

**Title and Grade Level:** Antisemitism and Middle Eastern-American Jews, 9–12

**Ethnic Studies Values and Principles Alignment:** 1, 3, 4, 6,

**Standards Alignment:**

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical Interpretation 1, 3, 4

CCSS.ELA-LITERACY.W.9-10.7 10.4 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9

**Lesson Purpose and Overview:**

This two-part lesson introduces students to antisemitism and its manifestations through the lens of Middle Eastern Jews whose history of the past are defined by recent struggles of discrimination and prejudice in the United States. Students will analyze narratives, primary and secondary sources of the forgotten indigenous Jews of the Middle East and North Africa while contextualizing them within the larger framework of systems of power (economic, political, social) that manifested in the forms of forced migration, prejudice, and oppression. Their personal histories are defined by past and recent struggles of discrimination, prejudice and hate crimes in the United States.

There is a dearth of scholarship on non-Ashkenazi Jews in America, including lack of clarity, scholarly investigation, and consistency in the categories used to describe them. Middle Eastern Jews have been referred to as Mizrahi, Sephardic Jews, Arab-Jews, or labeled with a sub-ethnic identifier such as Iranian or Moroccan. We have no clear demographic data on the number of non-Ashkenazi Jews in America, but estimate that they comprise 10-20% of America's total Jewish population.

**Takeaways:**

- Antisemitism is prejudice and/or discrimination against Jews, individually or collectively, that can be based on hatred against Jews because of their religion, their ethnicity, ancestry, or group membership. It assumes that Jews share particular characteristics in common and think and act in special or “different” ways from other people. It manifests itself in a variety of forms – words, ideas and actions. It can involve bigotry, bullying, defamation, dehumanization, stereotyping, hate crime, acts of bias and scapegoating. Over its long history, antisemitism has been used to blame all kinds of evil on the Jews.  
<https://web.archive.org/web/20150318213350/http://www.brandeiscenter.com/images/uploads/articleuploads/trinity-Anti-Semitism.pdf>
- Historian Deborah Dwork explains: The move from anti-Judaism—against the religion—to antisemitism with this notion of “race” was only possible when Europeans *conceived* of the idea of race. And once they had conceived of the idea of race in the 19th century, Wilhelm Marr had the notion that *Jews* constituted a “race.” And thus, antisemitism can be seen as a form of racism.

<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/roots-and-impact-antisemitism> -

- American Jews are not a homogenous group of white people; American Jews are an ethnically Middle Eastern people, comprising many unique communities from across the globe. First, “Jewish” is not synonymous with “white,” even though many American Jews are of European descent. Indigenous Jews were persecuted in their ancestral lands and continue to experience antisemitism and its manifestations in the United States.
  - <https://www.facebook.com/sephardicbrotherhood/videos/276470430095418/?v=276470430095418> (Dr. Devin Naar)
  - <https://katz.sas.upenn.edu/resources/blog/what-do-you-know-sephardi-vs-mizrahi>

**Key Ethnic Studies Terms and Concepts:** indigeneity, ethnicity, xenophobia, discrimination, prejudice, model minority, four I’s of oppression

**Prerequisite Skills and Knowledge:** Students should have a basic understanding of systems of oppression and the four I’s of oppression – ideological, institutional, interpersonal and internalized to unpack the ways antisemitism has played out over time.

**Content and Language Objectives (Students will be able to...):**

1. Develop an understanding of Middle Eastern Jews (who are also referred to as Arab Jews, Mizrahi Jews, Sephardic Jews, and Persian Jew) and differentiate the various identities, nationalities, and ethnicities that make up the American Jewish community.
2. Develop an understanding of the history of antisemitism in the Middle East and North Africa and its impact on Middle Eastern Jews, and identify how the American Jewish community, today, is impacted by prejudice and discrimination.
3. Gain a better understanding of root causes of antisemitism and how it manifests in various ways, such as religious, political, social, cultural, racial, and economic.
4. Learn about organization and advocacy to counteract antisemitism on a national and global level as it relates to indigenous people and their rights; and how to counteract institutional antisemitism as it impacts Jewish religious institutions, and higher education cultural spheres .
5. Students will construct a visual, written and oral summary of antisemitism in the United States using multiple written and digital texts.

**Essential Questions:**

1. Who is an American Jew? Who is a Middle Eastern Jew?
2. What is antisemitism? What are the causes of antisemitism?

3. What impact has antisemitism had on the American Jewish community? How has antisemitism been used to oppress, harm, discriminate American Jewish communities in the United States?
4. How can we learn from past and present antisemitism?
5. How have American Jews, specifically Middle Eastern-American Jews, responded to discriminatory/repressive conditions in U.S. history?
6. Why is it important to recognize the contributions of American Jews in fighting for human rights, etc.?

## **Lesson Steps/Activities:**

### **PART ONE:**

1. Introduce the lesson by posting the words “antisemitism” and “American Jews” to engage students in a discussion of discrimination that American Jews often encounter in the United States, both in the past and currently.
2. Engage the class by asking students what does antisemitism mean? What does antisemitism look like and how does it manifest in society? Before delving too deeply into discussion, ask the students to pair up with a student sitting next to them. Each pair is instructed to take five minutes to respond to the questions. Also ask the groups to list the various ethnic groups that comprise ‘American Jews’.
3. After about five minutes, allow each group to share what they discussed with the class. Write their responses on the board for antisemitism. Below the words “American Jews” ask students to list the various ethnic groups of Jews.
  - a. Sample Ethnic Groups (this list is in no way exhaustive)  
 Ashkenazi/Eastern European Jews (German, Polish, Russian, etc.)  
 Iranian Jews,  
 Bukharin Jews,  
 Yemenite Jews,  
 North African Jews (Moroccan, Tunisian, Libyan, Algerian, Egypt),  
 Turkish/Greek/Sephardic Jews,  
 Latinx Jews,  
 Levantine Jews (Iraqi, Syrian, Lebanese)  
 Ethiopian Jews
  - b. Ask class if any of them are Jewish and from where? If they know of Jewish people from other countries?
4. Explain to students that the goal of the first part of this lesson is to expand their understanding of Jewish ethnic groups. They will be introduced to diverse communities of Middle Eastern Jews, who’ve been forgotten in global history and whose experiences of discrimination have taken place in the past and continue into the present.
5. Provide Handout A to the students
  - a. Definition of Antisemitism: Explain to students that while antisemitism is prejudice and/or discrimination against Jews, individually or collectively, that can be based on hatred against Jews because of their religion, their

ethnicity, ancestry, or group membership. It assumes that Jews share particular characteristics in common and think and act in special or “different” ways from other people. It manifests itself in a variety of forms – words, ideas and actions. It can involve bigotry, bullying, defamation, stereotyping, hate crime, acts of bias and scapegoating. Over its long history, antisemitism has been used to blame all kinds of evil on the Jews. <https://web.archive.org/web/20150318213350/http://www.brandeiscenter.com/images/uploads/articleuploads/trinity-Anti-Semitism.pdf>

- b. Read the Handout A with the students
6. Provide Handout B that offer questions about the 10- minute video they will watch about The Forgotten Refugees: Jews from the Middle East and North Africa. Pause the video at 2 minute intervals for students to complete the questions in the handout or write down any questions they may have.
  - a. The link to the video.  
[https://www.youtube.com/watch?v=Nz9LPfB2ytM&feature=emb\\_title](https://www.youtube.com/watch?v=Nz9LPfB2ytM&feature=emb_title)
  - b. If you have additional time, the 20 minute video provides more detail about the refugees experience. <https://vimeo.com/85087705>
7. After watching the video, discuss the answers they wrote down and what they’ve learned. How do these stories connect to other ethnic groups they’ve learned about? What would they like to know more about?
  - a. Explain to students that many of these Jews ended up in Israel. But, many have immigrated to countries around the world, the US having a population of an estimated 900,000 Jews who descend from North Africa and the Middle East.
8. For homework, show the JIMENA website. <https://www.jimena.org/> Explain that JIMENA is an organization that represents the interests and heritage of Jews from North Africa and the Middle East . On the home page, JIMENA features 10 Arab countries (Algeria, Egypt, Iraq, Iran, Lebanon, Libya, Morocco, Syria, Tunisia, Yemen). Under each country’s link are 3 sections: personal stories, Jewish history, and Culture.
  - a. Assign one country to a group of students to research and answer the following questions.
    - i. What stood out for you when reading someone’s personal story? Describe positive and negative experiences for these people.
    - ii. What did you learn about in the history section? What did discrimination look like? Can you identify systemic oppression?
    - iii. What were the impacts of antisemitism?
    - iv. Can you identify with stories, history, culture?
    - v. What other communities that we’ve learned about would identify with these narratives?
  - b. (The homework should be collected for assessment purposes)

## **Lesson Steps/Activities:**

### **PART TWO:**

Note to Teacher: Before class begins print handouts for each station. If computers/internet is accessible, allow students to research additional information about their topic.

1. Follow up on the homework and/or discussion from Part One. What did you learn? What stood out to you? How is this similar/different to other forms of oppression and discrimination?
2. Remind the students that in Part One of this Lesson, they learned about antisemitism in the Middle East and North Africa in the past. And that antisemitism has a long history around the world and in the United States and continues today.
3. Today, we are going to delve deeper into the experience of discrimination, hate, and violence against American Middle Eastern Jews (and all Jews) at present. In doing so, we will be working in three stations that highlight various forms of discrimination that manifest in different institutions. You will identify causes/reasons for antisemitism, use statistics, primary and secondary sources to understand the growing antisemitism in the U.S., you will read personal narratives throughout time to develop a more nuanced understanding of antisemitism, and draw connections from the past and present. You will also learn about ways communities are combating hatred.
4. Preparing the Three Stations:
  - a. Create a Title/Heading Placard for Each Station.
  - b. Print out a number of copies of all materials. Each station has 6-8 sources for students to review.
  - c. Make copies of the Handouts, which are graphic organizers that will allow students to track information. Students will need to take notes in a notebook, since there is minimal space on the graphic organizer.
  - d. The graphic organizers have hyperlinks for all the sources. If computers are available at the stations, students can use them to read material or watch videos. The handouts can be emailed to students to continue their research at home with all links available.
  - e. Students can work individually or in pairs to research 1-2 sources on the graphic organizer.
5. Divide the students into groups of 3. Use one station to explain the columns of the graphic organizer, and providing a small amount of context for the sources (e.g., highlighting primary or secondary sources, identifying narratives, and including a review of secondary sources like credible news articles, scholarly research, interviews, statistics, informational videos, etc.).
6. Provide students with class time to work on the assignment. They should also have an opportunity to work on the assignment as homework.
  - a. For individual student assessments, each student is required to hand in their graphic organizer notes in the form of an essay.
7. After they complete the worksheets in their stations, the groups are tasked with working collaboratively to present their station in an informative, organized and creative manner.

8. Provide students with poster boards for the presentation. (Students may also present it on PowerPoint or any other presentation tool the teacher deems appropriate or is available.)
  - a. Explain to students that they are required to work as a team to present the information in their stations in a creative manner (Note: Teacher can create a rubric for the project that included the required elements: personal stories, facts/statistics, as well as compare similarities and differences of other ethnic groups struggles as compared to the Jewish community of the US, and the connection to past and present antisemitism. They are also required to present how various organizations in the Jewish community have resisted, responded, and advocated for Jewish rights and rights for all people)
9. The stations are:
  - a. Station 1: Iranian Jews of Los Angeles - A Story of Oppression and Resilience
  - b. Station 2: Antisemitism on College Campuses: Discrimination That Changes Over Time
  - c. Station 3: Protocols of the Elders of Zion and the Power of the Internet
10. After each group presents, teachers should facilitate a discussion about the commonalities across institutions, the impact on Jews (and other minorities), ways to combat antisemitism. The following questions can be used:
  - a. How have Jews been affected by antisemitism? What impact does antisemitism have on others?
  - b. What is the meaning of “scapegoat”? What do people gain from scapegoating?
  - c. What is the effect of hateful images and speech? Do images and words reflect existing attitudes or create them?
  - d. How can individuals, groups, and governments combat the spread of and ill effects of misinformation?
  - e. How has antisemitism changed throughout history? What are some differences among religious, political, and racial anti-Semitism?
  - f. Why would political or religious leaders espouse antisemitic ideas?
  - g. How is antisemitism similar to or different from other forms of group hatred?
  - h. What can we do to make a difference?

### **Lesson Modifications/Accommodations for Students with Special Needs:**

- Consider writing the lesson steps and directives on PowerPoint slides or use other presentation software (e.g., google slides, Keynote, etc.) to better support visual learners.

- Teachers should regularly check for understanding, and reteach points if necessary, before moving on.
- Assignments can be differentiated by amount and type of modality that works best for each learning (auditory, visual, kinesthetic)
- Students should be utilized as resources to support peers in their learning.

### **Assessment, Application, Action, and Reflection:**

- Students will conduct research on antisemitism (past and present) for Mizrahi Jews in the United States. They will analyze personal narratives, articles and data for the cause and effects of discrimination.
- Students will respond in writing to a number of assignments to assess their knowledge.
- Students will write a 3-5 paragraph essay detailing the cause and effect of antisemitism across different institutions and linking them to past and present events.
- Students will present their research findings to their classmates and peers.

### **Materials and Resources:**

#### **Part One:**

- HANDOUT A - Definition of Antisemitism
- HANDOUT B - The Forgotten Refugees: Discussion Questions  
<https://www.jimena.org/who-is-an-arab-jew/>
- The Forgotten Refugees
  - [https://www.youtube.com/watch?v=Nz9LPfB2ytM&feature=emb\\_title](https://www.youtube.com/watch?v=Nz9LPfB2ytM&feature=emb_title) (10 minutes)
  - <https://vimeo.com/85087705> (20 minutes)
- Homework Link
  - <https://www.jimena.org/>

#### **Part Two:**

(note: all resources are also hyperlinked in the handouts)

- STATION 1: HANDOUT
  - We survived Khomeini, we'll survive this attack on Nessah  
<https://blogs.timesofisrael.com/we-survived-khomeini-well-survive-this-attack-on-nessah-synagogue/>
  - Voice of Angella Nazarian - From Revolutionary Tehran to Beverley Hills in One Lifetime

<https://www.jpost.com/blogs/jimena---voice-of-forgotten-refugees/voice-of-angella-nazarian-from-revolutionary-tehran-to-beverly-hills-in-one-lifetime-364580>

- Iranian Jewish History  
<http://jimenaexperience.org/iran/about/jewish-history/>
- Life Under Khomeini  
<https://www.jta.org/2019/02/25/global/the-iranian-revolution-was-40-years-ago-persian-jews-in-los-angeles-are-still-feeling-the-pain>
- 2018 LA County Hate Crimes <https://hrc.lacounty.gov/wp-content/uploads/2019/09/2018-Hate-Crime-Report.pdf>
- 30 Years After: Resilient Advocates <https://www.30yearsafter.org>

#### Videos:

- Audit of Antisemitic Incidents  
<https://www.adl.org/resources/reports/2017-audit-of-anti-semitic-incidents>
- Dramatic spike in antisemitic incidents in US  
<https://www.youtube.com/watch?v=TpEjrXwj4xc>
- Quantifying Hate: A Year of Anti-Semitism on Twitter  
<https://www.adl.org/resources/reports/quantifying-hate-a-year-of-anti-semitism-on-twitter>

#### ● STATION 2: HANDOUT

- Keeping prejudice under control  
<https://www.dailycal.org/2013/05/06/checking-our-prejudices/>
- Gina Waldman's Story of Exile- (Libya)  
<http://jimenaexperience.org/libya/about-jimena/personal-stories/ginas-head-shot/>
- Libyan Jewish History <http://jimenaexperience.org/libya/about-jimena/past-and-present/>
- Data on antisemitic incident on American College Campuses  
<https://amchainitiative.org/search-by-incident#incident/display-by-date/>
- Harvard's Asian Quotas Repeat an Ugly History  
<https://www.businessinsider.com/the-ivy-leagues-history-of-discriminating-against-jews-2014-12>
- Jewish Quotas in 1922 <https://www.jimena.org/educational-quotas-on-jewish-students/>
- HEARING before the House of Representatives  
<https://www.govinfo.gov/content/pkg/CHRG-115hhrg32325/html/CHRG-115hhrg32325.htm>
- Anti-Semitism or Free Speech? College Students Cheer and Fear Trump Order <https://www.nytimes.com/2019/12/15/us/trump-anti-semitism-order->



[college-students.html](#)

- Timeline of Antisemitism in the United States  
<https://www.jimena.org/antisemitism-in-the-united-states-of-america-timeline/>

Videos:

- “Think, Plan, Act”. <https://www.adl.org/2017-impact-report/think-plan-act-helps-college-students-deal-with-anti-semitic-and-anti-israel-incidents-on-campus>
- U.S. college campuses are a hotbed of antisemitism  
[https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4\\_video.html](https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4_video.html)
- Hear the Voices of America’s Jewish Students: The Jewish Voices on Campus  
[https://www.youtube.com/watch?v=9vl6Ma28\\_SI](https://www.youtube.com/watch?v=9vl6Ma28_SI)

Additional Resources

- How to Turn the Tide of Hate: After Pittsburgh, Twitter, Facebook, and Instagram Must Combat Anti-Semitism  
<https://www.adl.org/news/op-ed/how-to-turn-the-tide-of-hate-after-pittsburgh-twitter-facebook-and-instagram-must-combat>

- STATION 3: HANDOUT

- Protocols of the Elders of Zion  
<https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion>
- Protocols of the Elders of Zion: Key Dates  
<https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion-key-dates>
- Protocols translated to Arabic, 1926  
<https://www.jta.org/1926/01/25/archive/elders-of-zion-protocols-translated-into-arabic>
- [http://pdfs.jta.org/1926/1926-01-25\\_386.pdf?\\_ga=2.2977776.1388017906.1594071024-1123493837.1593631182](http://pdfs.jta.org/1926/1926-01-25_386.pdf?_ga=2.2977776.1388017906.1594071024-1123493837.1593631182)
- Henry Mourad’s Story of Exile (Egypt)  
<http://jimenaexperience.org/egypt/about/personal-stories-and-culture/mourad1/>
- Egyptian Jewish History <http://jimenaexperience.org/egypt/about/past-and-present/>

- Protocols of the Elders of Zion at the Cairo Book Fair, 2019  
<https://www.ipost.com/diaspora/protocols-of-the-elders-of-zion-sold-at-the-cairo-international-book-fair-579684>
- The Internet Protocols of Zion <https://www.wired.com/2017/03/internet-protocols-elders-zion/>
- Sacha Baron Cohen: Facebook would have let Hitler buy ads for 'final solution' <https://www.theguardian.com/film/2019/nov/22/sacha-baron-cohen-facebook-would-have-sold-final-solution-ads-to-hitler>

#### Videos:

- The Protocols of the Elders of Zion <https://www.coursera.org/lecture/antisemitism/the-protocols-of-the-elders-of-zion-nssZT> -
- What are the Protocols of the Elders of Zion?  
<https://www.youtube.com/watch?v=u2POvZ0cPEs>
- “They would have let Hitler buy ads”: Sacha Baron Cohen’s attack on Facebook <https://www.youtube.com/watch?v=tDTOQUvbw7I>

## Additional Resources

### Books/Literature

- Roya Hakakian, *Jour-ney From the Land of No: A Girl-hood Caught in Rev-o-lu-tion-ary Iran* (2005)
- Loolwa Khazoom, *The Flying Camel: Essays on Identity by Women of North Africa and Middle Eastern Jewish Heritage* (2003)
- Deborah Lipstadt, *Antisemitism Here and Now* (2019)
- Sir Martin Gilbert, *In Ishmael’s House, A History of Jews in Muslim Lands* (2010)
- Norman Stillman, *The Jews of Arab Lands: A History and Sourcebook* (1979)

### Reports

- UNESCO, “Addressing antisemitism through education: guidelines for policy makers” (2018)  
<https://unesdoc.unesco.org/ark:/48223/pf0000263702>
- United Nations Human Rights Council, “Combatting Antisemitism to Eliminate Discrimination and Intolerance Based on Religion or Belief” (2019)  
<https://undocs.org/A/74/358>
- Justice for Jews from Arab Countries, “Jewish Refugees from Arab Countries: The Case for Rights and Redress”  
<http://justiceforjews.com/jjac.pdf>

## HANDOUT A: Definition of Antisemitism

According to the Anti-Defamation League (ADL), the world's leading organization committed to stopping the defamation of the Jewish people,

*“Anti-Semitism refers to prejudice and/or discrimination against Jews as individuals and as a group. Anti-Semitism is based on stereotypes and myths that target Jews as a people, their religious practices and beliefs, and the Jewish State of Israel. Historically, what began as a conflict over religious beliefs evolved into a systematic policy of political, economic, and social isolation; exclusion, degradation and attempted annihilation. It did not begin in the Nazi era, nor did it end with the close of World War II. Its continuance over the millennia speaks to the power of scapegoating a group that is defined as the “other.”*

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Brief-History-on-Anti-Semitism-A.pdf>

### History

In the late 1800s, many European and American scientists continued to divide humankind into smaller and smaller “races.” One of these was the “Semitic race,” which they used to categorize Jews. The term antisemitism was coined by German Wilhelm Marr, who published a pamphlet in 1878 titled “The Victory of Judaism over Germandom.” Filled with lies and myths about Jews, Marr’s pamphlet argued that Jews were more than a distinct “race.” They were dangerous and alien, intent on maliciously destroying German society.

Historian Deborah Dwork explains, “The move from anti-Judaism—against the religion—to antisemitism with this notion of “race” was only possible when Europeans conceived of the idea of race. And once they had conceived of the idea of race in the 19th century, Wilhelm Marr had the notion that Jews constituted a “race.” And thus, antisemitism can be seen as a form of racism.” <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/roots-and-impact-antisemitism>

According to International Holocaust Remembrance Alliance, the only intergovernmental organization mandated to focus solely on Holocaust-related issues, *“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”* <https://www.holocaustremembrance.com/working-definition-antisemitism>

## HANDOUT B: The Forgotten Refugees: Discussion Questions

- A) The Forgotten Refugees- Who are they?
- B) What were some reasons for the dispossession of Jews from North Africa and the Middle East?
- C) How did the Jews end up in Arab lands and Iran?
- D) Why are they indigenous to these regions?
- E) What changed for the Jews in the year 622?
- F) What is a Dhimmi?
- G) What did discrimination look like?

In the 20th century indigenous Jewish communities throughout the Middle East and North Africa were severely oppressed and faced institutionalized discrimination and violence as a result of their faith. Government leaders throughout the region launched a systemic and deliberate effort to incite violence and fear that targeted Jewish communities and individuals. Consequentially, nearly one million Jews from nine Arab countries and Iran were ethnically cleansed or forced to flee lands their ancestors lived in for over 2,500 years as a result of state-sanctioned, antisemitic persecution.

UN House Resolution 242 stated that Jews fleeing Arab countries were 'bona fide' refugees, yet the international political community, the media, and North American academic, human rights, and mainstream cultural institutions have continuously ignored their experiences of dispossession and denationalization. Revisionist narratives of the Middle East, fail to address the fact that Israel provided safe haven to some 650,000 Middle Eastern and North African Jewish refugees. The normalization of antisemitism in the Middle Eastern countries where Jews fled remains a problem in most countries in the region and few Middle Eastern Jews are willing to return to the countries they fled.

As foremost sociologist of de-colonization Albert Memmi noted, *"We would have liked to be Arab Jews. If we abandoned the idea, it is because over the centuries the Moslem Arabs systematically prevented its realization by their contempt and cruelty. It is now too late for us to become Arab Jews. Not only were the homes of Jews in Germany and Poland torn down, scattered to the four winds, demolished, but our homes as well."*  
<https://www.jimena.org/who-is-an-arab-jew/>

## Station 1: Iranian Jews of Los Angeles - A Story of Oppression and Resilience

### DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. INDIVIDUAL ASSIGNMENT- Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, a pro or con argument, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. GROUP ASSIGNMENT - The collaborative group presentation will require you to: 1) share your notes in a clear manner with your group; 2) present the groups' research in an organized manner, use the graphic organizer as a guide 3) identify the important issues and questions raised by the texts, 4) show comparisons and commonalities to other ethnicities, and 5) prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary)	Historical Background , Summary  Argument/ Counter Argument	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions , Advocacy
<a href="#">Nessah Synagogue Attack</a>					
<a href="#">Story of Angella Nazarian: From Tehran to America</a>					
<a href="#">Iranian Jewish History</a>					
<a href="#">Life Under</a>					

<a href="#">Khomeini</a>					
<a href="#">2018 LA County Hate Crimes</a> (Read pages 34-37)					
<a href="#">Timeline of antisemitism in the US (if we have time to create)</a>					
<a href="#">30 Years After - Resilient Advocates</a>					

#### Videos:

- Audit of Antisemitic Incidents <https://www.adl.org/resources/reports/2017-audit-of-anti-semitic-incidents>
- Dramatic spike in antisemitic incidents in US  
<https://www.youtube.com/watch?v=TpEjrXwj4xc>
- Quantifying Hate: A Year of Anti-Semitism on Twitter  
<https://www.adl.org/resources/reports/quantifying-hate-a-year-of-anti-semitism-on-twitter>

## Station 2: Antisemitism on American Campuses: Discrimination that Changes Over Time

### DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. INDIVIDUAL ASSIGNMENT- Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, a pro or con argument, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. GROUP ASSIGNMENT - The collaborative group presentation will require you to: 1) share your notes in a clear manner with your group; 2) present the groups' research in an organized manner, use the graphic organizer as a guide 3) identify the important issues and questions raised by the texts, 4) show comparisons and commonalities to other ethnicities, and 5) prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary )	Historical Background , Summary  Argument/ Counter Argument	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions, Resistance, Advocacy
<a href="#">Mizrahi Jew College Student Writes and Op-Ed</a>					
<a href="#">Gina Waldman's Story of Exile- (Libya)</a>					
<a href="#">Libyan Jewish History</a>					
<a href="#">Antisemitic Incidents on Campuses</a>					

<a href="#">Harvard's Asian Quotas Repeat an Ugly History</a>					
<a href="#">Jewish Quotas in 1922</a>					
<a href="#">HEARING before the House of Representatives</a>  Read one pro and one con argument					
<a href="#">Timeline of antisemitism in the United States</a>					
<a href="#">Anti-Semitism or Free Speech? College Students Cheer and Fear Trump Order</a>					

Videos:

- “Think, Plan, Act”  
<https://www.adl.org/2017-impact-report/think-plan-act-helps-college-students-deal-with-anti-semitic-and-anti-israel-incidents-on-campus>
- U.S. college campuses are a hotbed of antisemitism  
[https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4\\_video.html](https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4_video.html)
- Hear the Voices of America’s Jewish Students on Campus: The Jewish Voice on Campus [https://www.youtube.com/watch?v=9vI6Ma28\\_SI](https://www.youtube.com/watch?v=9vI6Ma28_SI)



### Station 3: Protocols of the Elders of Zion and the Power of the Internet

#### DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. INDIVIDUAL ASSIGNMENT- Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, a pro or con argument, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. GROUP ASSIGNMENT - The collaborative group presentation will require you to: 1) share your notes in a clear manner with your group; 2) present the groups' research in an organized manner, use the graphic organizer as a guide 3) identify the important issues and questions raised by the texts, 4) show comparisons and commonalities to other ethnicities, and 5) prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary )	Historical Background , Summary  Argument/ Counter Argument	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions , Advocacy
<a href="#">Protocols of the Elders of Zion</a>					
<a href="#">Protocols of the Elders of Zion: Key Dates</a>					
<a href="#">Protocols translated to Arabic, 1926 Newspaper</a>					
<a href="#">Henry Mourad's Story of Exile</a>					

<a href="#">(Egypt)</a>					
<a href="#">Egyptian Jewish History</a>					
<a href="#">Protocols of the Elders of Zion at the Cairo Book Fair, 2019</a>					
<a href="#">The Internet Protocols of Zion</a>					
<a href="#">Speaking up: Sacha Baron Cohen</a>					

#### Videos:

- The Protocols of the Elders of Zion <https://www.coursera.org/lecture/antisemitism/the-protocols-of-the-elders-of-zion-nssZT> -
- What are the Protocols of the Elders of Zion? <https://www.youtube.com/watch?v=u2POvZ0cPEs>
- “They would have let Hitler buy ads’: Sacha Baron Cohen’s attack on Facebook <https://www.youtube.com/watch?v=tDQQUvpw7I>

#### Additional Resources:

- How to Turn the Tide of Hate: After Pittsburgh, Twitter, Facebook, and Instagram Must Combat Anti-Semitism <https://www.adl.org/news/op-ed/how-to-turn-the-tide-of-hate-after-pittsburgh-twitter-facebook-and-instagram-must-combat>