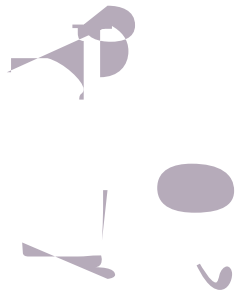


# Museum of History & Holocaust Education



## *Enduring Tension: (En)Countering Antisemitism in Every Age*



GRADES  
5 - 12

Phone: 470 . 578 . 2083

[historymuseum.kennesaw.edu](http://historymuseum.kennesaw.edu)

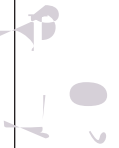


## Table of Contents

<b>About this Teacher's Guide.....</b>	<b>3</b>
<b>Overview.....</b>	<b>4</b>
<b>Georgia Standards of Excellence.....</b>	<b>6</b>
<b>Key Vocabulary.....</b>	<b>12</b>

### LESSON PLANS

#### 5-12 Grade Activities



*[Faded, illegible text]*

**fifth through twelfth grade social studies teachers**

*[Faded, illegible text]*

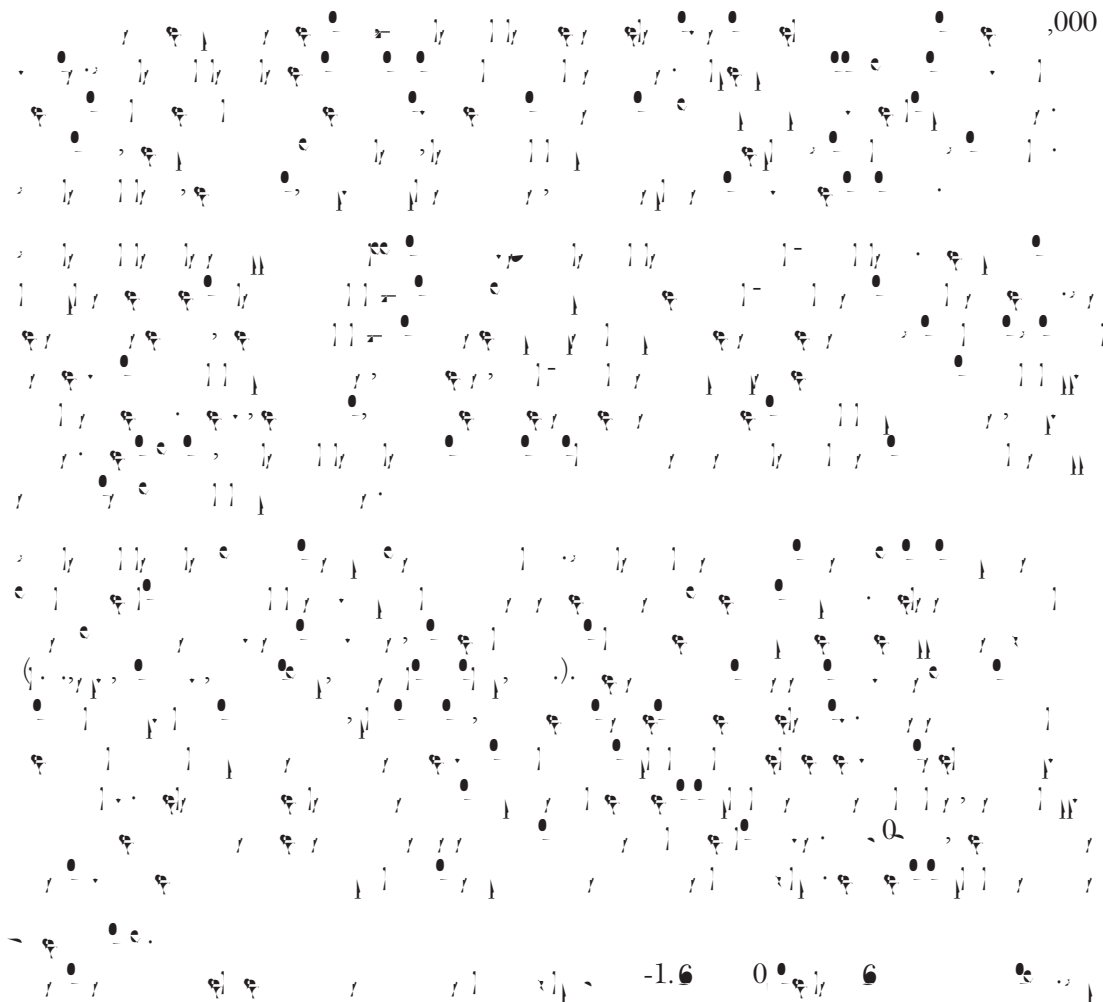
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**Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.**

**Credits:** *[Faded, illegible text]*

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Overview

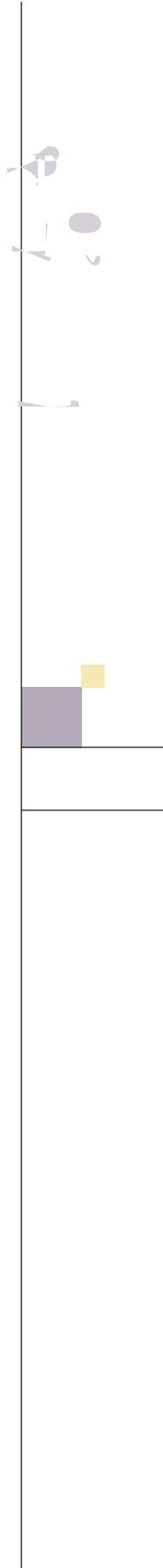


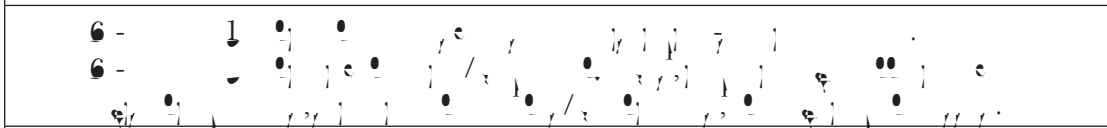

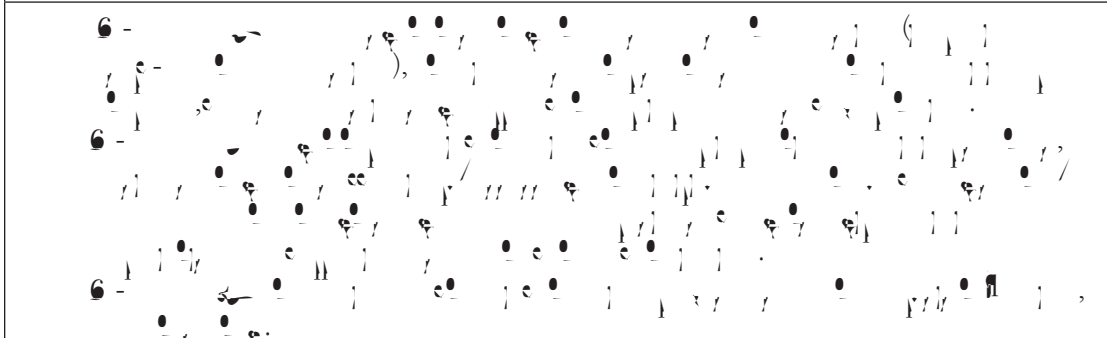
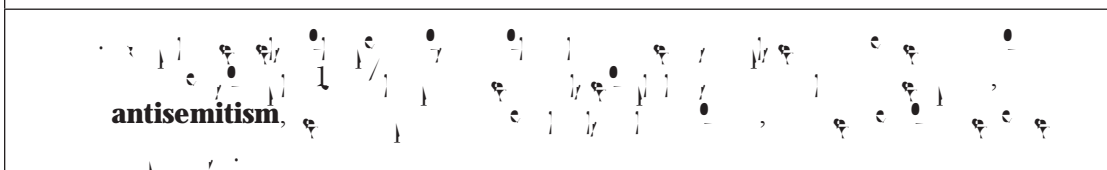
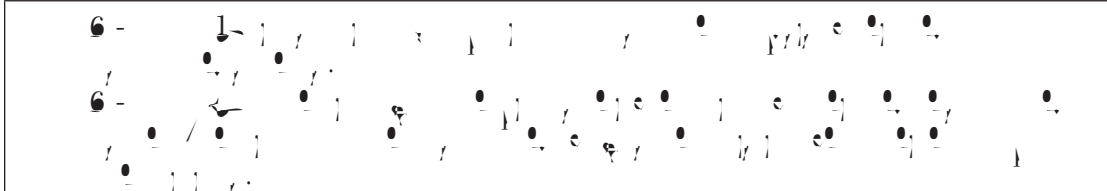
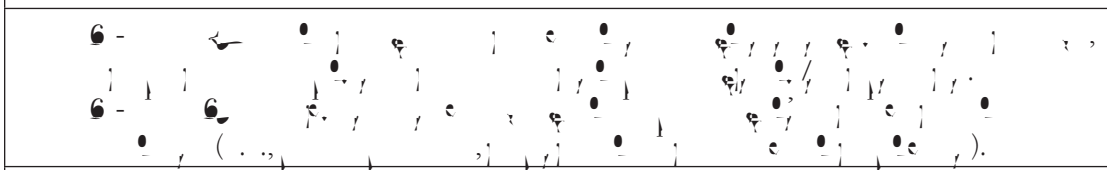
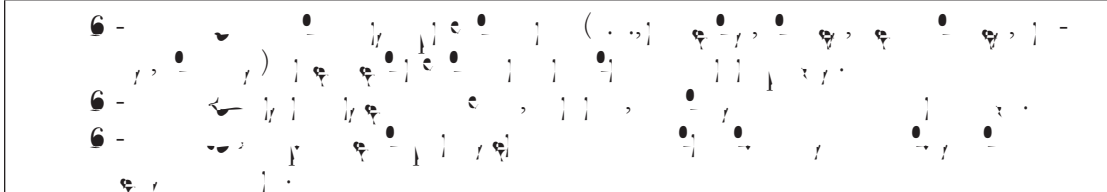
*Enduring Tension: (En)Countering Antisemitism in Every Age*

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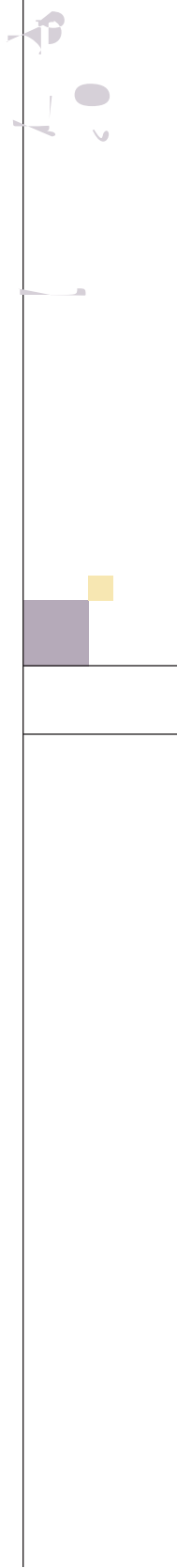
**Enduring Tension: (En)Countering Antisemitism in Every Age**

<b>WRITING STANDARDS: TEXT TYPES AND PURPOSES</b>

<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>

<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>

<b>SEVENTH GRADE</b>
<b>SOCIAL STUDIES</b>
<b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b>

<b>LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS: READING STANDARDS/KEY IDEAS AND DETAILS</b>

<b>CRAFT AND STRUCTURE</b>

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>




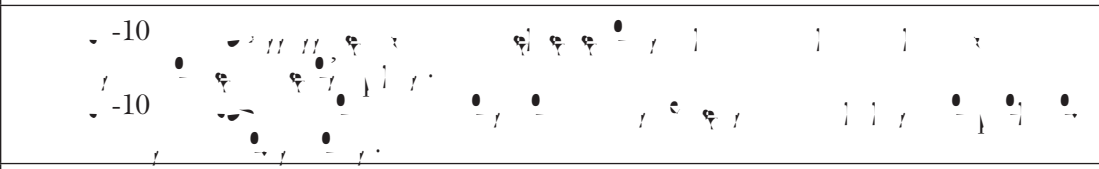
<b>WRITING STANDARDS: TEXT TYPES AND PURPOSES</b>

<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>

<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>

<b>EIGHTH GRADE</b>
<b>SOCIAL STUDIES</b>



<b>WRITING STANDARDS: TEXT TYPES AND PURPOSES</b>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>

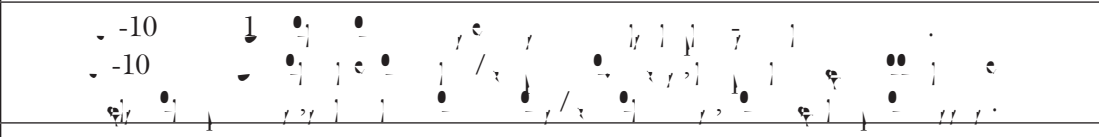


**INTEGRATION OF KNOWLEDGE AND IDEAS**

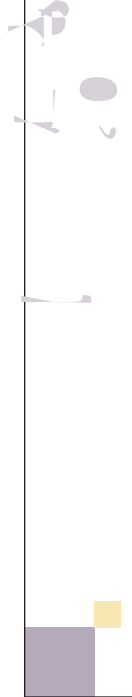
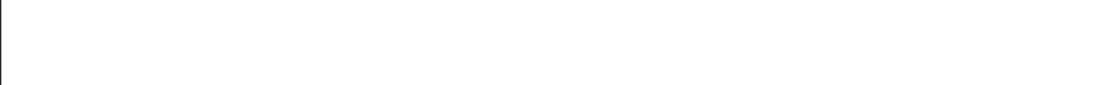
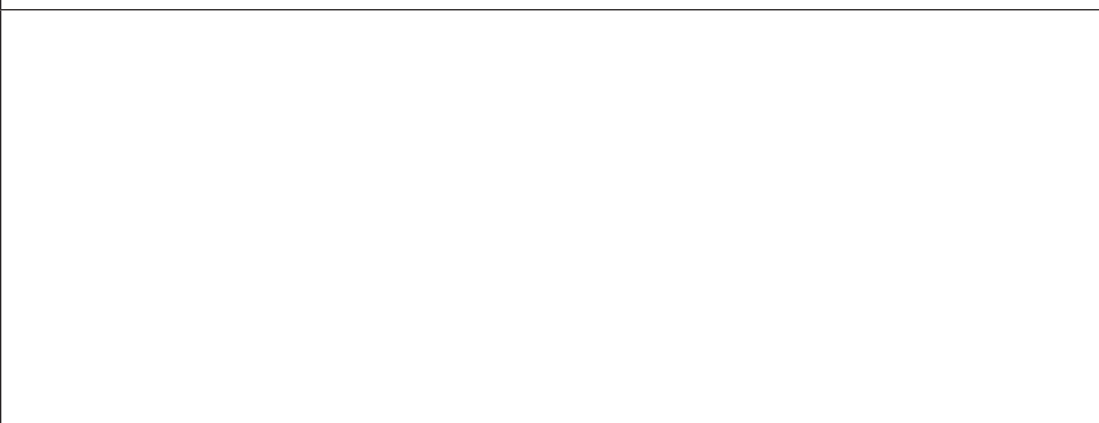
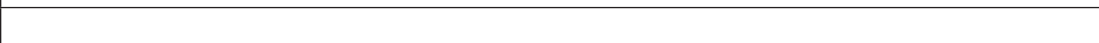


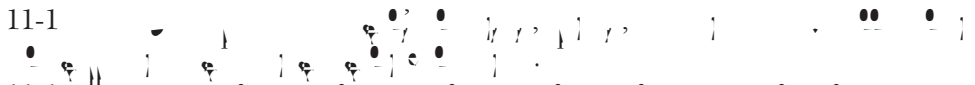

Musical notation consisting of two staves with treble clefs and a key signature of one flat. The first staff begins with a common time signature 'C' and the second with a 3/4 time signature. The music features various note values including quarter, eighth, and sixteenth notes, along with rests and dynamic markings.

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS: TEXT TYPES AND PURPOSES**



Musical notation consisting of two staves with treble clefs and a key signature of one flat. The first staff begins with a common time signature 'C' and the second with a 3/4 time signature. The music features various note values including quarter, eighth, and sixteenth notes, along with rests and dynamic markings.



<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
11-1	
11-1	



## Key Vocabulary

**Antisemitism** /əˈnɪsɪˈmiːtɪzəm/

**Judaism** /ˈjʊːdɪzəm/

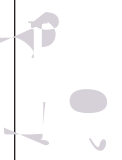
**Monotheism** /ˈmɒnəˈθiːzəm/

**Polytheism** /ˈpɒliˈθiːzəm/

**Scapegoat** /ˈskæpəˌɡoʊt/

**Stereotype** /ˈstɛr.i.oːt.aɪp/

**Zionism** /ˈziː.ɒn.ɪz.əm/



# One

## Antisemitism from its Origins

### Objectives:

1. Identify the historical roots of antisemitism, including the role of the Talmidim and the Church Fathers.

2. Analyze the impact of the Crusades and the Inquisition on the Jewish community.

3. Examine the role of antisemitism in the Holocaust and the development of the State of Israel.

4. Evaluate the effectiveness of various strategies for combating antisemitism in the modern world.

### Materials needed:

1. A copy of the course text, *Antisemitism: A History* by David N. Myers.

2. A copy of the course text, *The Holocaust: A History* by Yehuda Bauer.

3. A copy of the course text, *The Jewish People: A History* by Shalom Spiegel.

### Preparation:

1. Read the introductory chapter of the course text, *Antisemitism: A History*.

2. Watch the video, *The History of Antisemitism*, available on YouTube.

### Instructions:

#### Hook:

1. Read the introductory chapter of the course text, *Antisemitism: A History*.

2. Watch the video, *The History of Antisemitism*, available on YouTube.

3. Read the introductory chapter of the course text, *The Holocaust: A History*.

4. Watch the video, *The Holocaust: A History*, available on YouTube.

5. Read the introductory chapter of the course text, *The Jewish People: A History*.

6. Watch the video, *The Jewish People: A History*, available on YouTube.

<http://ow.ly/ZOcp30jpHW0>

**Enduring Tension: (En)Countering Antisemitism in Every Age**

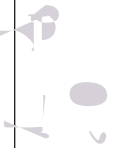
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... ( ) ...  
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**Extension:**

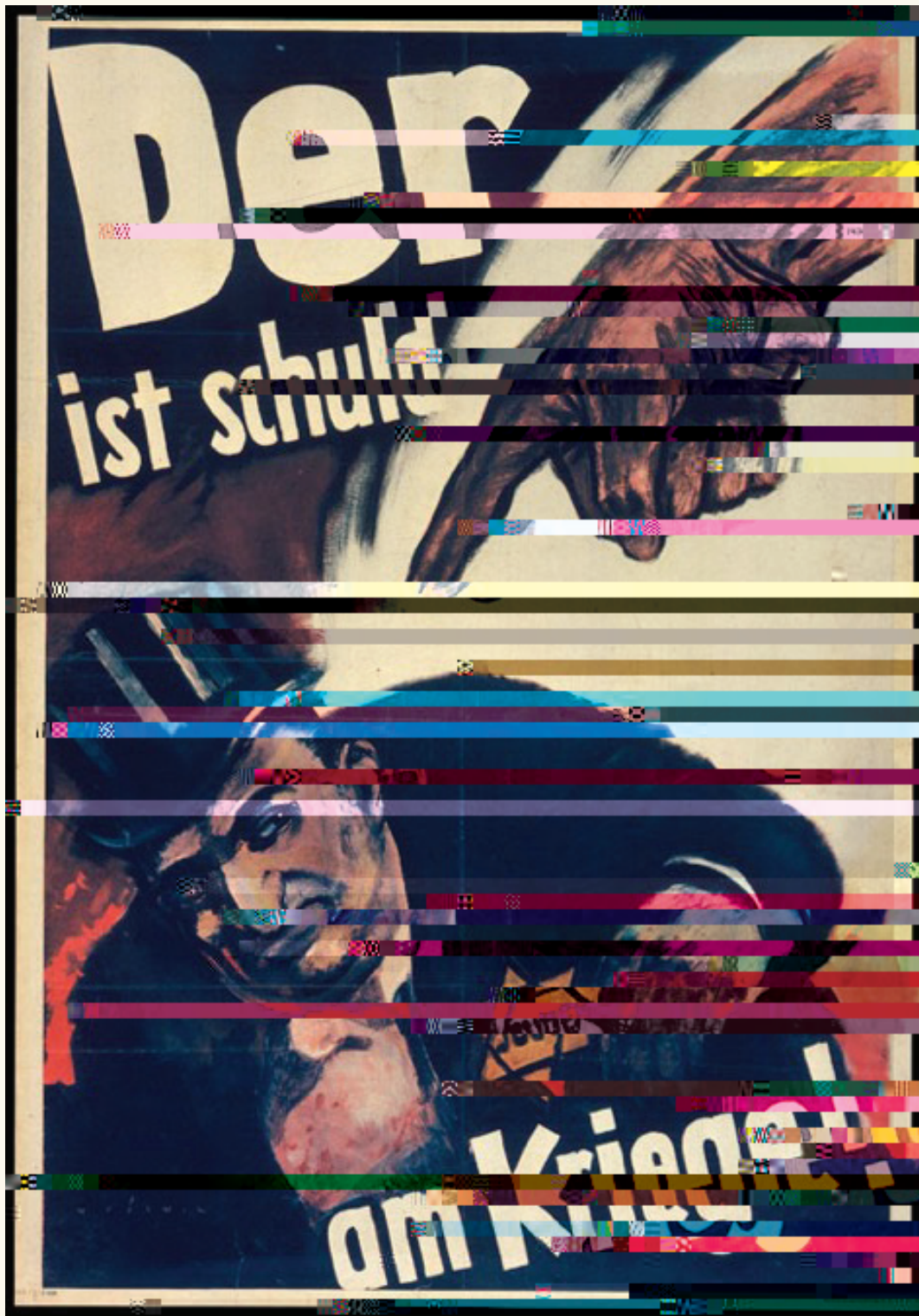
...  
...

**and/or**

... ( ) ... ( ) ...

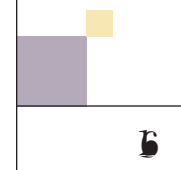
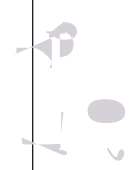
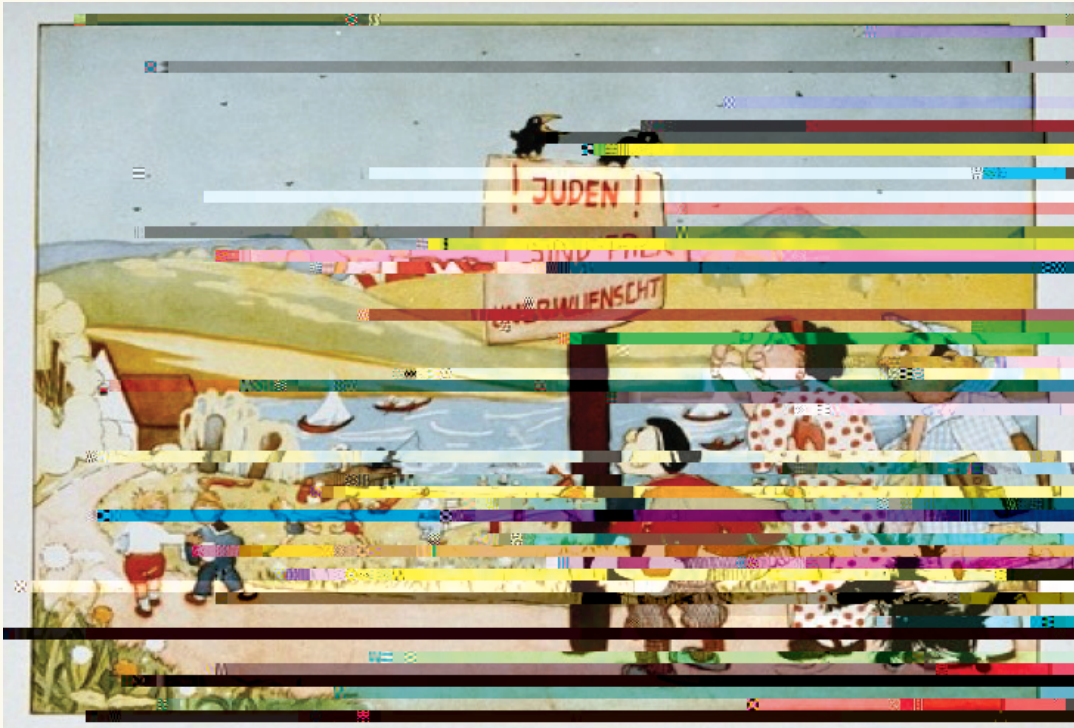


**Source Sheet 1**





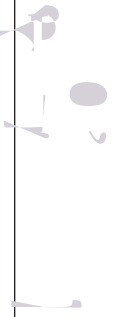
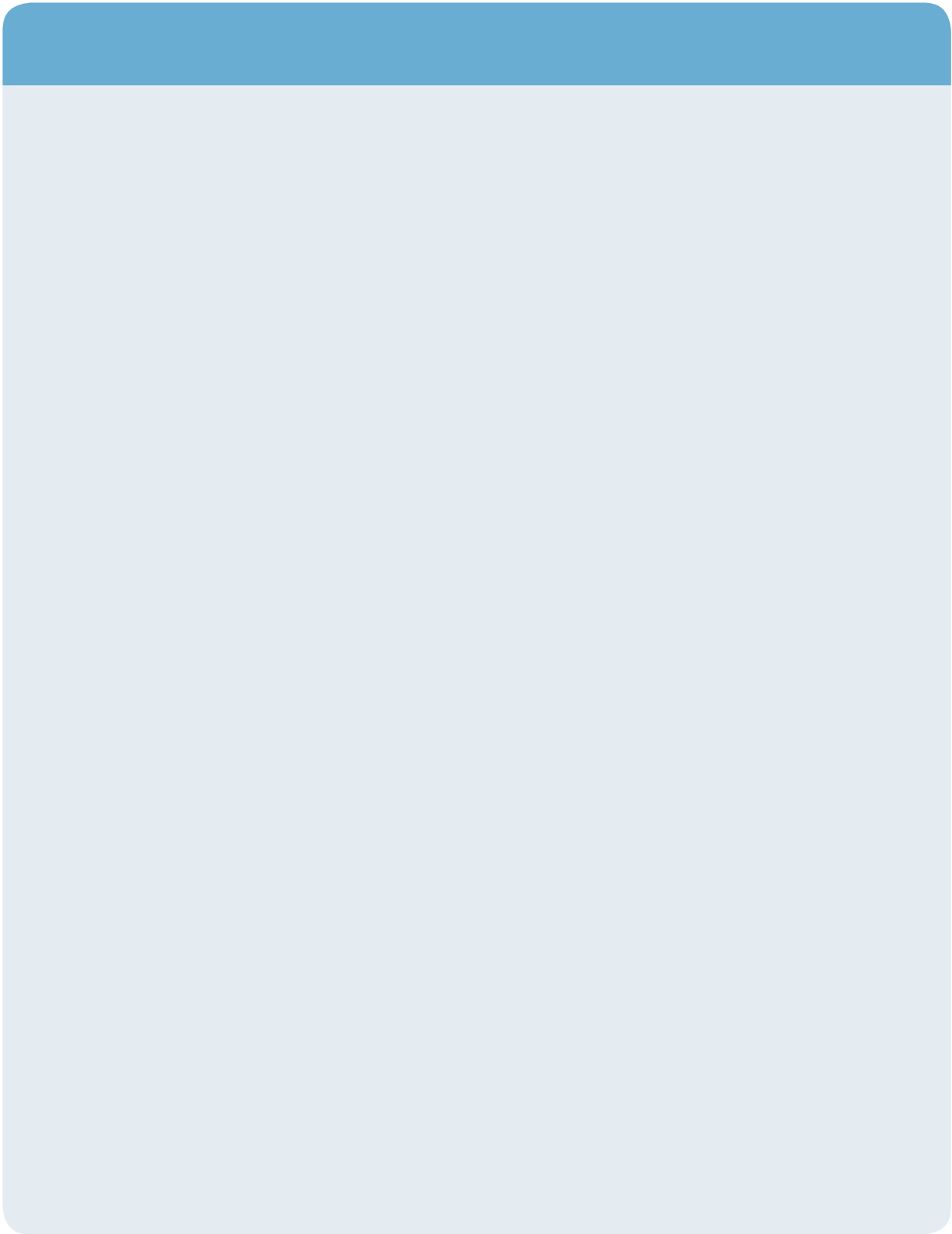
**Source Sheet 2**



Source Sheet 3



1,



# Two

## Combating Hatred: The Example of Billings, Montana

1

### Objectives:

### Materials needed:

### Preparation:

(<https://www.youtube.com/watch?v=Z5yaMhcTCdw>)

### Instructions:

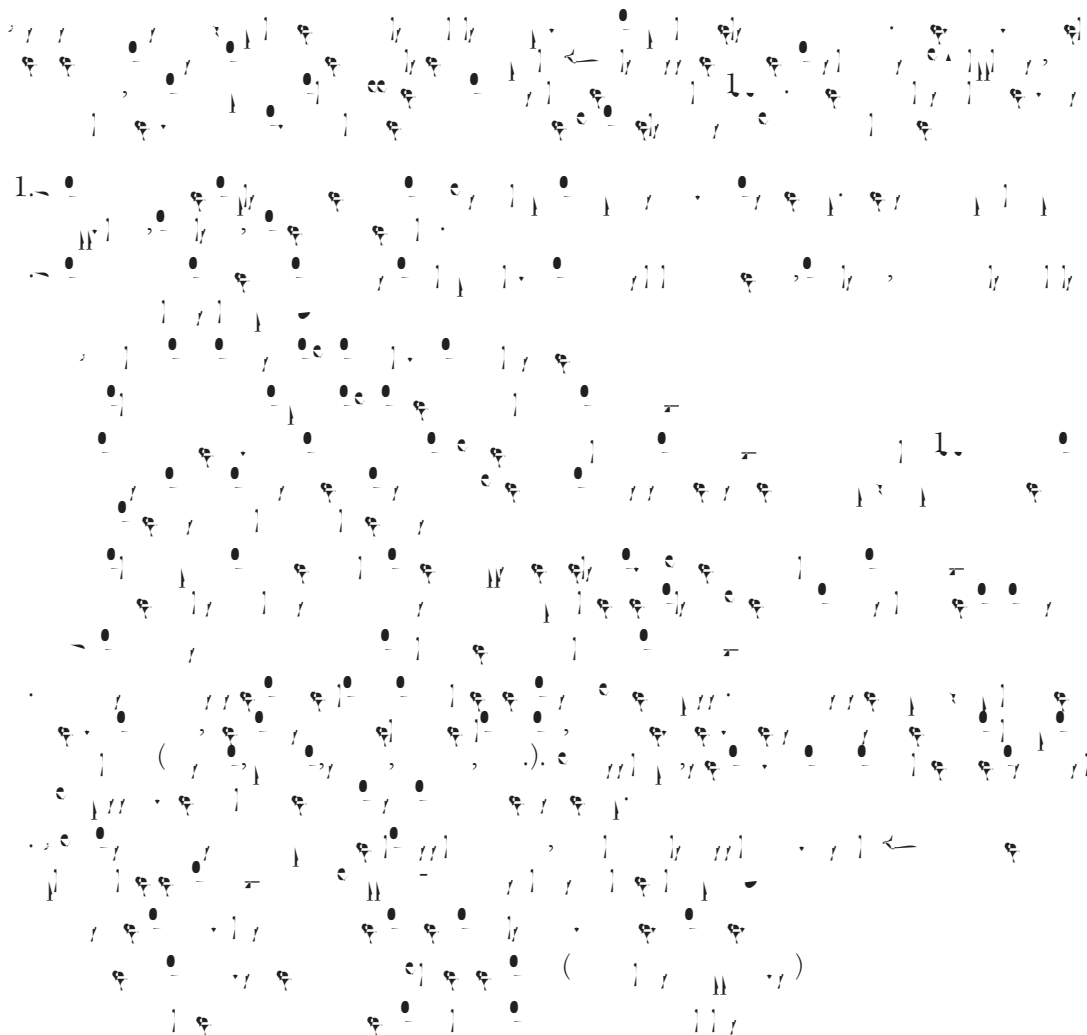
#### Hook:

(<https://www.youtube.com/watch?v=Z5yaMhcTCdw>)

- <https://www.niot.org/>

( ) - <https://www.facinghistory.org/resource-library/not-our-town-0>

- <https://lat.ms/1tFpZue>



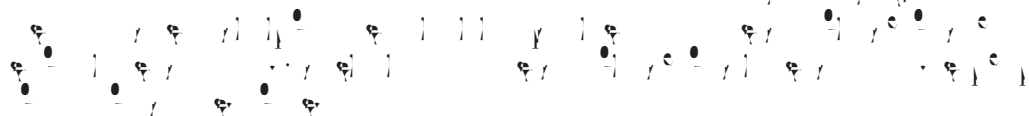
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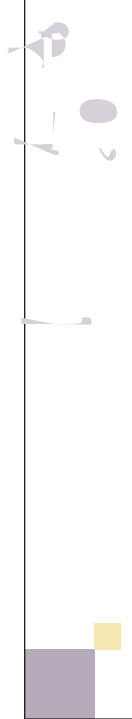
( )

**Extension:**

(<https://www.splcenter.org/fighting-hate/extremist-files/ideology>).



**Note: Multiple computers/tablets with Internet access may be required.**



**Differentiation:**

1, 01 - <https://ti.me/2PI5NsZ>

1, 01 - <https://on-ajc.com/2MyhKUu>

1, 01 - <https://lat.ms/1tFpZue>

1, 01 - <https://nyti.ms/2vDfcIF>

**Objectives:**

Students will be able to identify the historical and contemporary contexts of antisemitism and understand the impact of antisemitism on Jewish communities and the broader world.

**Materials needed:**

Introduction to Judaism (<https://encyclopedia.ushmm.org/content/en/article/introduction-to-judaism>).

**Preparation:**

Read the Introduction to Judaism article (<https://encyclopedia.ushmm.org/content/en/article/introduction-to-judaism>) and prepare to discuss the historical and contemporary contexts of antisemitism.

**Instructions:**

**Hook:**

1. Read the Introduction to Judaism article (<https://encyclopedia.ushmm.org/content/en/article/introduction-to-judaism>) and prepare to discuss the historical and contemporary contexts of antisemitism.

1.

**Enduring Tension: (En)Countering Antisemitism in Every Age**

**Differentiation:**

(<https://encyclopedia.ushmm.org/content/en/article/introduction-to-judaism>).



# Four

## Oral History Analysis

### Objectives:

Students will be able to identify the main idea and supporting details of an oral history. Students will be able to analyze the oral history for bias and perspective. Students will be able to compare and contrast different oral histories. Students will be able to evaluate the credibility of an oral history.

### Materials needed:

Oral history recordings, transcript, and analysis questions.

### Preparation:

Students should read the oral history transcript ([http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)),

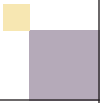
- Identify the main idea and supporting details of the oral history.
- Analyze the oral history for bias and perspective.
- Compare and contrast different oral histories.
- Evaluate the credibility of an oral history.

### Instructions:

#### Hook:

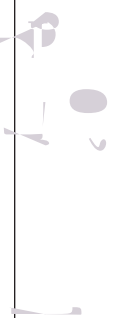
Students will be able to identify the main idea and supporting details of an oral history. Students will be able to analyze the oral history for bias and perspective. Students will be able to compare and contrast different oral histories. Students will be able to evaluate the credibility of an oral history.

***Enduring Tension: (En)Countering Antisemitism in Every Age***



**Differentiation:**

The image contains a large, faint musical score or diagram. It consists of several staves of music, each with notes, stems, and other musical symbols. The score is spread across the middle and lower-left portion of the page. The notes are small and the overall appearance is that of a watermark or a background element. The staves are arranged in a roughly rectangular grid, with some staves having more notes than others. The notes are mostly black dots with stems, and some have flags or beams. The overall impression is that of a complex musical composition or a technical diagram.



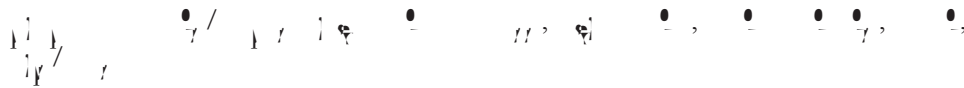
# One

## The Lynching of Leo Frank

### Objectives:



### Materials needed:



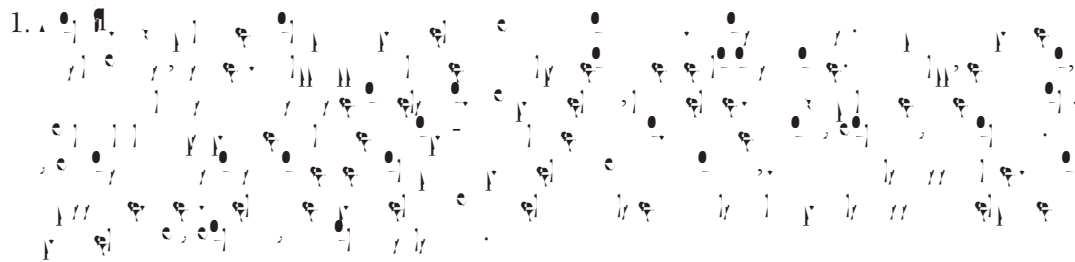
### Preparation:

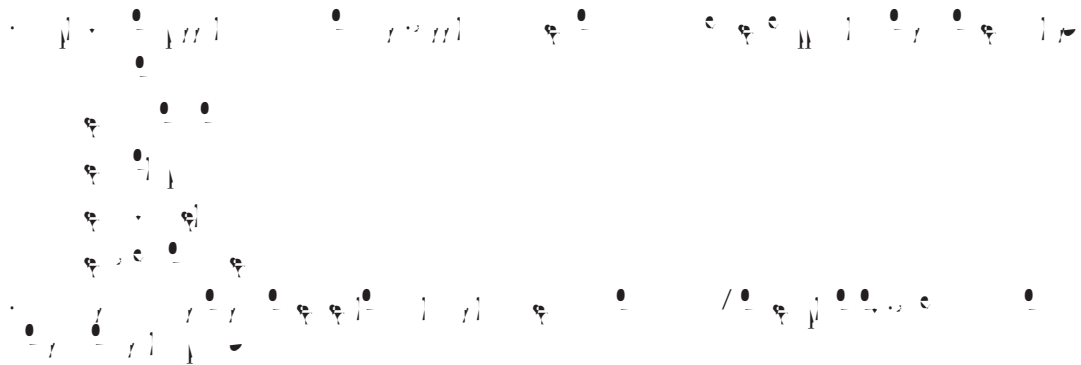
**Note: multiple computers/tablets with Internet access will be required for this lesson.**



### Instructions:

#### Hook:





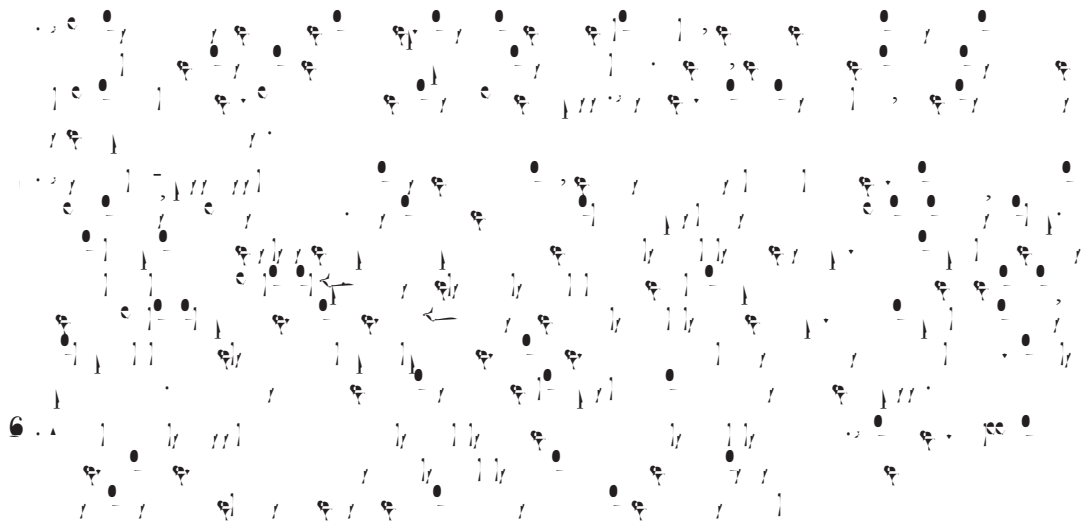
<https://www.georgiaencyclopedia.org/articles/history-archaeology/leo-frank-case>

<https://www.jewishvirtuallibrary.org/leo-frank>

<https://www.the-temple.org/leo-frank>

[http://www.gpb.org/georgiastories/stories/new\\_south\\_and\\_leo\\_frank](http://www.gpb.org/georgiastories/stories/new_south_and_leo_frank)

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/people-v-leo-frank-teachers-guide-the.pdf>



**Extension:**

<https://lynchinginamerica.eji.org/report/>  
(<https://museummandmemorial.eji.org/memorial>)

*Enduring Tension: (En)Countering Antisemitism in Every Age*

**Differentiation:**



# Two

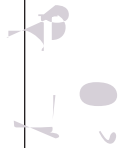
## “And None Shall Make Them Afraid”

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### Objectives:

### Materials needed:

### Preparation:



***Enduring Tension: (En)Countering Antisemitism in Every Age***

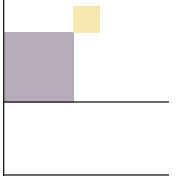
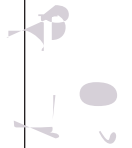




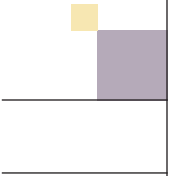
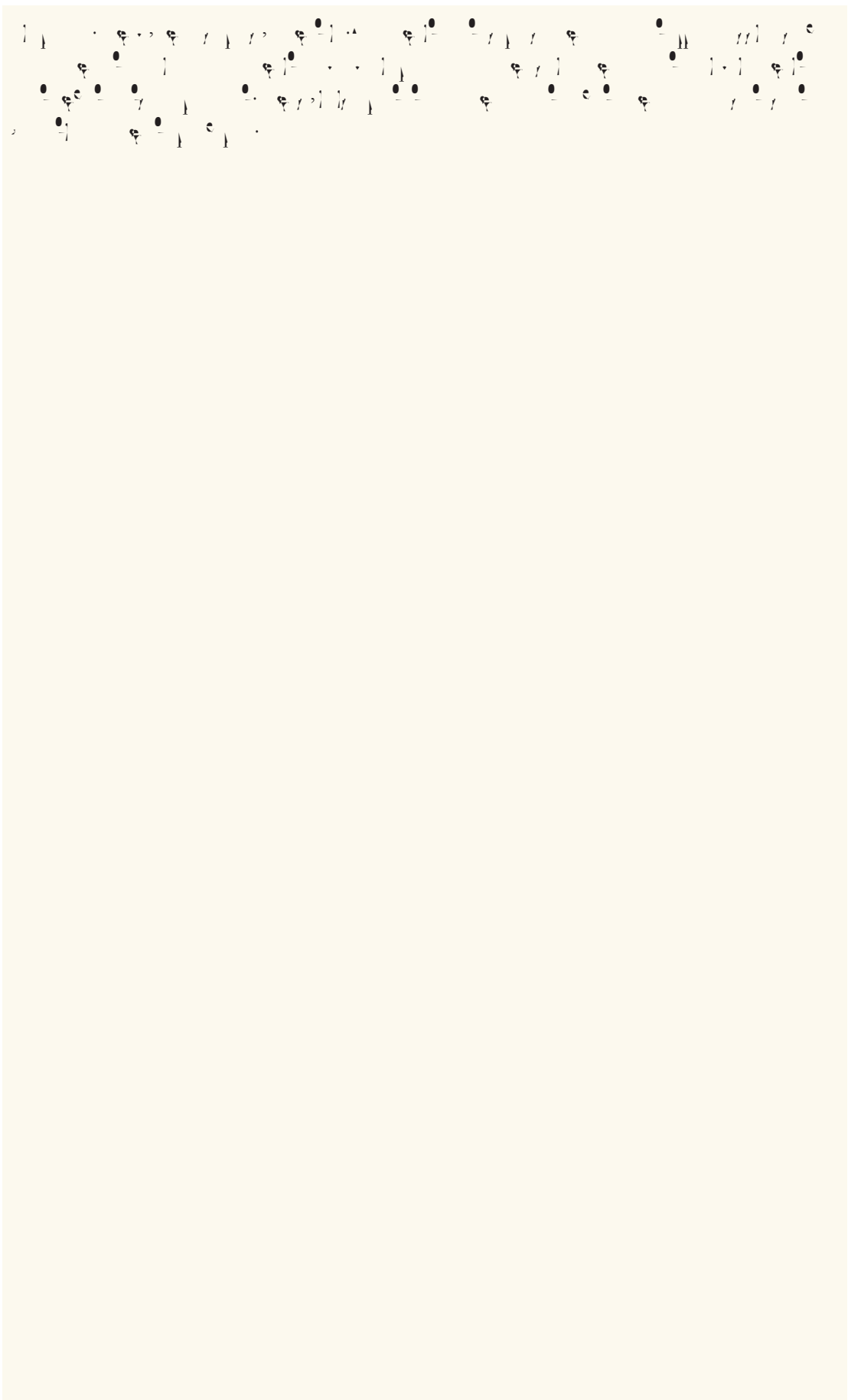
**Source Sheet 4**

**“And None Shall Make Them Afraid” by Rabbi Jacob Rothschild**

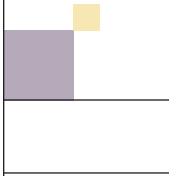
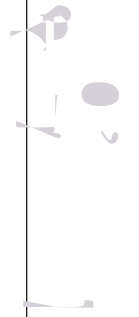
The image displays a handwritten musical score on a light yellow background. The score is written in black ink and consists of approximately 15 staves of music. The notation includes various rhythmic values such as eighth and sixteenth notes, rests, and bar lines. The handwriting is clear and legible. The score is arranged in a single column, with each staff containing a line of music. The overall appearance is that of a personal or working manuscript.



***Enduring Tension: (En)Countering Antisemitism in Every Age***



*Enduring Tension: (En)Countering Antisemitism in Every Age*

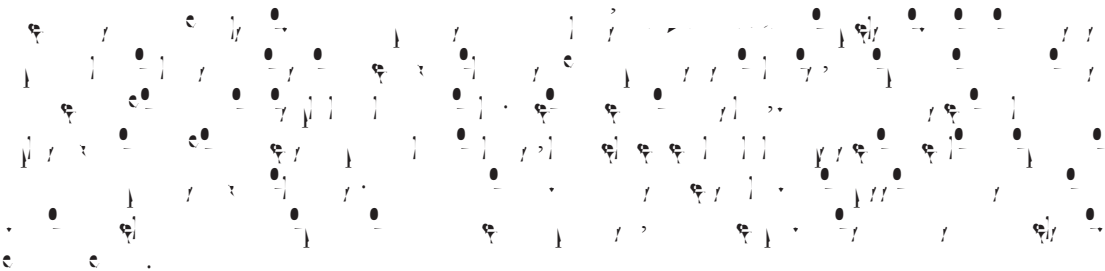


## **Resources for Teachers: K-12 Educational Programs**



**470-578-2083**  
**[mhheeducation@kennesaw.edu](mailto:mhheeducation@kennesaw.edu)**

### ***The Legacy Series***



**[historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)**

**William Breman Jewish Heritage Museum Mission and Resources**



