

Use of anti-Judaism and antisemitism timeline cards

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THEMES

The lesson enables students/participants to understand the concepts of anti-Judaism, antisemitism, modern antisemitism, as well as to observe continuity and changes in the attitude of Europeans towards Jews.

CONTEXT

Antisemitism is not exclusively a modern phenomenon. Its roots (in the form of anti-Judaism) can be traced back to the period of Ancient History and the Middle Ages, and its duration extends all the way to modern times. Stereotypical portrayals of Jews, hostile attitudes and open attacks on Jews pervade European history and culture. It is therefore necessary to see the continuity of hatred towards Jews and to understand the ways in which anti-Judaism has influenced modern antisemitism. Also, it is necessary to deeply reexamine the attitude of Europeans towards Jewish communities, both in the past and in the present.

GOALS

- Students/participants understand and can explain the concepts of antisemitism, anti-Judaism and modern antisemitism
- Students/participants look at the past using the concepts of continuity and change, and confrontation and comparison
- Students/participants use the acquired knowledge and skills to take a critical attitude towards stereotypes and to act as responsible persons towards their fellow citizens and in the communities in which they live

LEARNING OUTCOMES

Students/participants will be able to:

- Explain the concepts of antisemitism, Judaism, anti-Judaism, pogrom, Holocaust and modern antisemitism
- Explain the links between anti-Judaism, antisemitism and modern antisemitism
- Compare the similarities and differences between anti-Judaism, antisemitism and modern antisemitism
- Recognize and explain patterns of continuity and change and determine the reasons for changes in attitudes towards Jews
- List associations, institutions and organizations fighting antisemitism

METHODOLOGY

- Presenting
- Group work
- Analysis of written and pictorial material

MATERIAL AND EQUIPMENT NEEDED

- Printed timeline cards
- A board, wall or larger flat surface
- Papers with the names of card categories

Overview of activities (process)

Duration: one class period (45 minutes)

Introduction: 7 minutes

The teacher/educator presents the topic and explains the methods that will be used in the lesson. He/she/they then encourages the students/participants to have a conversation based on the following questions: How would you define the term prejudice? Could you give examples of prejudice? What prejudices are usually associated with Jews?

If the students/participants have already covered the concepts of Judaism, anti-Judaism, antisemitism and the Holocaust in some of the previous lessons, the teacher/educator can include a revision of the mentioned concepts in this conversation.

Main part: 30 minutes

For this part of the lesson, it is necessary to display all the printed cards of the timeline on antisemitism in chronological order in front of the students/participants (arrange them on the board, wall or some other surface, where they will be visible to all students/participants). Then the teacher/educator divides the students/participants into smaller groups (of two or three students/participants) and asks them to carefully examine all the cards. The students'/participants' task will be to categorize the cards in such a way that they assign each card to one of the following categories: anti-Judaism, antisemitism, modern antisemitism and forms of resistance to antisemitism. Students/participants should pay special attention to the pictorial material on the cards, that is, stereotypical depictions of Jews throughout history.

After the students/participants have categorized and grouped all the cards, the teacher/educator encourages a conversation i.e. the students/participants explain their choice (assigning the cards to one of the concepts). If the students/participants cannot connect/match some of the cards with any concept/category, the teacher/educator should encourage them to come up with their own ideas which may include a completely new category.

Based on the categorized (grouped) cards, the students/participants (further divided into smaller groups) will compose a text that should contain explanations of the terms anti-Judaism, antisemitism, modern antisemitism and forms of resistance to antisemitism, as well as the characteristics of these ideas. Each concept should be worked out in detail by the students/participants and connected with the pictorial material on the printed cards. After that, each group presents their text to the others and answers possible additional questions.

The teacher/educator then assigns smaller groups of students/participants the task of describing and explaining the similarities and differences between anti-Judaism, antisemitism and contemporary antisemitism. Also, the teacher/educator should ask students/participants to find a historical event on the timeline that marks the transition point from anti-Judaism to antisemitism (specifically, students/participants should identify Martin Luther's 1545 pamphlet and his call for the killing of Jews as the transition point from anti-Judaism to antisemitism). Furthermore, the teacher/educator will ask the students/participants to explain how anti-Judaism influenced the formation of antisemitism (which forms of anti-Judaism remained unchanged until modern times). Students/participants can do this task in written or oral form. After completing the task, one student/participant from each group presents the answers to the others and deals with possible questions.

Conclusion: 8 minutes

At the end, the teacher/educator will ask the students/participants to list the forms of resistance to antisemitism, as well as to comment on the statistical data on antisemitic attitudes of Europeans from 2019. The teacher/educator can encourage comments on this data by asking the question: Do you think that antisemitism in Europe, in relation to the past, strengthened or weakened?

ASSESSMENT AND EVALUATION OPTIONS

The teacher/educator can evaluate and grade the success of the timeline cards categorization (that is, how successfully the students/participants matched the cards with the categories), the success of the acquisition of terminology (how well the students/participants can explain the given concepts). In the same way, students'/participants' skills in noticing continuity and change can be evaluated and graded, as well as the skill of presenting the results of their work to other students/participants.

HOMEWORK IDEAS

For homework, students/participants can use individual or group work to investigate possible examples of modern antisemitism in their local environment. At the same time, they can research which associations, organizations or institutions in their country are fighting antisemitism.

ONLINE ADAPTATION

The lesson can also be delivered in an online environment by using timeline cards in electronic format. In that case, timeline cards can be sent or presented to students/participants via online learning platforms, such as Teams or Google Classroom. Also, using these platforms, students/participants can present the results of their work to other students/participants, because the platforms support the transmission of video content. Students/participants can also present their work results via the "chat" option in these platforms, and other students/participants can also ask additional questions there. The results of students'/participants' homework can also be assessed and evaluated.



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