of Zion ✚ Forged Document ✚ Conspiracy Theory ✚ Stereotype 	<p><i>Protocols of the Elders of Zion</i> https://www.myjewishlearning.com/article/protocols-of-the-elders-of-zion/</p> <p><i>Protocols of the Elders of Zion: Key Dates</i> https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion-key-dates</p> <p><i>The Protocols Revised: The Fantasy of Secret Jewish Power</i> https://www.adl.org/resources/news/protocols-revisited-fantasy-secret-jewish-power</p> <p><i>Believing in "Inner Truth": The Protocols of the Elders of Zion in Nazi Propaganda, 1933-1945</i> https://academic.oup.com/hgs/article/29/2/212/562402?login=false</p> <p><i>Proven false 100 years ago, antisemitic "Protocols" document is still being exploited</i> https://www.arabnews.com/node/1906891/middle-east</p> <p><i>The Myth of a Jewish Conspiracy</i></p>

				https://www.facinghistory.org/resource-library/myth-jewish-conspiracy
Resistance Movements in Nazi Occupied Europe	10	<ul style="list-style-type: none"> ✚ Understands the extent and nature of Nazi occupied Europe ✚ Identifies different forms of resistance during Nazi occupation. ✚ Explores cultural forms of resistance (art, literature) ✚ Reflects on the long-term impact of resistance movements post-war 	<ul style="list-style-type: none"> ✚ Resistance Movement ✚ Partisan ✚ Underground ✚ Sabotage ✚ Non-violent Resistance 	<p><i>German Rule in Occupied Europe:</i> https://encyclopedia.ushmm.org/content/en/article/german-rule-in-occupied-europe</p> <p><i>Jewish Resistance:</i> https://encyclopedia.ushmm.org/content/en/article/jewish-resistance</p> <p><i>The White Rose Opposition Movement:</i> https://encyclopedia.ushmm.org/content/en/article/white-rose</p> <p><i>Resistance:</i> https://www.britannica.com/event/resistance-European-history</p> <p><i>How People Resisted German Occupation During the Second World War:</i> https://www.iwm.org.uk/history/how-people-in-europe-resisted-german-occupation-during-the-second-world-war</p> <p><i>Fighting the resistance in occupied Europe, 1939-1945:</i> https://ehne.fr/en/encyclopedia/themes/wars-and-memories/occupybe-occupied/fighting-resistance-in-occupied-europe-1939-1945</p> <p><i>Resistance inside Germany:</i> https://encyclopedia.ushmm.org/content/en/article/resistance-inside-germany</p>

				<p><i>Resistance:</i> https://www.theholocaustexplained.org/resistance-responses-collaboration/resistance/</p> <p><i>Resistance During the Holocaust:</i> https://www.adl.org/sites/default/files/Resistance-During-the-Holocaust-NYLM-Guide.pdf</p> <p><i>Resisting the Nazis in numerous ways: nonviolence in occupied Europe:</i> https://www.opendemocracy.net/en/non-violence-against-nazis-interview-with-george-paxton/</p> <p><i>Women & Resistance:</i> https://wagner.edu/holocaust-center/survivor-collections/women-resistance/</p> <p><i>Internationalis Women against Nazi Atrocities in Occupied Europe, 1941-1947:</i> https://muse.jhu.edu/article/883519</p> <p><i>The women who defied Nazi Germany:</i> https://www.dw.com/en/the-women-who-defied-nazi-germany/a-69617344</p> <p><i>Cultural and spiritual resistance:</i> https://echoesandreflections.org/wp-content/uploads/2021/12/07-01-06-02_Student-Handout_Cultural-and-Spiritual-Resistance.pdf</p>
Exploring the Liberté Chérie	8	 Defines Liberté Chérie and its	 Liberté Chérie  Civil Liberties	Reader's Corner: Loge Liberte Cherie: A Light in the Darkness:

		<p>significance within French history.</p> <ul style="list-style-type: none"> ✚ Identifies important figures associated with Liberté Chérie. ✚ Examines how art and literature reflected revolutionary ideals. ✚ Understands how young people engaged with revolutionary ideas. ✚ Accesses the legacy of Liberté Chérie on modern France 	✚ Human Rights	<p>https://issuu.com/wcymedia/docs/the_lyceum_vol_1_no_5/s/14587815</p> <p>The forge-me-not and anti-freemasonry in Nazi Germany: https://lodge46.freemason.org/2022/10/07/the-forget-me-not-and-anti-freemasonry-in-nazi-germany/</p> <p>Who'd be a freemason? https://www.brusselstimes.com/276556/whod-be-a-freemason</p>
Final project presentation	2	✚ Presents final project synthesizing learning from all unites		

Table for tasks

Module Title: 5. Antisemitism Then and Now

Module Learning Outcome: Understands manifestations of antisemitism and can describe examples of resistance to it.

Topic	Lessons	Task
Introduction to The Protocols of the Elders of Zion as an example of antisemitism	10	<p>1) 1. Please create small groups. Research information</p> <p>2. Conduct research on the following topics:</p> <ul style="list-style-type: none"> - The origins and content of "The protocols of Elders of the Elders of Zion". - The role of Philip Graves and The Times in exposing "The Protocols". - Key findings from the 1921 expose, including specific examples of plagiarism from other works. - The impact of the expose on public perception and subsequent events. <p>3. Prepare a presentation based on your research. This presentation should include:</p> <p>2) 1. Please choose one specific piece of Nazi propaganda (e.g., a poster, pamphlet, or cartoon) that references "The Protocols" or promote similar antisemitic themes.</p> <p>2. Questions for analysis and discussion:</p> <ul style="list-style-type: none"> - What is the title of the propaganda piece you selected, and when was it created? - Who was intended audience for this piece? How did you understand it? - How is this piece reference or align with ideas presented in "The Protocols of the Elders of Zion"? - What images, symbols, or colours are used in the propaganda? What do they represent? - What emotions does this propaganda aim to evoke in its audience (e.g., fear, anger, pride)? - What impact did this propaganda piece have on public opinions regarding Jews during the Nazi regime?

		<ul style="list-style-type: none">- What are your thoughts on the role of propaganda in shaping societal beliefs and attitudes?- How can individuals combat misinformation and harmful stereotypes perpetuated by such propaganda? <p>3) 1. Use information sources and choose three to five incidents from the list that you find most impactful or relevant.</p> <p>2. For each selected incident note following:</p> <ul style="list-style-type: none">- Date and Location: Where did it occur?- Type of incident: What Type of antisemitic act was committed?- Details: Briefly summarize what happened?- Response: How did authorities or communities respond to the incidents? <p>3. Research additional information about each incident to provide context.</p> <p>Consider:</p> <ul style="list-style-type: none">- Any connections to historical antisemitism, including those found “The Protocols”.- The role of social media and public discourse in shaping perceptions of these incidents. <p>4. Discuss your findings in the class.</p> <p>5. Discuss additional questions:</p> <ul style="list-style-type: none">- How do these contemporary incidents reflect historical antisemitic beliefs?- Why do you think antisemitism persists in modern society?- What can be done both at local and national levels of combat antisemitism?
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<p>Resistance Movements in Nazi Occupied Europe</p>	<p>10</p>	<p>1) <u>In the classroom with the help of teacher research and discuss the following questions:</u></p> <ol style="list-style-type: none"> 1. What were the different countries involved in resistance efforts (. e.g., France, Poland, Germany, Italy)? 2. Which communities were affected by Nazi (e.g., Jews, partisans, local population)? 3. What were some organized efforts and individual acts of defiance? <p>2) 1. Familiarize yourself with the given sources and use additional online sources.</p> <p>2. Design your poster. It should include the following elements:</p> <p>Title: "Forms of Resistance Against the Nazi Regime"</p> <p>Categories of Resistance: Divide your poster into at least three main sections:</p> <p><u>Armed Resistance:</u> Include organized military actions, guerrilla warfare, and sabotage (<i>Example.</i> The Polish Home Army and its activities).</p> <p><u>Passive Resistance:</u> Highlight acts of non-compliance, civil disobedience, and silent opposition (<i>Example.</i> Individuals hiding Jews or destroying anti-Nazi literature).</p> <p><u>Cultural Resistance:</u> Focus on efforts to preserve cultural identity through literature, art, music, and education (<i>Example.</i> Secret school in ghettos or underground publications).</p> <p><u>Other Forms:</u> Any additional relevant categories (e.g., humanitarian efforts, espionage).</p> <p>Details for Each Category: For each type of resistance, you include:</p>

		<ul style="list-style-type: none">- A brief description of the resistance form.- Notable examples or groups involved.- The geographic region where these actions took place. <p>Visual elements: Enhance your poster with images, maps, or symbols that represent each form of resistance. Use colours and designs that make the information clear and engaging.</p> <p>3) 1. Select a woman from history who played a significant role in resistance movement during World War II.</p> <p><u>Suggested figures include:</u></p> <p>Sophie Scholl: A member of the White Rose, a non-violent resistance group in Nazi Germany.</p> <p>Varian Fry: An American journalist who helped rescue thousands of refugees, including many artists and intellectuals, from Nazi-occupied France.</p> <p>Other notable figures: Jeanne Berthomier, Simone Michel Lévy, or Hannah Szenesh.</p> <p>2. create a profile for your chosen figure that includes:</p> <ul style="list-style-type: none">-A title (e.g., "Sophie Scholl: The Voice of Courage").- A brief biography.- Key contributions to the resistance (bullet points).-Challenges faced during their efforts (bullet points).- Legacy and impact.- Include images or illustrations, if possible, to enhance your profile visually.
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		<p>3. Each student or group presents their profile to the class. Encourages classmates to ask questions and discuss contributions of women in resistance movement.</p>
<p>Exploring the Liberté Chérie</p>	<p>2</p>	<p>1) Please read the article: 2) Find the answers on the following questions:</p> <ol style="list-style-type: none"> 1. What significant event in 1943 is highlighted in the article regarding the Liberté Chérie Masonic Lodge? 2. Who was the oldest member of the Liberté Chérie Masonic Lodge, and what was his profession? 3. What topics did the Liberté Chérie Masonic Lodge discuss during their meetings? 4. Where do Belgian Freemasons gather annually to remember the victims of the Nazis, and what is the significance of this location? 5. How did Freemasons contribute to the establishment of secular public education system in Brussels? <p>3) <u>Discuss the following questions in the classroom:</u></p> <ol style="list-style-type: none"> 1. How does the article describe the relationship between Freemasonry and the Roman Catholic Church? 2. In what ways have Freemasons influenced social and political changes in Belgium particularly regarding women’s rights and secularism? 3. What does the story of Liberté Chérie symbolize about resilience and community in the face of oppression?

		<p>4. After reading about the history and values of Freemasonry, what aspects do you think are the most relevant today? How can these values contribute to discussions about social justice and community building?</p>
<p>Final project presentation</p>		<p>Please write an essay (approx. 200 words) that summarizes your knowledge on this topic and personal experience.</p> <p>Topic: "Cultural Resilience Comparing Personal Strengths with Those from World War II"</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. How has your culture helped you overcome challenges in your life? 2. What are some examples of how people during World War II showed resilience through their culture? <p>What can we learn from the resilience of people in World War II that can help us today?</p>

Task 1

1. Please create small groups
2. Research the following information:
<https://www.myjewishlearning.com/article/protocols-of-the-elders-of-zion/>
<https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion-key-dates>
<https://www.adl.org/resources/news/protocols-revisited-fantasy-secret-jewish-power>
<https://academic.oup.com/hqs/article/29/2/212/562402?login=false>
<https://www.arabnews.com/node/1906891/middle-east>
<https://www.facinghistory.org/resource-library/myth-jewish-conspiracy>
<https://www.myjewishlearning.com/article/protocols-of-the-elders-of-zion/>
3. Conduct the research on the following topics:
4. The origins and content of "The protocols of Elders of the Elders of Zion".
5. The role of Philip Graves and The Times in exposing "The Protocols".
6. Key findings from the 1921 expose, including specific examples of plagiarism from other works.
7. The impact of the expose on public perception and subsequent events.
- 8.
9. Prepare a presentation based on your research. This presentation should include:
10. Key points from the research.
11. Visual aids to enhance the presentation.
12. Discussion questions for the class to engage with after the presentation.

Task 2

- 1) Please choose one specific piece of Nazi propaganda (e.g., a poster, pamphlet, or cartoon) that references "The Protocols" or promotes similar antisemitic themes.

Suggested sources for finding propaganda pieces include:

2. The United States Holocaust Memorial Museum's online collections.
3. The National Archives.
4. Online databases like the Yad Vashem website.

- 2) Questions for analysis and discussion:

5. What is the title of the propaganda piece you selected, and when was it created?
6. Who was intended audience for this piece? How did you understand it?
7. How is this piece reference or align with ideas presented in "The Protocols of the Elders of Zion"?
8. What images, symbols, or colours are used in the propaganda? What do they represent?

9. What emotions does this propaganda aim to evoke in its audience (e.g., fear, anger, pride)?
10. What impact did this propaganda piece have on public opinions regarding Jews during the Nazi regime?
11. What are your thoughts on the role of propaganda in shaping societal beliefs and attitudes?
12. How can individuals combat misinformation and harmful stereotypes perpetuated by such propaganda?

Task 3

- 1) Use information sources and choose three to five incidents from the list that you find most impactful or relevant.
<https://www.adl.org/resources/report/audit-antisemitic-incidents-2023>
https://en.wikipedia.org/wiki/List_of_antisemitic_incidents_in_the_United_States
- 2) For each selected incident note following:
 13. Date and Location: Where did it occur?
 14. Type of incident: What Type of antisemitic act was committed?
 15. Details: Briefly summarize what happened?
 16. Response: How did authorities or communities respond to the incidents?
- 3) Research additional information about each incident to provide the context.
Consider:
 17. Any connections to historical antisemitism, including those found "The Protocols".
 18. The role of social media and public discourse in shaping perceptions of these incidents.
- 4) Discuss your findings in the class.
- 5) Discuss additional questions:
 19. How do these contemporary incidents reflect historical antisemitic beliefs?
 20. Why do you think antisemitism persists in modern society?
 21. What can be done both at local and national levels of combat antisemitism?

Task 4

In the classroom with the help of teacher research and discuss the following questions:

1. What were the different countries involved in resistance efforts (. e.g., France, Poland, Germany, Italy)?
2. Which communities were affected by Nazi (e.g., Jews, partisans, local population)?

3. What were some organized efforts and individual acts of defiance?

Task 5

1) Familiarize yourself with the given sources and use additional online sources.

<https://www.opendemocracy.net/en/non-violence-against-nazis-interview-with-george-paxton/>

https://echoesandreflections.org/wp-content/uploads/2021/12/07-01-06-02_Student-Handout_Cultural-and-Spiritual-Resistance.pdf

2) Design your poster. It should include the following elements:

1. **Title:** "Forms of Resistance Against the Nazi Regime"
2. **Categories of Resistance:** Divide your poster into at least three main sections:
 1. Armed Resistance: Include organized military actions, guerrilla warfare, and sabotage (*Example.* The Polish Home Army and its activities).
 2. Passive Resistance: Highlight acts of non-compliance, civil disobedience, and silent opposition (*Example.* Individuals hiding Jews or destroying anti-Nazi literature).
 3. Cultural Resistance: Focus on efforts to preserve cultural identity through literature, art, music, and education (*Example.* Secret school in ghettos or underground publications).
 4. Other Forms: Any additional relevant categories (e.g., humanitarian efforts, espionage).
3. **Details for Each Category:** For each type of resistance, you include:
 - 22.A brief description of the resistance form.
 - 23.Notable examples or groups involved.
 - 24.The geographic region where these actions took place.
4. **Visual elements:** Enhance your poster with images, maps, or symbols that represent each form of resistance. Use colours and designs that make the information clear and engaging.

Task 6

1. Select a woman from history who played a significant role in resistance movement during World War II.

Suggested figures include:

2. **Sophie Scholl:** A member of the White Rose, a non-violent resistance group in Nazi Germany.
3. **Varian Fry:** An American journalist who helped rescue thousands of refugees, including many artists and intellectuals, from Nazi-occupied France.
4. **Other notable figures:** Jeanne Berthomier, Simone Michel Lévy, or Hannah Szenesh.
5. Create a profile for your chosen figure that includes:
 - A title (e.g., "Sophie Scholl: The Voice of Courage").
 - A brief biography.
 - Key contributions to the resistance (bullet points).
 - Challenges faced during their efforts (bullet points).
 - Legacy and impact.
 - Include images or illustrations, if possible, to enhance your profile visually.
6. Each student or group presents their profile to the class. Encourages classmates to ask questions and discuss contributions of women in resistance movement.

Task 7

1. Please read the article:
<https://www.brusselstimes.com/276556/whod-be-a-freemason>
2. Find the answers on the following questions:
 1. What significant event in 1943 is highlighted in the article regarding the Liberté Chérie Masonic Lodge?
 2. Who was the oldest member of the Liberté Chérie Masonic Lodge, and what was his profession?
 3. What topics did the Liberté Chérie Masonic Lodge discuss during their meetings?
 4. Where do Belgian Freemasons gather annually to remember the victims of the Nazis, and what is the significance of this location?
 5. How did Freemasons contribute to the establishment of secular public education system in Brussels?
3. Discuss the following questions in the classroom:

1. How does the article describe the relationship between Freemasonry and the Roman Catholic Church?
2. In what ways have Freemasons influenced social and political changes in Belgium particularly regarding women's rights and secularism?
3. What does the story of Liberté Chérie symbolize about resilience and community in the face of oppression?
4. After reading about the history and values of Freemasonry, what aspects do you think are the most relevant today? How can these values contribute to discussions about social justice and community building?

Task 8

Creative Task: Artistic Representation of Liberté Chérie Masonic Lodge

Description: Please create a drawing that symbolizes the values and historical significance of the Liberté Chérie Masonic Lodge during World War II.

- 1) Begin with the brief discussion (use information from the previous task). With the help of the teacher discuss and take notes on key themes such as:
 - a. Freedom: What does freedom mean in the context of oppression?
 - b. Resilience: How did members of the lodge demonstrate resilience?
 - c. Community: What role did the lodge play in fostering a sense of community among its members?
- 2) Create an original drawing that represents one or more of the following themes:
 - a. The concept of "liberty" as a guiding light or beacon
 - b. Symbols of "resilience", such as phoenix rising from ashes or a tree with deep roots.
 - c. Imaginary reflecting "community", such as people holding hands, sharing ideas, or working together.
 - d. Use various materials (pencils, markers, watercolours) to express your ideas.
- 3) Alongside your drawing, create a short artist statement (150 – 200 words) explaining:
 4. The inspiration behind your work.
 5. How your drawing connects to the themes discussed in class.
 6. Any personal reflection on what liberty and resilience mean to them.

- 4) Organize a gallery walk around your classroom. Conclude with a class about different interpretations of liberty and resilience represented in the artwork. Discuss how art can be a powerful medium for expressing complex ideas and motions.

Task 9

Please write an essay (approx. 200 words) that summarizes your knowledge on this topic and personal experience.

Topic: "Cultural Resilience Comparing Personal Strengths with Those from World War II"

Guiding questions:

3. How has your culture helped you overcome challenges in your life?
4. What are some examples of how people during World War II showed resilience through their culture?
5. What can we learn from the resilience of people in World War II that can help us today?

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Understanding of Cultural resilience	The essay mentions cultural resilience but does not explain it well.	The essay explains cultural resilience with some examples but lacks detail	The essay clearly explains cultural resilience and includes good examples from personal experience and World War II	The essay provides a thorough explanation of cultural resilience, with detailed examples and insights
Comparison of Experience	The essay tries to compare personal experience with those from World War II but is unclear	The essay makes some comparisons but does not explore them deeply	The essay effectively compares personal experiences with those from World War II, showing clear similarities and differences	The essay offers a detailed comparison, providing rich insights both in personal and historical resilience
Clarity of organisation	The essay is hard to follow and poorly organized	The essay has some organizations but may be confusing in places	The essay is well-organized, with clear paragraphs that are easy to read	The essay is very well-structured, with a strong introduction, clear body paragraphs, and a thoughtful conclusion
Personal reflection	The essay has little personal reflection or insight	The essay includes some personal thoughts but lacks depth	The essay shares meaningful personal reflections that relate well to the topic	The essay provides deep personal insights that enhance the discussion and provoke thought

Language Usage	The essay has many grammatical errors and unclear language, making it difficult to understand	The essay contains some grammatical errors and awkward phrasing but is mostly understandable	The essay uses clear and correct language with few grammatical errors, making it easy to read	The essay demonstrates excellent language usage, with varied vocabulary, clear expression of ideas, and minimal errors
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