

A silhouette of a person's head and shoulders in profile, looking out towards a bright sunset or sunrise over a body of water. The person's hair is pulled back. The background is a soft, glowing light from the sun, creating a hazy, atmospheric effect.

**IMAGINE A WORLD**  
*without hate*<sup>™</sup>



**VIDEO EDUCATOR'S GUIDE**

The Anti-Defamation League

**Honoring 100 Years.**

**Fighting Hate. Building a Better World.**



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# IMAGINE A WORLD WITHOUT HATE™

## VIDEO EDUCATOR'S GUIDE

### ABOUT THIS GUIDE

In honor of its Centennial Year in 2013, the Anti-Defamation League (ADL) launched the *Imagine a World Without Hate* video and action campaign, and we invite you and your classroom to participate. After 100 years of fighting bigotry and fostering respect, we are celebrating our successes, while at the same time recognizing that there is still much more work to be done. The theme for our Centennial is **Imagine a World Without Hate**—a dream we hope to make a reality.

The *Imagine a World Without Hate™ Video Educator's Guide* was developed to facilitate middle and high school-aged youth in thinking about the impact of prejudice and hate. The activities outlined in this guide provide youth with the opportunity to learn more about the lives of people who were killed by hate violence and to use their stories as an opportunity to reflect on how fighting hate and bigotry can change lives and history.

For additional resources, please visit: [www.adl.org/education-outreach](http://www.adl.org/education-outreach).

### ABOUT THE VIDEO

*Imagine a World Without Hate™* video portrays various noted persons throughout history who believed in fairness and justice for all people. The video imagines a life event or accomplishment that might have taken place if each person had not been killed by hate-motivated violence. Here is a listing of the news headlines used in the video.

- Dr. Martin Luther King, Jr., 84, Champions Immigration Reform
- Anne Frank Wins Nobel Prize for Her 12th Novel
- Harvey Milk, expands LGBT equality globally
- Daniel Pearl, 49, Journalist, Wins Pulitzer for “Uncovering Al-Qaeda”
- James Byrd, Jr., 63, Jasper, TX Resident, Saves Young Girl from Burning Building
- Matthew Shepard, 36, Leads Anti-Bullying Coalition
- Yitzhak Rabin, 90, honored for nearly two decades of Israeli-Palestinian peace

The *Imagine a World Without Hate™* video was developed by ADL in partnership with the creative team of Publicis Kaplan Thaler, in honor of the 100th anniversary of ADL's founding in 1913, to promote the League's century of work toward a more respectful and inclusive society. ADL worked directly with the family members and foundations of those featured in the video to create appropriate and respectful imagined images and accomplishments for their loved ones, whose lives were cut short because of hate and bigotry.

**Let ADL Know How You Are Creating a World Without Hate!** We would love to hear from you and know how you are using the guide and video in your classrooms and school. Contact us at [imagine@adl.org](mailto:imagine@adl.org).

If your students create projects, or take positive actions to create a world without hate, have them submit their stories and creations at: [www.adl.org/imagine](http://www.adl.org/imagine).

## **ABOUT THE ANTI-DEFAMATION LEAGUE**

The Anti-Defamation League (ADL) was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Now the nation’s premier civil rights/human relations agency fighting anti-Semitism and all forms of bigotry, ADL defends democratic ideals and protects civil rights for all. A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 28 Regional and Satellite Offices in the United States and abroad.

## **ABOUT A WORLD OF DIFFERENCE® INSTITUTE**

The Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias and diversity training and resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, work and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations and community-based organizations throughout the United States and abroad.

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**IF WE ALL STOOD UP** *to bigotry*

**WE COULD** *change history*

**IMAGINE A WORLD WITHOUT HATE**

**START** *in the classroom*

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# IMAGINE A WORLD WITHOUT HATE™

## LESSON PLAN

### REQUIREMENTS

#### Time

1–2 class periods / 50–100 minutes

#### Materials

- *Imagine a World Without Hate™* video (2013, 80 sec., ADL) available at: [www.adl.org/imagine](http://www.adl.org/imagine). (If your school blocks access to YouTube, you may view the video at [www.adl.org/video](http://www.adl.org/video).)
- Computer and LCD projector, access to Internet
- *Imagine a World Without Hate™ Biographies and Definitions*
- If conducting Option 2: technology for “quick queries” (computers, classroom-set of iPads, personal smart phones, etc.)

### ADVANCED PREPARATION

- a. Preview the *Imagine a World Without Hate™* video.
- b. Review lesson options in order to choose option best suited for the class. [NOTE: If students are already familiar with the individuals in the film and you would like to only show the video and lead a discussion, follow steps #5–7 in Option 1.]
- c. If conducting **Option 1 (Biographies)** ONLY then complete the following tasks:
  - Copy *Imagine a World Without Hate™ Biographies and Definitions*, one of each per participant.
  - Write the names of each person featured in the *Imagine a World Without Hate™ Biographies* handout on the board. Write just the names (e.g., Martin Luther King, Jr., Anne Frank, etc.)
- d. If conducting **Option 2 (Word Cloud)** ONLY then complete the following tasks:
  - Make selected technology available.
  - Copy *Imagine a World Without Hate™ Definitions* handout, one per participant.
  - Write the names of each person featured in the *Imagine a World Without Hate™ Biographies* handout on the board. Write just the names (e.g., Martin Luther King, Jr., Anne Frank, etc.)
  - Identify and go online to chosen word cloud site. Have it ready to populate with words generated by the class. (See side bar for suggested sites.)

#### CLOUD WEBSITES

Below are free, easy-to-use sites for creating word clouds or find others by typing “word cloud” into your search engine.

<http://www.wordle.net>

<http://tagcrowd.com>

<http://www.tagxedo.com>

<http://wordsift.com>

<http://tagul.com>

## DIRECTIONS

### Option 1: Imagine a World Without Hate™ Biographies

1. Begin the activity by directing students' attention to the names written on the board.
2. Ask the students which names they recognize. Have students identify who they know and what they know about them. Allow for several answers from the class.

[Alternate Strategy: Ask them to identify the familiar names, besides Martin Luther King, Jr. and Anne Frank.]

3. Distribute the *Imagine a World Without Hate™ Biographies* handout to each student. Give students opportunity to read more about each person. Ask the students:
  - What do they have in common?
  - How are they different?

[NOTE: If not mentioned by the students, some ways to talk about the differences among them include: Some were leaders and highly visible symbols while others were ordinary people not publicly known prior to their deaths. Anne Frank was killed as part of a systematic attempt to kill the Jewish people while the others were killed by individuals acting out bigoted beliefs (though they may have been expressing sentiments held by others or promoted in society).]

4. After discussing the individuals, make clear that each of these people was killed by **hate violence** and was targeted because of some aspect of their identity: race, religion or sexual orientation.
5. Explain that you are going to show them a short video which features images of all of these individuals. Direct students to watch the video closely.

[Alternative Strategy: Omit Steps #1–4 and instead introduce the video by explaining that it features people who have been killed by hate violence, such as Martin Luther King, Jr. and Anne Frank, and they should watch the video closely for its “twist on their life story.”]

6. Show the video. Show more than once, if necessary.
7. Ask questions:
  - What happens in the video?
  - What feelings did you experience while watching the video?
  - What is the message of the video?

8. Distribute the *Imagine a World Without Hate™ Definitions*. Review the terms. Ask students to connect the terms to the individuals featured in the film. (e.g., Harvey Milk was fighting against heterosexism and homophobia). Point out the graphic which illustrates how stereotyping, prejudice and discrimination build upon each other.

[Alternative Strategy: If students are familiar with this terminology, simply ask them to identify the forms of discrimination which played a role in these individuals' lives.]

9. Write this phrase on the board: “If we all stood up to bigotry, we could change history. Imagine a world without hate.”
10. Ask the class to discuss how the video imagines a “changed history.” (See About the Video, which

### HATE VIOLENCE

To increase students' understanding, it might be helpful to discuss the definition of a hate crime, which can be found at the end of this activity in *Definitions of Hate Crimes and Bias Incidents*.

provides a synopsis and you may want to share this information with the students.)

11. Explain that they will have the opportunity to imagine a changed history as well. Divide students into small groups with three or four students per group. As a group they should discuss this prompt:

*Imagine that you have the power to eliminate a form of bigotry from the world. What would you eliminate? If that form of prejudice didn't exist anymore, how would it change history? How would it change your life?*

Explain that the students must be specific. (Guide them to choose a specific form of bigotry to eliminate, like racism, anti-Semitism, etc. and come up with specific examples of how the world would be different.)

12. Explain that groups should create a project which answers the questions in the prompt. The project could be a presentation, essay, art project, etc.

[Alternate Strategy: Instead of small groups, assign responding to the prompt as an individual project and/or, instead of giving project options, assign the same project (e.g., essay writing) to everyone. ]

13. Assign a time for groups to present their projects to the class.
14. After the presentations, ask students to think of one **action** they are willing to take to make their changed history a reality and create a world without hate. Ask students to write these actions down as a commitment to themselves.

[NOTE: Consider having the commitments posted around the classroom as a reminder. Periodically revisit them and ask students to report on what they have accomplished to keep their commitment.]

### TAKE ACTION!

Have students submit their specific actions to 'create a world without hate' on ADL's Web site at [www.adl.org/imagine](http://www.adl.org/imagine).

### Option 2: Word Cloud (requires access to internet)

1. Begin the activity by directing students' attention to the names written on the board.
2. Using the technology available to them, ask the students to each conduct a **quick web query** of one of the names on the board.

[Alternate Strategy: Divide students into small groups and assign each group a name to query.]

3. Explain that the class is going to create a word cloud on-line about the people they researched. Ask students to write down words or short phrases which come up during their queries. The words can be words that occur frequently, describe the person, capture important information, etc. For example, words for Martin Luther King, Jr. might be: activist, civil rights, assassinated, speech, leader, etc.
4. Access the word cloud Web site identified in advance. After the students have generated lists, ask them to take turns reading words or phrases from their lists as you type them into computer site. Make sure to you input at least five for each name.

[Alternate Strategy: Create a word cloud for each individual person.]

5. Once the word cloud has been created, ask students to look at the

### QUICK WEB QUERY

The quick search may provide an opportunity for students to practice their media analysis and critical-thinking skills.

Unfortunately, hate groups have published hateful content about some of the individuals featured in this lesson and students might find these sites while searching. For example, the Web site [www.martinlutherking.org](http://www.martinlutherking.org) is operated by Don Black, a white supremacist, who created the web site to attract people to his ideology. (For more information, visit [www.adl.org/learn/ext\\_us](http://www.adl.org/learn/ext_us).) Therefore, it is important that students are aware of possible hate on the internet and learn to analyze information found on the Web.

cloud and identify themes and commonalities. If not clearly identified, explain that all of the people have been killed by hate violence and were targeted because of some aspect of their identity: race, religion or sexual orientation.

6. Explain that you are going to show them a short video which features images of all of these individuals. Direct students to watch the video closely.
7. Show the video. Show more than once, if necessary.
8. Ask questions:
  - What happens in the video?
  - What feelings did you experience while watching the video?
  - What is the message of the video?
9. Ask students to generate a new set of words to describe the individuals. Instead of “who they were,” these words should describe “who they could have been.” Ask each student to contribute one additional word to the word cloud and then view the cloud again. Ask the students what they notice now.
10. Distribute the *Imagine a World Without Hate™ Definitions*. Review the terms. Ask students to connect the terms to the individuals featured in the film. (e.g., Harvey Milk was fighting against heterosexism and homophobia). Point out the graphic which illustrates how stereotyping, prejudice and discrimination build upon each other.  
  
[Alternative Strategy: If students are familiar with this terminology, simply ask them to identify the forms of discrimination which played a role in these individuals’ lives.]
11. Write this phrase on the board: “If we all stood up to bigotry we could change history. Imagine a world without hate.”
12. Ask the class to discuss what the phrase means to them and how it relates to the word cloud.
13. If desired, finish the lesson by conducting steps #11–14 in Option 1 above.

## POST-ACTIVITY EFFORTS

1. Imagine a World Without Hate™ is the theme for ADL’s Centennial year. ([www.adl.org/imagine](http://www.adl.org/imagine)) Have students create an art project (any medium) which visualizes a world without hate or which depicts how they will work to create a world without hate.
2. Help your students create a plan to share the video and its message with the school community. Plan a school-wide “call to action” with all students making a commitment to an individual, specific action which will address bias and bigotry in the community.
3. Expand the class’ work on related topics with ADL’s free online *Curriculum Connections* at [www.adl.org/education-outreach/curriculum-resources](http://www.adl.org/education-outreach/curriculum-resources). Consider starting with the Secondary lesson of “Committing to Respect,” a curriculum that introduces the concepts of bias and discrimination and provides guidance on responding to them in productive ways. [www.adl.org/education/curriculum\\_connections/spring\\_2006/spring\\_lesson\\_1\\_2006.asp?cc\\_section=lesson\\_1](http://www.adl.org/education/curriculum_connections/spring_2006/spring_lesson_1_2006.asp?cc_section=lesson_1).

### CALL TO ACTION

When conducting Post-Activity Efforts 1 and 2, encourage students to submit their art projects and “call to action” plans to [www.adl.org/imagine](http://www.adl.org/imagine) to be a part of the Imagine a World Without Hate campaign.

4. Assign an oral or written report. Have students choose one of the people featured in the *Imagine a World Without Hate™* video and research more about the person.

5. Ask students to create a visual collage about one of the people featured in the video. Have students take a piece of construction paper and draw a box in the middle. Inside the box, students should put images which represent their subject. Outside the box, students should put pictures which represent “what could have been” if the person’s life had not been ended by hate violence. (See illustration on the right.)

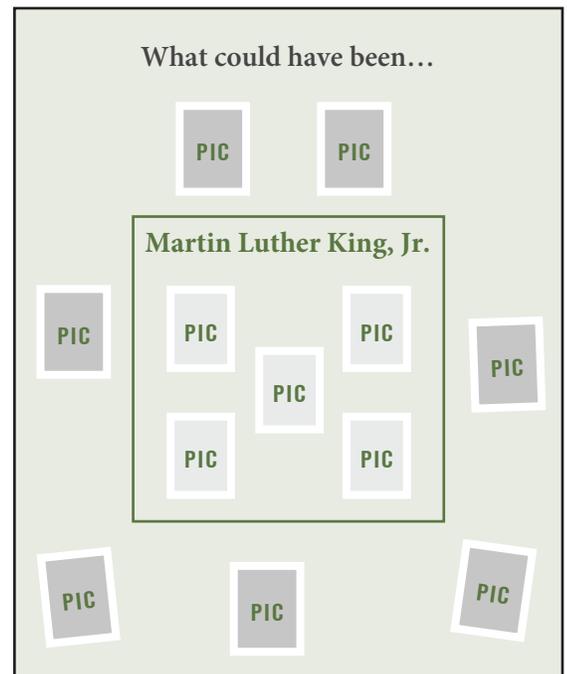
6. Expand the video’s concept to other individuals targeted by hate violence. Have students research another person, prompted by the question “Who else should be included in the video?” Instruct students to write a persuasive argument why the person should be added to the video, including what his/her imagined accomplishment would be.

7. Introduce the Pyramid of Hate, which shows how hate and bias escalate, found at [www.adl.org/assets/pdf/education-outreach/Pyramid-of-Hate.pdf](http://www.adl.org/assets/pdf/education-outreach/Pyramid-of-Hate.pdf). Have students think of examples of bias and bigotry that they have witnessed in their school or community and identify where they fit on the pyramid. Or, after reviewing the Pyramid, have students keep a diary/log of bias incidents they witness over a period of time (e.g., one week) and then visually represent their experiences on the Pyramid.

8. After introducing the Pyramid, explore further and use the Pyramid of Hate diagram to understand historical events like the Holocaust or the Japanese-American internment. Use ADL’s free online *Curriculum Connection* lesson “Voices of Japanese-American Internees” at [www.adl.org/education/curriculum\\_connections/summer\\_2008/](http://www.adl.org/education/curriculum_connections/summer_2008/) which uses the Pyramid of Hate diagram with the video testimonies of Japanese Americans who recalled experiences of name-calling and other forms of bigotry before and after their internment during WWII.

9. Introduce the Pyramid of Alliance ([www.adl.org/education/curriculum\\_connections/winter\\_2005/Pyramid%20of%20Alliance.pdf](http://www.adl.org/education/curriculum_connections/winter_2005/Pyramid%20of%20Alliance.pdf)) which is a framework to understand the different levels of ally behavior that people can do to address bias and create a respectful community. Levels represent types of risk associated with the behavior: low-level, moderate and high. Ask youth to brainstorm actions and strategies that they could use in the future in the different levels, i.e., what low-risk, moderate-risk, and high-risk actions are they willing to do? (If applicable, relate the actions directly to responding to the experiences they charted in Post-Activity Efforts #6). Share that risk feels different to different people depending on personality and experience; regardless, they should try to move out of their comfort zone and challenge themselves.

[NOTE: Moving outside of one’s comfort zone should not be equated with unsafe behavior. Rather, it should be understood as trying new strategies that might initially feel uncomfortable but have the potential to bring a positive resolution to a challenging situation. ADL advocates that youth challenge themselves to try new approaches, but always with an eye toward being safe.]



# DEFINITIONS OF HATE CRIMES AND BIAS INCIDENTS

## HATE CRIME

A criminal act against property or a person or group where the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, national origin, disability, gender or ethnicity.

**Hate crimes** include, but are not limited to, threatening phone calls, hate mail, physical assaults, vandalism, cross-burnings, destruction of religious symbols and fire-bombings.

When criminal acts are determined to have been motivated by hate, they become hate crimes and must be reported to the appropriate law enforcement agency. These crimes may include:

- Destruction or defacing of property
- Violent assault by a person or group that appears to be random
- Verbal or written taunting or harassment that threatens violence against a person or group
- Unlawful use of telephones or the mail for harassment
- Bomb threats or explosions
- Cross burnings

## BIAS INCIDENT

Non-criminal conduct, including words, slurs or action, which is directed at any individual, residence, house of worship, institution or business because of the victim's actual or perceived personal characteristics—race, religion, sexual orientation, gender, disability, or national origin.

**Bias incidents** include hate-motivated behaviors that are not criminal acts, such as taunting, verbal harassment, bias-motivated bullying and intimidation. Although they are not considered hate crimes, these incidents should be considered as serious offenses which can have long-lasting negative effects on both students and adults.

In addition to the above, bias incidents can also include the following:

- Posting or circulating demeaning jokes, print material, caricatures, or hate-group literature or posters
- Defacing, removing or destroying posted materials or announcements
- Using bigoted insults, taunts or slurs alone

# IMAGINE A WORLD WITHOUT HATE™

## BIOGRAPHIES



### MARTIN LUTHER KING, JR.

*January 15, 1929–April 4, 1968*

Martin Luther King, Jr. was born on January 15, 1929 in Atlanta, Georgia. King attended segregated public schools in Georgia, graduating from high school at fifteen. He received a degree from Morehouse College. After three years of theological study in Pennsylvania, where he was elected president of a majority white senior class, he was awarded a divinity degree in 1951. With a fellowship he won, King enrolled in graduate studies at Boston University, receiving his doctorate degree in 1955. In Boston he met and married Coretta Scott and together they had four children.

Both a Baptist minister and civil-rights activist, King had a seismic impact on race relations in the United States, beginning in the mid-1950s. King led the first great nonviolent demonstration of contemporary times—the 1955 Montgomery Bus Boycott, and helped found the Southern Christian Leadership Conference (SCLC) in 1957, serving as its first president. During these days of boycott, King was arrested, his home was bombed and he was subjected to personal harassment.

Dr. King’s efforts led to the 1963 March on Washington, where he delivered his “I Have a Dream” speech. There, he established his reputation as one of the greatest speakers in American history. He played a key role in ending the legal segregation of African-American citizens in the South and other areas of the nation, as well as the creation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. King has become a national icon in the history of advancement for rights, equality and inclusion for all Americans. In 1964, at the age of thirty-five, King was the youngest man to receive the Nobel Peace Prize.

On March 29, 1968, King traveled to Memphis, Tennessee, in support of the black sanitary public works employees, who were on strike for fair wages and better treatment. During that trip, on April 4, 1968, while standing on a balcony outside his room at the Lorraine Motel, Martin Luther King Jr. was struck by a sniper’s bullet. King was rushed to St. Joseph’s Hospital, where, at the age of 39, he was pronounced dead later that evening.

Decades after his death, Martin Luther King, Jr. is one of the most widely known leaders in the United States. His life and work have been honored with a national holiday, schools and public buildings named after him, and a memorial on Independence Mall in Washington, D.C.

Learn more about King [www.thekingcenter.org](http://www.thekingcenter.org) and the Civil Rights Movement [http://archive.adl.org/education/curriculum\\_connections/little\\_rock](http://archive.adl.org/education/curriculum_connections/little_rock).



## ANNE FRANK

*June 12, 1929–March 1945*

Anne Frank was a young victim of the Nazis during the Holocaust, when 6 million Jews, including 1.5 million children, were systematically murdered during World War II in Nazi Occupied Europe. Anne has become one of the most well-known victims of the Holocaust because of the diary she kept during her time in hiding before being captured by the Nazis.

Anne Frank was born in Frankfurt, Germany in 1929. The Frank family moved to Amsterdam in 1933, the year the Nazis gained control over Germany. For their safety, in July 1942, when Anne was 13 years old, her family went into hiding in secret rooms in her father's office building. After two years of hiding, the family was betrayed and taken to concentration camps. Anne Frank and her sister, Margot, were eventually taken to the Bergen-Belsen concentration camp, where they both died of typhus in March 1945. After her death, Anne gained international fame after her diary was found and published by her father, Otto Frank. The writings from the two years (June 12, 1942 until August 1, 1944) she spent in hiding with her family struggling to stay alive continue to touch, educate and inspire people of all ages today.

Learn more from ADL Holocaust Education: [www.adl.org/education-outreach/holocaust-education](http://www.adl.org/education-outreach/holocaust-education).



## HARVEY MILK

*May 22, 1930–November 27, 1978*

Harvey Milk, born in Woodmere, NY, was a U.S. politician who became the first openly gay man to be elected to public office in California, when he won a seat on the San Francisco Board of Supervisors. Milk's ground breaking election in 1977 as one of the world's first openly gay elected officials had a huge impact on millions of LGBT women and men around the world.

Under his leadership, the city council passed a Gay Rights Ordinance that kept gay people from being fired from their jobs. Milk served less than a year when he was murdered by Dan White, another city supervisor who had recently quit; however, his life profoundly changed the nation. His courage, passion and sense of justice rocked a country and stirred the very core of his community, bringing forward new hope and a new vision of equality.

Learn more about Harvey Milk and the Milk Foundation: <http://milkfoundation.org>.



## DANIEL PEARL

*October 10, 1963–February 1, 2002*

The world has come to know Daniel Pearl as the reporter who was kidnapped and murdered by terrorists in Pakistan in early 2002, just four months after 9/11. Since then, he has been remembered as a symbol of hope: a man who built bridges between diverse cultures, as a writer and a musician.

Daniel grew up in Los Angeles, California where he demonstrated curiosity for music, academics and sports. A gifted writer from a very young age, Pearl's talent for journalism was obvious as a student at Stanford University where he co-founded the student newspaper *Stanford Commentary*. After graduating, he wrote for regional papers before joining *The Wall Street Journal* in 1990.

In October of 2000, Daniel and his wife moved to Bombay, India where he became the South Asia Bureau Chief for *The Wall Street Journal*. From Bombay, Pearl covered many issues, including the “war on terrorism.” He was retracing the steps of “shoe bomber” Richard Reid in Pakistan and hoped to meet with Sheik Gilani, a spiritual leader, when he was kidnapped in Karachi on January 23, 2002. For weeks, millions of people around the world—from heads of state, to religious leaders and ordinary individuals—called for Daniel's release. Several weeks went by without word of his fate until his tragic murder was confirmed on February 21, 2002. Pearl's captors posted the video of his death on the Internet. In his final words, Pearl declared “My father is Jewish, my mother is Jewish, I am Jewish.” Following his murder, Pearl's family and friends started the Daniel Pearl Foundation to carry on his legacy, using music and words to address the root causes of the hatred that took his life.

Learn more from the Daniel Pearl Foundation: [www.danielpearl.org](http://www.danielpearl.org).



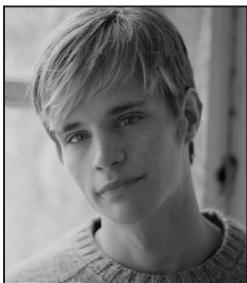
### **JAMES BYRD, JR.**

*May 2, 1949–June 7, 1998*

James Byrd, Jr. was born in Beaumont, Texas, one of nine children, to Stella and James Byrd, Sr. In 1967, Byrd, who was African-American, graduated from the last segregated class at Jasper's Rowe High School. Byrd went on to marry and have three children. In the early hours of June 7, 1998, Byrd was walking home in Jasper, Texas, when he was stopped by three white men who offered Byrd a ride home. James got in the bed of their pickup truck, but the men did not take Byrd home. Instead, they drove him to an isolated, wooded road east of town, beat him severely, chained him to the back of the truck by his ankles and dragged him for more than three miles along the road. Byrd's murder inspired the passage of a Texas hate crimes law.

Along with the murder of Matthew Shepard (see below), James Byrd, Jr.'s murder led to increased pressure for the passage of national legislation addressing hate crimes. For decades, ADL lead the fight for Federal Hate Crime legislation, finally celebrating the passage of the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act in 2009, signed into law by President Barack Obama.

Learn more about The hate Crimes prevention Act: [www.adl.org/combating-hate/hate-crimes-law](http://www.adl.org/combating-hate/hate-crimes-law).



### **MATTHEW SHEPARD**

*December 1, 1976–October 12, 1998*

Matthew Shepard was a 21 year-old freshman at the University of Wyoming where he studied political science, foreign relations, and languages. On October 7, 1998, a few hours after he had attended a planning meeting for Gay Awareness Week events on campus, Shepard was tortured and murdered by two men in a remote area east of Laramie, Wyoming. The son of Judy and Dennis Shepard,

Matthew went to public school in Casper, Wyoming until his junior year of high school when he moved overseas with his family. He finished high school at The American School in Switzerland. In both Wyoming and Switzerland, he was elected by his peers to be a peer counselor. He was easy to talk to, made friends easily and actively fought for the acceptance of all people. Matthew had a great passion for equality. His experiences abroad fueled his love for travel and gave him the chance to make many new friends from around the world.

The life and death of Matthew Shepard changed the way we talk about, and deal with, hate in America. Since his death, his legacy has challenged and inspired millions of individuals to stand up to hate in all its forms. Along with James Byrd, Jr.'s murder (see above), Shepard's murder led to increased pressure for the passage of national legislation addressing hate crimes. For decades, ADL led the fight for Federal Hate Crime legislation, finally celebrating the passage of the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act in 2009, signed into law by President Barack Obama.

Learn more from the Matthew Shepard Foundation, [www.matthewshepard.org](http://www.matthewshepard.org) and from ADL's *Curriculum Connections* on LGBT Inclusion, [www.adl.org/education/curriculum\\_connections/unheard-voices](http://www.adl.org/education/curriculum_connections/unheard-voices).



## YITZHAK RABIN

*March 1, 1922–November 4, 1995*

Yitzhak Rabin was born in Jerusalem on March 1, 1922 and grew up in Tel Aviv. After completing his schooling with distinction in 1940, Rabin started his military career as a volunteer, and would serve 27 years in the Israeli military, finishing his military career as I.D.F. (Israel Defense Forces) Chief of Staff. Then, he was appointed Israeli Ambassador to the United States. Upon his return to Israel in 1973, Rabin became active in the Israel Labor Party and was elected Prime

Minister in 1974, served two terms in office, 1974–77 and from 1992 until his assassination in 1995.

In 1993, the world was surprised by news that Israel and its long-time adversary, the Palestinian Liberation Organization (PLO) had been participating in secret talks in Norway. On September 13, 1993, Rabin joined PLO leader Yasser Arafat and U.S. President Bill Clinton on the White House Lawn to sign the launch of a historic Israeli-Palestinian peace process, called the “Oslo Process”. The PLO agreed to end terrorism and recognize Israel’s right to exist. Israel recognized the PLO as the representative of the Palestinian people. Rabin became a strong advocate for Israeli-Palestinian reconciliation. In 1994, Rabin was awarded the Nobel Peace Prize together with then-foreign minister Shimon Peres and Yasser Arafat. On November 4, 1995, Rabin appeared at a large peace rally in Tel Aviv. As he was leaving the rally, an Israeli Jewish anti-peace extremist, Yigal Amir, jumped out of the crowd and shot Rabin. Less than one hour later, Rabin was pronounced dead at a Tel Aviv area hospital. Amir, driven by extremist views, claimed his actions were because Rabin had betrayed the Jewish people by making peace with the Palestinians.

Rabin was mourned by millions of people around the globe. At Rabin’s funeral, President Bill Clinton delivered one of the eulogies, ending with the Hebrew words “shalom, chaver” (goodbye, friend). Yitzhak Rabin was a champion for peace and remains a symbol for hope, peace and partnership.

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## DEFINITIONS

### OVERVIEW



- All forms of prejudice and discrimination can be both *conscious* (obvious and deliberate) and *unconscious* (unspoken and based on assumptions).
- Each of the categories used to describe people, such as race, gender, sexual orientation, social class, age and ability, include a variety of different groups; for example, the category of *age* includes many groups, including children, teenagers, young adults, middle-aged people and older people. Within each large category, there is typically one group that maintains a dominant position over other groups in the same category. For example, in the category of gender, males are the dominant group, as evidenced by their ability to earn 20% more than females for doing the same job.
- All forms of prejudice and discrimination can be both *personal* (an individual act of meanness or exclusion) or *institutional* (supported by the power of society and giving unearned privileges to members of a dominant group while disadvantaging members of other groups).

### GENERAL TERMS

#### Stereotype (an idea)

An oversimplified idea about an entire group of people without regard for individual differences. *Example:* All boys are good at sports.

#### Prejudice (an attitude)

Making a decision about a person or group of people without enough knowledge. Prejudice is based on stereotypes. *Example:* “I hate girls.”

#### Discrimination (an action)

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. *Example:* “Let’s not let any girls play our team.”

#### Bigotry

Prejudice and/or discrimination against a person or group based on stereotypes.

### FORMS OF PREJUDICE

The following definitions describe different forms of prejudice and discrimination, all of which are based on stereotypes and negative attitudes toward members of a particular group.

#### Ableism

Prejudice and/or discrimination against people because of their mental or physical abilities.

#### Ageism

Prejudice and/or discrimination against people based on their age.

### **Anti-Semitism**

Prejudice and/or discrimination against people who are Jewish. Anti-Semitism can be based on hatred against Jews because of their religious beliefs and their group membership (ethnicity).

### **Classism**

Prejudice and/or discrimination against people because of their social or economic status (how much money their families have or do not have; where they live, the kind of clothes they wear, etc.).

### **Heterosexism/Homophobia**

Based on the thinking that homosexuality is wrong and/or that all people are straight (that all boys date only girls, and girls date only boys). **Homophobia** is hatred or fear of people who are or who are believed to be gay.

### **Islamophobia**

An irrational fear or hatred of people who are or who are perceived to be Muslim or of Arab descent.

### **Racism**

Prejudice and/or discrimination against people based on physical characteristics such as skin color, hair texture and eye shape.

### **Religious Bigotry**

Prejudice and/or discrimination against people based on their real or perceived religious beliefs and practices.

### **Sexism**

Prejudice and/or discrimination based on a person's sex. *Example:* Someone tells a joke or puts a person down because the person is male or female.

### **Weightism**

Prejudice and discrimination against overweight and obese people.

### **Xenophobia**

Prejudice and/or discrimination against anyone or anything that is perceived to be foreign or outside one's own group, nation or culture. Xenophobia is commonly used to describe negative attitudes toward foreigners and immigrants.



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