



ANTI-SEMITISM AROUND THE WORLD: GLOBAL 100™

In May 2014, the Anti-Defamation League (ADL) released the results of a research study about the attitudes and opinions toward Jewish people in over 100 countries around the world. The study was commissioned by First International Resources and all of the interviews were conducted between July 2013 and February 2014. The study, known as *ADL GLOBAL 100™*, consists of surveys of 53,100 adults in 102 countries and territories. The survey found that anti-Semitic attitudes are persistent and pervasive around the world. More than one in four adults, 26% of those surveyed, hold anti-Semitic attitudes. This figure represents an estimated 1.09 billion people around the world.

This lesson provides an opportunity for high school students to understand more about anti-Semitic attitudes and stereotypes by people around the world, explore the Global 100 website and consider what can be done about anti-Semitic attitudes.

See these additional ADL resources: [Confronting Anti-Semitism programs](#), *Current Events Classroom* “[On The Rise: Anti-Semitism in Europe](#)” and *Curriculum Connections* “[Challenging Anti-Semitism: Debunking the Myths and Responding with Facts.](#)”

[NOTE TO TEACHER: As you teach this lesson, please keep in mind that the topic of global anti-Semitism is complex, deeply historical and has a myriad of elements to it. To understand the long history and complicated nature of anti-Semitism around the world, you would have to engage your students in a course lasting several weeks or longer. This specific lesson focuses on one element of global anti-Semitism. It explores how widespread the negative attitudes and stereotypes are of Jewish people around the world at this point in time. How people view Jewish people is one aspect of anti-Semitism, and an important one, but is by no means the full picture in understanding global anti-Semitism. This lesson will assist you in navigating ADL’s Global 100 website, which gives a comprehensive, current day picture of anti-Semitic attitudes around the world.]

In advance of the lesson, think about whether you have any students in your class who are Jewish. Students sometimes feel relieved to discuss a topic that is relevant to their lives while others might feel awkward or embarrassed. This does not mean you should not discuss the topic; however, be careful not to point out who is Jewish or put specific students on the spot to speak for Jewish people or about anti-Semitism. Also, consider talking with the students or their families in advance.]

Grade Level: 9–12

Time: 90 minutes or 2 class periods

Common Core Anchor Standards: Reading and Speaking and Listening

Learning Objectives:

- Students will understand some aspects of anti-Semitism, reflecting on examples and analyzing how it manifests itself through stereotyping, prejudice and discrimination.
- Students will explore the Global 100 website in order to learn more about anti-Semitism around the world, comparing and contrasting countries, regions and demographic information.
- Students will consider what people can do about anti-Semitism, especially in countries or regions with a high anti-Semitism index level.

Material:

- Computer and LCD or overhead projector (Lesson **requires internet access and a projector** to fully explore the interactive [Global 100 website](#). Viewing can also be done in a computer lab so every student has their own computer/iPad to follow along and explore on their own.)
- “Global Anti-Semitism: Selected Incidents Around the World in 2014” (ADL, December 4, 2014, www.adl.org/anti-semitism/international/c/global-antisemitism-2014.html), one for each student
- “26 Percent of World’s Adults Are Anti-Semitic, Survey Finds” (*The New York Times*, May 13, 2014, www.nytimes.com/2014/05/14/world/26-percent-of-worlds-adults-are-anti-semitic-survey-finds.html)
- [KWL \(“Know, Want to Know, Learned”\) Chart](#), one for each student
- Paper or notebooks for each student to take notes

Vocabulary:

Review the following vocabulary words and make sure students know their meanings. (See ADL’s “[Glossary of Education Terms](#).”)

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|------------------|-------------|--------------|----------------|
| • anti-Semitism | • hostility | • persistent | • social media |
| • attitudes | • incidents | • power | • stereotype |
| • discrimination | • loyal | • prejudice | • swastika |
| • Holocaust | • pervasive | • rhetoric | • vandalism |

INFORMATION SHARING: WHAT IS ANTI-SEMITISM?

1. Explain to students that in this lesson, they will learn more about anti-Semitism around the world by looking at an interactive website called Global 100. Introduce the KWL (“Know, Want to Know, Learned”) concept by distributing a [KWL Chart](#) to each student. Explain that as they learn more about anti-Semitism, they will fill in details on their chart.
2. Ask students: *What is anti-Semitism?* Record their responses on the board. Read aloud and project on the board the following definition of anti-Semitism.

Anti-Semitism is a form of prejudice or discrimination that is directed towards Jews. 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.

3. Ask students: *What else do you know about anti-Semitism?* As students share information, record it on the board/smartboard. For each piece of information shared, elicit more from them by asking: *How do you know that? Where did you learn that?* Then have students choose a few pieces of information to record on their *KWL Chart* in the first column: K (“Know”).
4. Explain that this lesson is about anti-Semitism all over the world. Ask students: *What do you want to know about anti-Semitism around the world? What questions do you have?* Have them record their questions under the W (“Want to Know”) column. Explain that during the course of the lesson, they will add more to the W column as they have more questions and will also fill in the third column (L) with what they learned.

EXAMPLES AND CATEGORIES OF ANTI-SEMITISM

1. Distribute to each student or have them read from their computers, [Global Anti-Semitism: Selected Incidents Around the World in 2014](#). Have students spend about 10 minutes reading the list silently. They can also look at previous year’s incidents which include 2011, 2012 and 2013.
2. After reading, ask students to name examples of anti-Semitism that are included in the list and/or incidents they have seen, heard or read about. The list may include the following items or you can add them after students share their ideas:
 - Swastikas
 - Nazi symbols as an act of vandalism
 - Throwing coins at a Jewish person
 - Thinking that all Jews are rich and/or cheap
 - A Jewish person being assaulted or attacked
 - Jokes about the Holocaust
 - Denying housing to a Jewish family
 - Anti-Jewish graffiti
 - Vandalism in synagogues and Jewish cemeteries
 - Anti-Semitic comments made on social media (e.g. Facebook)
3. As a way to sort and distinguish their examples of anti-Semitism, have a discussion with students about the words “stereotype,” “prejudice” and “discrimination.” Ask the students if they can define each of the words. If they do not know, give the following definitions below, adding that a **stereotype** is a belief about a person or group of people, **prejudice** is an attitude about a person or group of people and **discrimination** is an action that can follow prejudicial attitudes.

It can be helpful to use one specific example (like sexism) to explain how stereotypes, prejudice and discrimination differ from one another but are also connected. With the example of sexism, explain that an example of a stereotype of women is to believe they are too “emotional” and therefore should not be taken seriously; an example of prejudice (attitude) would be not being open to women’s ability to perform certain jobs and an example of discrimination is denying a woman a job because she is a woman.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Prejudice: Making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Discrimination: Refers to actions that exclude people or treat them unfairly. Some forms of discrimination are illegal, such as refusing to rent an apartment to someone because of their race. Other forms try to unfairly exclude people.

4. Go through a few of the examples above, asking students whether each is an example of a stereotype, prejudice and/or discrimination.

GLOBAL 100: BACKGROUND INFORMATION AND READING ACTIVITY

1. Explain to students that in order to understand more about current day anti-Semitism around the world, in 2013 the Anti-Defamation League commissioned a study to research the attitudes and opinions of the general public towards Jews in over 100 countries around the world. The data is captured in an online index called [Global 100™: An Index of Anti-Semitism](#). ADL interviewed 53,100 adults in 102 countries and territories in an effort to establish a comprehensive data-based research survey of the level and intensity of anti-Jewish sentiment around the world.
2. Ask students: *What percentage of the population surveyed do you think had anti-Semitic views and attitudes?* Have students guess different percentages.
3. Explain that the study used an index of 11 questions that were developed based on historical and sociological stereotypes of Jewish people and has been used by ADL as a key metric to gauge anti-Semitic attitudes in the United States for the last fifty years. They asked survey participants whether the stereotypes were “probably true” or “probably false.”
4. Ask students: *Can you guess how many questions people would have to answer “probably true” to in order to be considered to hold anti-Semitic attitudes?* For each guess, ask the student to explain. Then tell the students that respondents who said “probably true” to six or more questions are considered to harbor anti-Semitic attitudes.
5. Distribute to each student the article [“26 Percent of World’s Adults Are Anti-Semitic, Survey Finds.”](#) Give them 10 minutes to read it and another 5 minutes to write 2–3 items on their KWL chart in the L column—new information they learned. Ask if there are any clarifying questions.

OVERVIEW OF GLOBAL 100 RESULTS

1. Explain to students that they are now going to look at the [Global 100](#) website. Tell students that the survey found that anti-Semitic attitudes are persistent and pervasive around the world. More than one in four adults, 26% of those surveyed, hold anti-Semitic attitudes. This figure represents an estimated 1.09 billion people around the world. The overall Global 100 Index score represents the percentage of respondents who answered “probably true” to six or more of the eleven negative stereotypes about Jews.
2. Before exploring the website, ask students the following questions to gauge what they might already know and to build their interest:
 - What countries or regions of the world do you think might have the most anti-Semitism? Why?
 - Where do you think there might be the lowest percentage of anti-Semitism? Why?
 - Do you think there might be differences among men and women, age groups or people of different religions? What are those differences and what makes you say that?

- What countries are you interested in looking at?
 - What other questions do you have about anti-Semitism around the world?
3. Explain to students that you will navigate around the website, showing them different features of the data. As you navigate, using the following steps, engage students in discussion while you are showing them different pages. Instruct them to take notes on key information.
- a. First, give students an overview of the website by looking at the [seven regions](#), asking them what percentage of the people in those regions harbor anti-Semitic attitudes.
 - b. Delve deeper into one or more of the regions (e.g. Asia) and navigate around that part of the website, noting the population of the region, the anti-Semitic index score and the total number of people in that region who harbor anti-Semitic views. Click on “See More” for an index score by gender and age. Below this is “The Index.” Explain to students that this section lists the percentages of “probably true” for each of the 11 stereotypes used in the study. You can browse through these for that region or country. Next, click on the “Choose a Subject” drop-down menu and select “Demographics” to explore how the index changes based on age, gender, marital status, religion, where people get their news, etc. Finally, scroll further down the page and click on individual countries in the region (e.g. Thailand) and analyze the anti-Semitic index score as well as the demographics for that country.
 - c. Click on [Compare](#) on the top navigational menu in order to compare countries or regions with one another. Have students call out specific regions and/or countries that they want to compare and show them the overall index score for each and compare the two. You can also scroll down and see how each country/region responded to the 11 stereotypes.
 - d. Click on the [Did You Know?](#) button to examine specific aspects of the study including people’s awareness of the Holocaust, how people’s preferred news outlets impacts their attitudes, people’s beliefs about the worldwide population of Jewish people and other aspects. You can use these findings to elicit what students think about that aspect of the study, ask what they know and what they didn’t know and later use this information for further independent research.
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- Optional:** You may also want to show the 3-minute YouTube video from D-News, [Half the World Doesn't Know About the Holocaust!](#), which summarizes the results in an engaging way.
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- e. Finally, if interest remains high, learn more about the [survey methodology](#).
4. After exploring the website in depth, engage students in a class discussion by asking the following questions. Depending on their level of sophistication and understanding of world history and cultures, you may also ask additional questions about specific countries in order to theorize as to the reasons for that country’s specific anti-Semitism index finding.
- What new information did you learn?
 - What did you find surprising in the results of the survey?
 - What is not surprising?
 - Why do you think anti-Semitism is still a major issue and why in certain countries more than others?
 - What questions do you still have?
5. Give students five minutes to add to their [KWL Chart](#), both in the W (what more they want to know, additional questions raised by Global 100) and the L (what they’ve learned) columns.

SMALL GROUP DISCUSSION: WHAT CAN WE DO ABOUT ANTI-SEMITISM?

1. Explain to students that now that they know how pervasive anti-Semitism attitudes are, especially in certain countries, they are going to think together about what can be done about it by engaging in role playing.
2. Divide students into five small groups based on these constituency groups:
 - Government Officials
 - Ordinary Citizens (Jewish and non-Jewish)
 - College Students
 - Schools
 - Media
3. Instruct students to pretend they live in one of the countries with a high rate of anti-Semitism. Explain that while they play the roles assigned to them, brainstorm what they can do about anti-Semitism from that perspective. For example, if they are in the College Students group, one of their ideas might be to arrange for campus forums on anti-Semitism. Ask the groups to come up with 5–6 ideas that will be shared later with the rest of the class. Give students 10 minutes to complete this task.
4. Have each small group share their ideas with the whole class.

CLOSING

Have students consider what they learned over the course of the lesson on global anti-Semitism, reflecting on their KWL charts. Ask each student to identify and share aloud one thing that they learned today as a result of the lesson.

EXTENSION ACTIVITIES FOR INDEPENDENT PROJECTS

To extend the learning of the lesson, assign students one of these independent projects that they can work on individually or in small groups.

- Have students look at the [Did You Know?](#) section of the Global 100 website and consider which areas are of interest to them. Choose one or two for further research to gain insight into the history and context of that topic. Students can write a research paper that summarizes their findings.
- Have students choose one of the countries or regions with a particularly high rate of anti-Semitism and learn more about the history, background and culture of the country in order to understand more about possible motivations for their high rate of anti-Semitism. Students can present what they learned with some specific suggestions on how to address the anti-Semitism in that country.

NOTE: Convey to students that this isn't an opportunity to justify the anti-Semitism in that country but more to understand that different levels of anti-Semitism may be attributed to the history and background of that country.

- Have students read the [executive summary](#) and write a newspaper article or create a video news story using some of the data from the index and the methodology of the study.

ADDITIONAL READING AND RESOURCES

- [Global 100: An Index of Anti-Semitism Executive Summary](#) (ADL, May 2014)
- [“Antisemitism on rise across Europe ‘in worst times since the Nazis’”](#) (*The Guardian*, August 7, 2014)
- [“Jews in Europe Report A Surge in Anti-Semitism”](#) (*The New York Times*, November 8, 2013)
- [“Pushing back against the world’s oldest hatred”](#) (*The Washington Post*, September 21, 2014)
- [“Is there a ‘rising tide’ of anti-Semitism in the West?”](#) (BBC News, August 20, 2014)

COMMON CORE ANCHOR STANDARDS

Content Area/Standard
Reading
Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Speaking and Listening
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

KWL (KNOW, WANT TO KNOW, LEARNED) CHART

Know	Want to Know	Learned