

Module Title: 4. "Antisemitism Then and Now"

Module Learning Outcome: Understands antisemitism as a social phenomenon across different time periods.

The total number of lessons: 30

| Subject | Lessons | Learning Outcomes | Concepts | Available sources |
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| Conspiracy theories and their impact on society | 2 | <ul style="list-style-type: none"> Understands the principles of the formation of conspiracy theories. Understands the impact of conspiracy theories on shaping public opinion." | <ul style="list-style-type: none"> Conspiracy theory | <p>How conspiracy theories can affect the communities they attack – new research: https://theconversation.com/how-conspiracy-theories-can-affect-the-communities-they-attack-new-research-218768</p> <p>Consequences of conspiracy theories: https://researchportal.northumbria.ac.uk/ws/files/27078540/2.7 Jolley et al Consequences of CTs FINAL.pdf</p> <p>The Negative Social Impact of Conspiracy Theories: https://www.nytimes.com/roomfordebate/2015/01/04/re-conspiracy-theories-all-bad-17/the-negative-social-impact-of-conspiracy-theories</p> <p>What Is a Conspiracy Theory: https://youtu.be/FctBNcOfK28?si=OZVNM6TkzBAXd-WB</p> |
| Antisemitism as a manifestation of conspiracy theories. | 6 | <ul style="list-style-type: none"> Understands the historical origins and evolution of antisemitism. | <ul style="list-style-type: none"> Antisemitism, prejudice, scapegoating | <p>History of Antisemitism: https://youtu.be/6eo31GAKfHc?si=3IEurLNmIQEs6vHh</p> <p>Antisemitism Explained:</p> |

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| | | <ul style="list-style-type: none"> Knows how to recognize manifestations of antisemitism in society. | | https://www.ushmm.org/antisemitism/what-is-antisemitism/explained anti-Semitism: https://www.britannica.com/topic/anti-Semitism |
| The Protocols of the Elders of Zion | 2 | <ul style="list-style-type: none"> Characterizes the Protocols of the Elders of Zion as one of the most significant examples of antisemitism in the 20th century. Uses critical thinking skills to analyse the impact of such a document on shaping public opinion. | <ul style="list-style-type: none"> Protocols of Zion | Protocols of the Elders of Zion: https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion The Protocols of the Elders of Zion: https://en.wikipedia.org/wiki/The_Protocols_of_the_Elders_of_Zion Why the "Protocols of the Elders of Zion" is still pushed by anti-Semites" https://www.brandeis.edu/now/2020/september/whitfield-conversation.html |
| Expressions of antisemitism and conspiracy theories in the 21st century | 10 | <ul style="list-style-type: none"> Recognizes manifestations of antisemitism in contemporary society. Analyses specific examples and uses them within the | <ul style="list-style-type: none"> modern antisemitism, social media, violence | Conspiracy Theories: https://cst.org.uk/antisemitism/educational-resources/conspiracy-theories The History of Antisemitic Conspiracy Theories, from the Rothschild to George Soros: https://time.com/6311698/antisemitism-conspiracy-theories-rothschild/ |

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| | | framework of their overall theme. | | <p>Antisemitic Conspiracy Theories: Past, Present and Future? https://www.gresham.ac.uk/watch-now/antisemitic-conspiracy</p> <p>The Violent Impact of Antisemitic Conspiracy Theories: Examining the Jewish World Domination Narratives and History: https://www.middlebury.edu/institute/academics/centers-initiatives/ctec/ctec-publications/violent-impact-antisemitic-conspiracy</p> |
| Holocaust Denial | 10 | <p>Analyses the Holocaust denial as one of the conspiracy theories of antisemitism.</p> <p>Understands its connection to the essence of antisemitism and its impact on society.</p> | Holocaust denial | <p>Holocaust Denial and Distortion: https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion</p> <p>What is Holocaust Denial? https://www.museumoftolerance.com/education/teacher-resources/holocaust-resources/what-is-holocaust-denial.html</p> <p>Denial forms: https://www.auschwitz.org/en/history/holocaust-denial/denial-forms/</p> |

Table for tasks

Module Title: 4. Antisemitism Then and Now

Module Learning Outcome: Understands antisemitism as a social phenomenon across different time periods.

| Topic | Lessons | Task |
|---|---------|---|
| Conspiracy theories and their impact on society | 2 | <p>1) <u>Watch a video about how conspiracy theories develop and reflect on what you've seen:</u></p> <p>2) <u>Please discuss following questions in your classroom:</u></p> <ol style="list-style-type: none"> 1. What is your definition of a conspiracy theory? How do conspiracy theories differ from legitimate scepticism or questioning of official narratives? 2. Can you think of any examples of conspiracy theories that have been proven true over time? What made these particular theories credible in retrospect? 3. How do conspiracy theories spread and gain traction in the modern age of social media and internet? What role do online echo chambers and confirmation bias play? 4. What psychological and social factors make some people more susceptible to believing in conspiracy theories? How do feelings of powerlessness, distrust in institutions and the need for certainty contribute? 5. What are some of the potential harms and dangers of widespread belief in conspiracy theories? How can they undermine social cohesion, public health and democratic institutions? 6. How can we inoculate people, especially young people, against falling for conspiracy theories? What role can education, critical thinking skills and media literacy play in building resistance? |

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| | | 7. What responsibility do public figures, politicians and media outlets have in either amplifying or debunking conspiracy theories? How can they help stem the tide of misinformation? |
| Antisemitism as a manifestation of conspiracy theories. | 6 | <p>1) Think about where you previously noticed the connection between conspiracy theories and antisemitism in the video.</p> <p>2) Watch the video: https://youtu.be/6eo31GAKfHc?si=3IEurLNmlQEs6vHh <ol style="list-style-type: none"> How do you understand what antisemitism is? Together, draw a timeline in class depicting the most significant examples of antisemitism. <p>3) Students can create a piece of visual art, such as painting, drawing, or collage that represents their experience with antisemitism. They can use symbolism, colour and composition to convey their emotions and message.</p> <p>Encourage students to explain their artistic choices and the meaning behind their work.</p> </p> |
| The Protocols of the Elders of Zion | 2 | Familiarize yourself with the information provided on the website. Consider your answers to the questions below for critical thinking: |
| Expressions of antisemitism and conspiracy theories in the 21st century | 10 | <p>1) <u>Get acquainted with the credibility of the information source:</u></p> <ol style="list-style-type: none"> What are some of the common themes or claims found in the antisemitic conspiracy theories discussed in these resources? Why are they considered antisemitic? |

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| | | <p>2. How have antisemitic conspiracy theories evolved over time, from the Protocols of the Elders of Zion to modern-day theories?</p> <p>3. What social, political and cultural factors have contributed to the persistence and spread of these conspiracy theories throughout history?</p> <p>2) <u>Choose one of the discussed antisemitic conspiracy theories:</u></p> <ol style="list-style-type: none"> 1. Explore social networks, news portals, etc., and find examples of how this theory is reflected in real actions and individual beliefs. 2. Present your findings to your group members. 3. Evaluate what similar in all your delayed examples is. What does it indicate? <p>3) <u>Create a poster to educate society about antisemitism. Include your perspective on the questions listed below.</u></p> <ol style="list-style-type: none"> 1. How have antisemitic conspiracy theories influenced historical events, political decisions or social attitudes? 2. What are some of the real-world consequences and harms caused by the proliferation of these conspiracy theories? |
| Holocaust Denial (evaluation task) | 10 | <p>Students independently conduct research during the lessons searching for necessary sources of information. The teacher supports student's self-directed learning by offering assistance. The outcome of the research is either a written report or a presentation evaluated by the teacher.</p> <p><u>Tasks for Students on Holocaust Denial:</u></p> <p>Students independently conduct research during the lessons searching for necessary sources of information. The teacher supports student's self-directed learning by offering assistance. The outcome of the research is either a written report or a presentation evaluated by the teacher.</p> <ol style="list-style-type: none"> 1. <u>Research and Analysis</u> |

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| | | <ul style="list-style-type: none"> - Research the key claims and arguments made by Holocaust deniers. - Critically analyse the sources and information used by Holocaust deniers. - Create a report or presentation showing the inaccuracies and problems with Holocaust denial. <p>2. <u>Survivor Testimony Engagement</u></p> <ul style="list-style-type: none"> - Watch or read testimonies from Holocaust survivors. - Analyse how the survivor accounts contradict the claims made by Holocaust deniers. <p>3. <u>Historical Documentation Review</u></p> <ul style="list-style-type: none"> - Examine historical documents, photographs and other primary sources related to the Holocaust. - Explain how this evidence refutes the claims made by Holocaust deniers. <p>4. <u>Explore the importance of collective memory and the responsibility to remember in the face of attempts to distort the past.</u></p> <p>5. <u>Media Literacy and Fact-Checking</u></p> <ul style="list-style-type: none"> - Learn how to identify and critically evaluate sources of information, especially on the internet. |
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Task 1

- 1) Watch a video about how conspiracy theories develop and reflect on what you've seen:

<https://youtu.be/FctBNc0fK28?si=OZVNM6TkzBAXd-WB>

- 2) Please discuss following questions in your classroom:

1. What is your definition of a conspiracy theory? How are conspiracy theories different from having doubts or questioning official stories that are told to the public?
2. Can you give any examples of conspiracy theories that turned out to be true over time? What made these particular theories believable in hindsight?
3. How do conspiracy theories spread and become popular in the age of social media and internet? What role do online echo chambers and confirmation bias play in this?
4. What factors make some people more likely to believe in conspiracy theories? How do feelings of powerlessness, distrust in institutions and the need for certainty contribute to this?
5. What are some of the potential harms and dangers when many people believe in conspiracy theories? How can they weaken social unity, public health efforts and democratic institutions?
6. How can we protect people, especially young people, from falling for conspiracy theories? What role can education, critical thinking skills and media literacy play in building resistance to conspiracy theories?
7. What responsibility do public figures, politicians and media outlets have in either spreading or debunking conspiracy theories? How can they help stop the spread of false information?

Task 2

Think about where you previously noticed the connection between conspiracy theories and antisemitism in the video.

Task 3

- 1) Watch the video:

<https://youtu.be/6eo31GAKfHc?si=3IEurLNmlQEs6vHh>

- 2) How do you understand what antisemitism is?

- 3) Together, draw a timeline in class depicting the most significant examples of antisemitism.
- 4) What similarities do you see in situations where antisemitism becomes active in society?"

Task 4

- 1) Students can create a piece of visual art, such as painting, drawing or collage, that represents their experience with antisemitism. They can use symbolism, colour and composition to convey their emotions and message.
- 2) Encourage students to explain their artistic choices and the meaning behind their work.

Task 5

Familiarize yourself with the information provided on the website. Consider your answers to the questions below for critical thinking:

<https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion>

Task 6

Get acquainted with the credibility of the information source:

<https://cst.org.uk/antisemitism/educational-resources/conspiracy-theories>

- 1) What are some of the common themes or claims found in the antisemitic conspiracy theories discussed in these resources? Why are they considered antisemitic?
- 2) How have antisemitic conspiracy theories evolved over time, from the Protocols of the Elders of Zion to modern-day theories?
- 3) What social, political and cultural factors have contributed to the persistence and spread of these conspiracy theories throughout history?

Task 7

Choose one of the discussed antisemitic conspiracy theories:

1. explore social networks, news portals, etc., and find examples of how this theory is reflected in real actions and individual beliefs.
2. Present your findings to your group members.
3. Evaluate what similar in all your delayed examples is. What does it indicate?

Task 8

Create a poster to educate society about antisemitism. Include your perspective on the questions listed below.

- How have antisemitic conspiracy theories influenced historical events, political decisions or social attitudes?
- What are some of the real-world consequences and harms caused by the proliferation of these conspiracy theories?

Task: 9

Students independently conduct research during the lessons, searching for necessary sources of information. The teacher supports student's self-directed learning by offering assistance.

The outcome of the research is either a written report or a presentation evaluated by the teacher.

Tasks for Students on Holocaust Denial:

1. Research and Analysis

- Research the key claims and arguments made by Holocaust deniers.
- Critically analyse the sources and information used by Holocaust deniers.
- Create a report or presentation showing the inaccuracies and problems with Holocaust denial.

2. Survivor Testimony Engagement

- Watch or read testimonies from Holocaust survivors.
- Analyse how the survivor accounts contradict the claims made by Holocaust deniers.

3. Historical Documentation Review

- Examine historical documents, photographs and other primary sources related to the Holocaust.
- Explain how this evidence refutes the claims made by Holocaust deniers.

4. Explore the importance of collective memory and responsibility to remember in the face of attempts to distort the past.

5. Media Literacy and Fact-Checking

- Learn how to identify and critically evaluate sources of information, especially on the internet.

| | Started to Learn | Continues to Learn | Learned | Learned in Depth |
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| Research and Analysis | <ul style="list-style-type: none"> - Research on Holocaust denial theories is limited and lacks critical analysis. - Struggles to identify the key claims and arguments made by deniers. | <ul style="list-style-type: none"> - Research shows some understanding of Holocaust denial theories, but their analysis of the sources and information used by deniers are incomplete. | <ul style="list-style-type: none"> - Research demonstrates a solid understanding of the key claims and arguments made by holocaust deniers. - Student provides a thorough critical analysis of the sources and information used. | <ul style="list-style-type: none"> - Research exhibits an exceptional depth of understanding. - Student provides a comprehensive and nuanced analysis of Holocaust denial theories, thoroughly debunking the claims with well-researched evidence. |
| Survivor Testimony Engagement | <ul style="list-style-type: none"> - The student's engagement with survivor testimonies is superficial. - Student has difficulty analysing how the accounts contradict Holocaust denial claims. | <ul style="list-style-type: none"> - Student's engagement with survivor testimonies shows some understanding, but their analysis of how the accounts refute denial claims is limited. | <ul style="list-style-type: none"> - Student's engagement with survivor testimonies is meaningful and insightful. - Student clearly articulates how the accounts contradict the claims made by Holocaust deniers. | <ul style="list-style-type: none"> - The student's engagement with survivor testimonies is exceptional. - Student provides a profound and empathetic analysis, eloquently demonstrating the importance of preserving and sharing these stories in the face of denial. - |

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| Holocaust Documentation Review | <ul style="list-style-type: none"> - The student's review of historical documentation related to the Holocaust is basic, and he struggles to explain how it refutes Holocaust denial claims. | <ul style="list-style-type: none"> - The student's review of historical documentation shows some understanding, but their explanation of how it refutes denial claims is incomplete. | <ul style="list-style-type: none"> - The student's review of historical documentation is thorough and well-reasoned. - Student effectively explains how the evidence contradicts the claims made by Holocaust deniers. | <ul style="list-style-type: none"> - Student's review of historical documentation is exceptional. - Student provides a comprehensive and nuanced analysis masterfully demonstrating how the wealth of evidence confirms the reality of the Holocaust. |
| Media Literacy and Fact-Checking | <ul style="list-style-type: none"> - The student's media literacy and fact-checking skills are undeveloped. - Student struggles to identify reliable sources of information and combat the spread of Holocaust. | <ul style="list-style-type: none"> - The student's media literacy and fact-checking skills show some progress, but student has difficulty consistently identifying reliable sources and creating effective educational materials. | <ul style="list-style-type: none"> - The student's media literacy and fact checking skills are well-developed. - Student can effectively identify reliable sources, fact-check claims. | <ul style="list-style-type: none"> - The student's media literacy and fact-checking skills are exceptional. - Student demonstrates a mastery of these skills. |

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| Quality of the Result | - Student's final work, such as a report or presentation is basic and lacks depth or impact. | - Student's final work shows some effort and understanding, but could be improved in terms of quality, clarity and effectiveness. | - Student's final work is of high quality, demonstrating a solid understanding of the topic and the ability to communicate effectively | - Student's final work is exceptional exhibiting a deep and nuanced understanding of the topic, as well as exceptional creativity, clarity and impact in the final product. |
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