

## Timeline and Pyramid of Hate Lesson

### Objectives:

To increase student understanding of how everyone has a responsibility to develop empathy and concern for others.

To provide an understanding of how hatred and or negative talk can lead to intolerance and increased levels of the pyramid of hate.

To provide historical accounts of intolerance from 1933-present.

To encourage students to think beyond themselves and develop a project that would benefit others.

### Indiana Standards:

USH.4.3 Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

USH.5.5 Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

USH.5.6 Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)

USH.5.8 Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

USH.9.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

USH.9.5 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Common Core Standards: [CCSS.ELA-Literacy.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[CCSS.ELA-Literacy.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.1.c](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Procedure: Day One

Start with Smart Board slides one and two to introduce.

1. Pass out list of events and slips of paper with each event written separately. Each event will have two slips of paper. ( WWII events)
2. Students in turn will read their paper and place it on the timeline.
3. Once the timeline is complete, students will read their paper again and place it on the pyramid of hate.
4. Repeat with more current data.

Discuss:

- a. Which parts of the pyramid primarily reflect acts by individuals?

- b. Did the events on this pyramid always follow an upward progression or were there instances when the actions would represent an earlier segment of the pyramid? (e.g. violent acts followed by acts of discrimination and then back to violent acts again.) What are some possible explanations for why this might have happened.
  - c. Explain how the *Kristallnacht Pogrom* represented an escalation of anti-Jewish acts.
  - d. What does the Pyramid of Hate model explain about Nazi anti-Jewish attitudes and policies and their development? What other factors should also be taken into account? (e.g. antisemitism)
  - e. Which parts of the pyramid reflect state-sponsored acts that need government support to continue?
5. Complete in worksheet form. Personal responsibility: present quote from Reverend Martin Niemöller, a German Protestant minister who survived Sachsenhausen and Dachau concentration camps (he had been sent there for outspoken criticism of the Nazis)

“In Germany, the Nazis came for the Communists, and I didn’t speak up because I was not a Communist. Then they came for the Jews and I didn’t speak up because I was not a Jew. Then they came for the trade unionists, and I didn’t speak up because I was not a trade unionist. Then they came for the Catholics, and I didn’t speak up because I was a Protestant. Then they came for me... and by that time there was no one left to speak up.” Reverend Niemöller

Discuss:

- a. Why do you think many people did not “speak up” when Hitler’s government began its persecution of various groups in Germany?
- b. Why do you think it was difficult to oppose the government’s actions?
- c. At what point in the escalation of anti-Jewish policies in Nazi Germany did non-Jews have a responsibility to interrupt what they saw happening? What actions could they have taken?
- d. Do you think it is difficult for individuals to do these kinds of things? Why or why not?
- e. What is the cost to the individual who does not act to interrupt injustice? What is the harm to the victims? What is the harm to society as a whole?
- f. Thinking about the key events that you have learned about in this lesson/unit, what, in your opinion, is the power of peer pressure?

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Discuss: K \mUFY`ci gYgcZk cfg`d]d`g`c`Zhb`hU[ Yhg`cZ`UH3

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- c. Why were some individuals followers of the norms even though they believed what was going on was wrong?
- d. Where does personal responsibility come in?
- e. How does rhetoric and leadership from a country influence the culture?
- f. The activities you participated in during the previous class shows continued lack of adherence to positive behaviors. Can it be explained as to why events are still happening? Hasn't the world as a whole learned from its' mistakes?

Brainstorm in small groups or as a class TAKE ACTION projects for the school and or the community.

These could include: ( Resource: Learn To Give. Org: lesson plans and other ideas)

- a. an assembly with panel speakers
- b. posters depicting negative ramifications of bullying and aggression, perseverance, forgiveness, determination, goals and aspirations, etc.
- c. skits, poems, monologues
- d. positive sticky notes on lockers
- e. daily announcements/ songs with positive messages
- f. display boards showing kindness and works of goodness
- g. student created video clips of kindness at work
- h. contests showing creative ways to encourage positive behavior, risk taking behavior to do what is right,
- i. food drives, clothing collection, schoolwide community work day

Meet with interested students during student club time to discuss feasibility of projects for the school/ community. Arrange student/ principal meeting for discussion and carrying out a classroom or a schoolwide project.