

Grades 9 - 12 Congregational School Program

Creator: Erica Hruby



**SHINE
ALIGHT**
on Antisemitism

Educator Background Information/ Knowledge

The #ShineALight Campaign

The #ShineALight Campaign is a national initiative to create a collective light of celebration spreading the Jewish joy of Chanukah. Sponsored by two New York-based funders and the UJA-Federation of New York, the campaign is designed as a counter-expression to antisemitism and other messages of hate acts towards Jews and Israel. The Jewish Education Project is a proud content partner of the #ShineALight Campaign and is delighted to provide these materials to Jewish educators. We encourage you to utilize this education content in the weeks leading up to and through Chanukah (this year and in the future), and if applicable, at other times of the year.

Educator Lesson Notes:

This lesson can be delivered in one long session or two shorter sessions. If the educator wants to divide the lesson into two sessions, the first session would focus on understanding the Maccabean Revolt and discuss modern-day antisemitism. The second session would focus on modern-day changemakers and how they are 'beacons of light,' reminiscent of the Maccabees of the past.

Educators should know:

1. Educators will want to understand why the four books of the Maccabees are NOT included in the traditional Jewish canon (they are in apocrypha), and that history can be found here on [My Jewish Learning](#). We are utilizing some text from the Book of Maccabees so this is important information to share with learners
2. Educators should thoroughly review the lesson, articles, videos, links and accompanying reference materials to familiarize themselves with the entire lesson. Educators also need to decide whether to utilize this as one lesson or two sessions. If the educator chooses the two-session approach, remember to include time for a brief review of the prior material at the beginning of session two.
3. This lesson is heavily dependent upon computer and internet access (with projector/audio/screen), and includes student use of their own technology in small groups

Supplies can be found under each activity and a comprehensive supply list is at the end of the document.



Social Media

If your social media and safety policy allow, please join the national #ShineALight Campaign by sharing photos and videos on a variety of social media platforms (Facebook, Twitter, Instagram, YouTube, TikTok), and let the world know what you and your learners did today to inspire and celebrate the light of Jewish joy. Encourage teens with social media accounts to share images from today and their Chanukah celebrations using this hashtag.



Prep & Activity Time

Approximate Prep Time: 60 minutes

Approximate Total Activity Time: 115 minutes (or two 55-minute sessions)

Lesson Flow:

1. Warm-up Activity - Continuous Sentence (10 minutes)
2. Opening Discussion - Dig into the Maccabean Revolt (15 minutes)
3. Activity One - What Does Modern-day Antisemitism Look Like? (40 minutes)
4. Activity Two - Modern-day Youth Changemakers are a Beacon of Hope (40 minutes)
5. Conclusion/Wrap-Up (10-30 minutes)

Educator Activity Guide



Warm-Up Activity: Continuous Sentence

(10 minutes)

Computer, projector, wifi, speakers, screen.

Mayim Bialik Chanukah overview video which touches on the role of the Maccabees (2020).

*OR copies of a Maccabean Revolt overview, one for every pair of students to share. One example is *The Maccabean Revolt* Harry Oates.*

1. Give students an overview of the Maccabean Revolt to read, or watch the [Mayim Bialik Chanukah overview video](#). Students only have three minutes to read the text and prepare for the activity.
2. Students, as a whole class, are to summarize the Maccabean Revolt into one continuous sentence, each student contributing one word at a time to the sentence. Continue from student to student until the sentence is complete.
3. The educator (or a student) can write the sentence as it is being said aloud for tracking.
4. The activity is complete when the educator (or a student 'judge') believes the sentence encapsulates the story.
5. An example, not to be shared with class, could be: *The Maccabean Revolt is about a group of pious Jews who were not going to give up their Judaism and assimilate into Greek culture, so they gathered thousands of Jews together, fought the Greek army, reclaimed the Temple, and lit the menorah which lasted for eight days despite only having enough oil for one day, proving that miracles exist and that freedom of religion and national independence is worth fighting for.* *mention that this would be # of students/rounds*



Opening Discussion: Dig into the Maccabean Revolt

(15 minutes)

Copy of the decree found in II Maccabees 6:9 (printed for a student to read or on a slide to show to the class)

RESOURCE EXHIBIT B

1. Discussion:
 - How did the Maccabees preserve Judaism? did the Maccabees preserve Judaism?
 - Why did Judaism need to be preserved?
 - What would have been the outcome without the Maccabees?
 - What words would you use to classify the Maccabees? Brave? Religious zealots? Historical preservationists? Resistant to assimilation? Other?
2. Explain briefly why the books of Maccabees are not in traditional Jewish canon and therefore this text comes from outside. [text attached; can be read aloud by educator or student] According to II Maccabees, in the second century B.C.E. the Seleucid king Antiochus IV outlaws temple worship, observance of Sabbaths and holy days, circumcision, and the keeping of Torah, and rules that the Jews who will not adopt Greek customs are to die. King James Version of 2 Macc 6:9: "And whoso would not conform themselves to the manners of the Gentiles should be put to death. Then might a man have seen the present misery."
REFERENCE EXHIBIT B.
 - Would you consider these decrees to be to antisemitic? If yes, why? If no, why not?
 - If the above decrees were made in North America, would you think they were antisemitic? If yes, why? If no, why not?
 - Some believe that the Maccabees fought for religious freedom and national sovereignty. In what ways are we, as a Jewish people, continuing to fight for these same beliefs?
 - Are there any other important questions to consider?



Activity One: What Does Modern-day Antisemitism Look Like?

(40 minutes)

Note to Educator: In this activity, we are defining antisemitism, sharing knowledge and/or experience with modern-day antisemitism, and learning about several modern-day cases of antisemitism. Student groups will be asked to take a deep dive into one case and then present it to their peers.

Introduction: Modern-day Antisemitism

(10 minutes)

Display on screen the definition of the non-legally binding working definition of antisemitism

REFERENCE EXHIBIT C.

White board, markers or flipchart, markers.

1. Educator announces that students are going to learn about several cases of modern-day antisemitism.
2. Educator shares a working definition of antisemitism from International Holocaust Remembrance Alliance (IHRA). This can be read aloud by the educator or a student or shared on a screen.
 - Non-legally binding definition: "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."
3. Educator asks the class to share examples of cases of antisemitism that they have heard on the news, seen on social media, experienced themselves, etc. Allow for a few minutes of open sharing.
4. If time permits, categorize the incidents shared by students on the board and then add the cases that they will explore below into those categories during presentation time.
 - a. Categories listed below come from CST Protecting the Jewish Community, Definitions of Antisemitic Incidents
 - b. Categories (booklet source linked above has explanations of each category and examples if further explanation is needed):
 - i. Extreme violence – intended to threaten another person's life
 - ii. Assault – intended to injure, but not threaten life
 - iii. Damage or desecration of property
 - iv. Threats – verbal or written threat
 - v. Abusive behavior – verbal, written, or graffiti
 - vi. Literature – books, emails, advertisement materials, etc.



Main Activity: Modern-day Cases of Antisemitism

(10-20 minutes)

Cases of Modern-Day Antisemitism REFERENCE EXHIBITS D-H and the full print-outs of the associated linked articles to attach to the EXHIBIT handouts, 2-3 copies of each scenario for the assigned groups.

1. In chevruta (groups of three-four; students can pick groups or educator assigns them), each group will be assigned one of five cases of modern-day antisemitism. Each case represents a different incident type:
 - a. Defacing Jewish learning centers or houses of worship
 - b. Harassment of student wearing a kippah on a subway train
 - c. Defacing a Jewish cemetery
 - d. Removal of mezuzah from Jewish student's room
 - e. Physical violence against Jewish people
2. Each group will read the corresponding article, watch a video, and/or look at images of their assigned incident.
3. Each group will discuss the questions provided with their incident (12-15 minutes).
4. Each group will briefly present their case and the highlights of their discussion to the whole class (15 minutes). Students from other groups are encouraged to ask questions of their peers.

Grades 9 - 12 Congregational School Program

Learning Activities, continued

5. If the educator put the categories of antisemitism on the board earlier, have each group place their incident on the list of the corresponding antisemitism type.

Modern Day Cases of Antisemitism (EXHIBITS D-H):

1. [Los Angeles article](#) and Facebook post
REFERENCE EXHIBIT D
 - a. Swastika and hate messages including, 'time to pay,' found daubed at American Jewish University in Bel Air, Westwood Charter School and Milken Community High School
 - b. [Read this article](#), look at the Facebook post, and discuss:
 - i. What occurred?
 - ii. Who was impacted?
 - iii. What does antisemitism look like in this situation?
 - iv. What message were the vandals trying to convey?
 - v. What might bravery look like in this case and where might it come from?
 - vi. What was the likely outcome?
2. [Stony Brook University article](#), video, Facebook post
REFERENCE EXHIBIT E
 - a. Student named Yonatan Herzfel was taking the subway between Grand Central and Times Square. He was visibly wearing a kippah when an African American man started yelling "what's that you got on your head." Yonatan was scared and was eventually chased off of the subway by the harasser. No one did anything as he screamed for help.
 - b. [Read this article](#) and Facebook post, watch video, and discuss:
 - i. What occurred?
 - ii. Who was impacted?
 - iii. What does antisemitism look like in this situation?
 - iv. Do you believe this was antisemitism? Can it be in the eye of the beholder?
 - v. What was the role of by-standers?
 - vi. What might bravery look like in this case and where might it come from?
 - vii. What was the likely outcome?
3. [Baltimore Cemeteries Vandalized](#), article and Twitter post
REFERENCE EXHIBIT F
 - a. Baltimore-area officials and faith and community leaders gathered Friday at German Hill Road Jewish Cemeteries to denounce acts of antisemitism after more than a dozen gravestones were spray-painted with swastikas this past weekend.
 - b. [Read this article](#), look at the Twitter post, and discuss:
 - i. What occurred?
 - ii. Who was impacted?
 - iii. What does antisemitism look like in this situation?
 - iv. What message were the vandals trying to convey?
 - v. What might bravery look like in this case and where might it come from?
 - vi. What was the likely outcome?

Grades 9 - 12 Congregational School Program

Learning Activities, continued

4. [Tufts University Mezuzah Removal](#) article
REFERENCE EXHIBIT G
 - a. Tufts University police are investigating after a mezuzah was stripped from the door post of a Jewish student's dormitory room, university president Anthony Monaco said Wednesday.
 - b. [Read this article](#) and discuss:
 - i. What occurred?
 - ii. Who was impacted?
 - iii. What does antisemitism look like in this situation?
 - iv. What message were the vandals trying to convey?
 - v. What might bravery look like in this case and where might it come from?
 - vi. What was the likely outcome?
5. [9th possible antisemitic attack in New York City in 2 weeks](#), article
REFERENCE EXHIBIT H
 - a. NYPD investigating possible hate crimes which happened during the Hanukkah holiday; NYPD will increase its presence in Borough Park, Crown Heights and Williamsburg – neighborhoods with large Orthodox Jewish populations.
 - b. Two of the instances
 - i. A man wearing traditional Orthodox Jewish attire was walking in the Borough Park neighborhood of Brooklyn when a man punched him in the face.
 - ii. A mother was hit in the head while walking with her three-year-old son in Brooklyn. The attacker made anti-Semitic comments and vowed that “your end is coming to you.”
 - c. [Read this article](#) and discuss:
 - i. What occurred?
 - ii. Who was impacted?
 - iii. What does antisemitism look like in this situation?
 - iv. What message are the attackers trying to convey?
 - v. What might bravery look like in this case and where might it come from?
 - vi. What was the likely outcome?



Activity Two: Modern-day Youth Changemakers are a Beacon of Hope

(40 minutes)

Copies of the Youth Changemaker Bios EXHIBITS I-K and the associated linked articles about them to attach to the Exhibit document, 2-3 copies per group

Each group needs access to wifi and a device to play and hear a video

Paper, pens, pencils, one set per small group

Note to Educator: *In this activity, we will look at how the miracle of the Chanukiah oil burning for eight days represents the ability for some extraordinary youth to show hope, strength, and perseverance in the face of hatred or seemingly impossible odds. Students will learn about one of three modern-day youth changemakers, identify how they exemplify the miracle of the Chanukiah oil, and show how their light continues to shine brighter as they engage with their cause.*

This lesson uses a profile of Malala Yousafzai as a young changemaker. We recognize that amidst all of her work for global women's rights, equality, and other issues, that she also has publicly made statements on social media about Israel/Palestine that have divided people. As a result, we recognize that some educators may not feel comfortable using her as an example. If you would like alternatives, please contact Dr. Samantha Vinokor-Meinrath, Senior Director of Knowledge, Ideas and Learning for consultation on this issue, at svinokor-meinrath@jewishedproject.org.

1. Educator opens this activity by asking students to share a recent example of a situation when a young person took on a huge challenge. If they happen to mention Malala Yousafzai, Amanda Gorman or Greta Thunberg, ask them to hold their example for the next part of the activity.
2. In chevruta (groups of four-five), give each group one of three youth changemakers.
3. Each group will read about their assigned person and watch a video of one of their speeches and discuss the provided questions.
4. Each group will then collectively choose a cause and write a two-minute speech about that cause. If they need help with ideas, examples could be: antisemitism, gender pay equity, immigration, LGBTQA+ rights, healthcare access, right to choose or access to free college education.
5. Each group will deliver that speech to the entire class.

Meet the Youth Changemakers

1. Malala Yousafzai (15 years old at time of shooting; Nobel Peace Prize at 17 years old; 24 years old now)
REFERENCE EXHIBIT I
 - a. [Read Malala Yousafzai's biography](#)
 - b. [Watch portion of speech from the United Nations July 12, 2013](#)
 - c. Discuss questions in group:
 - i. What is this changemaker's cause?
 - ii. How does this changemaker exemplify hope, strength, and perseverance?
 - iii. What seems extraordinary about this changemaker? What is their light?
 - iv. What tool are they using to make an impact?
 - v. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
 - vi. What is one thing that you can take away from this person's story?

Grades 9 - 12 Congregational School Program

Learning Activities, continued

2. Amanda Gorman (22 years old when she became the first U.S. Youth Poet Laureate; 23 years old now; overcame a stutter)
REFERENCE EXHIBIT J
 - a. [Read article about Amanda Gorman and the poem](#) she wrote for President Joe Biden's 2021 inauguration
 - b. [Watch video of inauguration speech](#)
 - c. Discuss questions in group:
 - i. What is this changemaker's cause?
 - ii. How does this changemaker exemplify hope, strength, and perseverance?
 - iii. What seems extraordinary about this changemaker? What is their light?
 - iv. What tool are they using to make an impact?
 - v. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
 - vi. What is one thing that you can take away from this person's story?
3. Greta Thunberg (15 years old with national platform on climate change; 18 years old now)
REFERENCE EXHIBIT K
 - a. [Read Greta Thunberg's biography](#)
 - b. [Watch Greta Thunberg at UN Climate Change COP24 Conference](#) December 15, 2018, Poland
 - c. Discuss questions in group:
 - i. What is this changemaker's cause?
 - ii. How does this changemaker exemplify hope, strength, and perseverance?
 - iii. What seems extraordinary about this changemaker? What is their light?
 - iv. What tool are they using to make an impact?
 - v. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
 - vi. What is one thing that you can take away from this person's story?



Conclusion/Wrap-Up

(10 minutes):

Note to Educator: *The last few minutes will be used to synthesize the three activities. Educator can choose a few that bring the lesson full circle. So many questions, so little time...let us ponder:*

1. Are you willing to be a modern-day Maccabee? Ones who stand up, regardless of the consequences, to ensure that Jews will be able to live and practice our 5,000-year-old tradition for another 5,000 years?
2. In what ways do you have the passion and courage of Malala, Amanda, or Greta to take risks to stand up against antisemitism?
3. If you were to channel the changemaker you learned about today, along with the courage of the Maccabees, how would you respond to the antisemitic incidents you learned about at the beginning of this lesson?
4. At what cost will you stand up? At what level of risk?
5. Are you willing to:
 - a. be bold on social media?
 - b. meet with a state congressperson/representative?
 - c. hold a news conference?
 - d. show up at a school board meeting to advocate for certain topics to remain in the curriculum?
 - e. plan a large-scale youth rally (i.e. March for Our Lives)?
6. And if you aren't willing to stand up, what might help you change your mind?



Optional Concluding Craft Activities

Paper, pens, pencils for each student

Option One: Small clear craft bottle with stopper (for example), one per student

Option Two: Blank magnets and markers (for example), cut to one 4x6 piece per student

Option Three: Small white candles (for example), one candle per student, markers, scissors, hair dryer, sheets of tissue paper, sheets of waxed paper

If time permits, instruct students to write three things that they can do starting today to be a beacon of light for the Jewish people. Some ideas to make this final piece more permanent, are:

1. Placing the paper with the three things into a small bottle (secret message in a bottle) that they can open and look at in the future.
2. Writing three things on a magnet that is put on their refrigerator at home.
3. **Making candle art**

Reference Document

REFERENCE EXHIBIT A

Warm-up Activity: Continuous Sentence

Excerpts for a Quick History Lesson on the Maccabean Revolt



The Maccabean Revolt

Warm-up Activity: Continuous Sentence

[Mayim Bialik Chanukah](#) overview video which touches on the role of the Maccabees (2020)

OR copies of a Maccabean Revolt Overview (one per every pair of students to share). [One example.](#)

8 Reasons Why the World Needs Hanukkah Now More Than Ever

By Adina Levin

November 24, 2020

[The Book of Everyone Blog, full blog post](#)

The story of Hanukkah dates back over to 2,000 years ago, when a band of Jewish warriors called the Maccabees defeated their Greek oppressors. The only downside was that the Second Temple in Jerusalem was destroyed in the process, leaving only enough oil to light the temple candelabra for one night ... except miraculously it lasted for eight nights! And the temple was restored. (Hanukkah translates to “rededication.”)

Maccabean Leadership Models

By Brandon Marlon

June 28, 2016

[The Jerusalem Post Blog, full blog post](#)

The Brothers Maccabee arose to meet the challenge of their age and uphold the faith of their forebears, each making the ultimate sacrifice in order to restore freedom of religion and national independence (sovereignty) to the Jewish People.

Imperial occupiers who persecuted Jews and sought to suppress Judaism. The book was written by an unknown Judean author between 134-63 BCE, likely around the year 100 BCE. As a religious history modelled on biblical historical works, it limns a series of remarkable figures striving valiantly for religious freedom and national liberation — The Brothers Maccabee - especially Judah, Jonathan, and Simon.

II Maccabees is a partially parallel digest of the Maccabean Rebellion, beginning and concluding its central narrative earlier than the preceding account and covering a period of about 15 years; directed toward the Jews of Alexandria, Egypt, and seeks to enlist their solidarity with their Judean brethren in Jerusalem. Its date of composition is sometime after 124 BCE.

Initially, in response to the Hellenizing decrees and sacrilegious acts of Syrian-Greek (Seleucid) emperor Antiochus IV Epiphanes, the Hasmonean patriarch Matityahu and his sons tore their garments, wore sackcloth, and mourned. Then they put away grief, vowing not to swerve from Judaism either to the right or to the left, come what may. They withdrew into the wilderness of the Gophna Hills, living in forests and caverns, eating wild plants, making their way secretly among Judean villages, rallying their kinsfolk. Soon they recruited 6,000 loyalists, organizing them into a trained and mobile guerrilla force. They attacked imperial Seleucid soldiers and Hellenist traitors abetting the enemy using surprise and the cover of night, capturing advantageous positions and inflicting numerous reverses on their foes.

On his deathbed, Matityahu singled out Simon for his sound judgment and appointed him his successor, and appointed Judah as general for his might and bravery. Perhaps on Simon's advice, Judah assumed command of the revolt and together the Maccabees, as they came to be known, "fought for Israel with a will." Following the example of their fervent father Matityahu, a zealot in the spirit of the high priest Phinehas and prophet Elijah, The Brothers Maccabee devoted and even gave their lives in the cause of their ancestors and countrymen, resisting an empire through intrepid leadership and willpower. Theirs were victories both martial and moral.

Reference Document, continued

REFERENCE EXHIBIT B

Opening Discussion

Opening Discussion: Dig into the Maccabean Revolt

Central Question Explored in the Lesson

How could the bravery to preserve Judaism in the Maccabean era serve as our inspiration to act boldly in our challenge to stand against modern antisemitism?

King's Decree

Educators will want to understand why the four books of the Maccabees are NOT included in the traditional Jewish canon (they are in apocrypha) and that history can be found here on [My Jewish Learning](#). We are utilizing some text from the Book of Maccabees so this is important information to share with learners.

According to II Maccabees, in the second century B.C.E. the Seleucid king Antiochus IV outlaws temple worship, observance of Sabbaths and holy days, circumcision, and the keeping of Torah, and rules that the Jews who will not adopt Greek customs are to die.

King James Version of II Maccabees 6:9: "And whoso would not conform themselves to the manners of the Gentiles should be put to death. Then might a man have seen the present misery."

Reference Document, continued

REFERENCE EXHIBIT C

Activity One (Introductory Activity): What Does Modern-day Antisemitism Look Like?

Working Definition of Antisemitism

[Non-legally binding working definition of antisemitism](#) from International Holocaust Remembrance Alliance (IHRA).

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.

Reference Document, continued

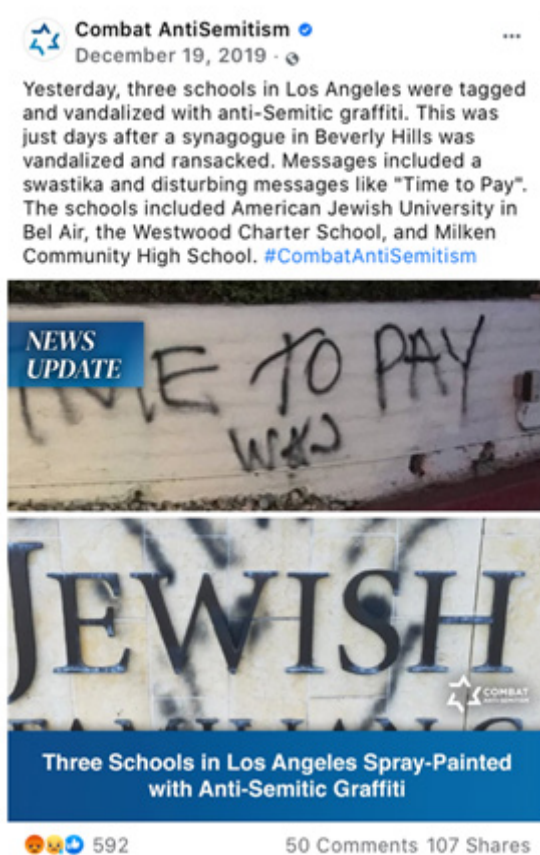
REFERENCE EXHIBIT D

Modern-day Cases of Antisemitism

Antisemitic Case One: Los Angeles Schools Vandalized

Article and Facebook post

As reported in the article below: Swastika and hate messages including, 'time to pay,' found daubed at American Jewish University in Bel Air, Westwood Charter School and Milken Community High School.



Read this article, look at the Facebook post, and discuss:

1. What occurred?
2. Who was impacted?
3. What does antisemitism look like in this situation?
4. What message were the vandals trying to convey?
5. What might bravery look like in this case and where might it come from?
6. What was the likely outcome?

Reference Document, continued

REFERENCE EXHIBIT E

Modern-day Cases of Antisemitism

Antisemitic Case Two: Stony Brook University Student Harassed

Article, Facebook post, and video

As reported in the article below: Student named Yonatan Herzfel was taking the subway between Grand Central and Times Square. He was visibly wearing a kippah when an African American man started yelling “what’s that you got on your head.” Yonatan was scared and was eventually chased off of the subway by the harasser. No one did anything as he screamed for help.



Read this article, look at the Facebook post, and discuss:

1. What occurred?
2. Who was impacted?
3. What does antisemitism look like in this situation?
4. Do you believe this was antisemitism? Can it be in the eye of the beholder?
5. What was the role of bystanders?
6. What might bravery look like in this case and where might it come from?
7. What was the likely outcome?

Reference Document, continued

REFERENCE EXHIBIT F

Modern-day Cases of Antisemitism

Antisemitic Case Three: Baltimore Area Cemeteries Vandalized

Article and Twitter post

As reported in the article below: Baltimore-area officials and faith and community leaders gathered Friday at German Hill Road Jewish Cemeteries to denounce acts of antisemitism after more than a dozen gravestones were spray-painted with swastikas this past weekend.



Read this article, look at the Twitter post, and discuss:

1. What occurred?
2. Who was impacted?
3. What does antisemitism look like in this situation?
4. What message were the vandals trying to convey?
5. What might bravery look like in this case and where might it come from?
6. What was the likely outcome?

Reference Document, continued

REFERENCE EXHIBIT G

Modern-day Cases of Antisemitism

Antisemitic Case Four: Tufts University Mezuzah Removed

Article

As reported in the article below: Tufts University police are investigating after a mezuzah was stripped from the door post of a Jewish student's dormitory room, university president Anthony Monaco said Wednesday.

SEPTEMBER 9, 2021 2:27 PM

Tufts University Investigating Removal of Mezuzah From Jewish Student's Dorm

by Dion J. Pierre



[Read this article](#) and discuss:

1. What occurred?
2. Who was impacted?
3. What does antisemitism look like in this situation?
4. What message were the vandals trying to convey?
5. What might bravery look like in this case and where might it come from?
7. What was the likely outcome?

Reference Document, continued

REFERENCE EXHIBIT H

Modern-day Cases of Antisemitism

Antisemitic Case Five: 9th Possible Antisemitic Incident in Two Weeks in New York City

Article

As reported in the article below: 9th possible antisemitic attack in New York City in 2 weeks; NYPD investigating possible hate crimes happened during the Hanukkah holiday

Police in New York City investigate 9th possible anti-Semitic attack in 2 weeks

By Alex Meier
Sunday, December 29, 2019



[Read this article](#) and discuss:

1. What occurred?
2. Who was impacted?
3. What does antisemitism look like in this situation?
4. What message were the attackers trying to convey?
5. What might bravery look like in this case and where might it come from?
6. What was the likely outcome?

Reference Document, continued

REFERENCE EXHIBIT I

Activity Two: Modern-day Youth Changemakers are a Beacon of Hope

Changemaker One: Malala Yousafzai

Read Malala Yousafzai's biography



Watch portion of speech from the United Nations July 12, 2013

Discuss questions in group:

1. What is this changemaker's cause?
2. How does this changemaker exemplify hope, strength, and perseverance?
3. What seems extraordinary about this changemaker? What is their light?
4. What tool are they using to make an impact?
5. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
6. What is one thing that you can take away from this person's story?

Reference Document, continued

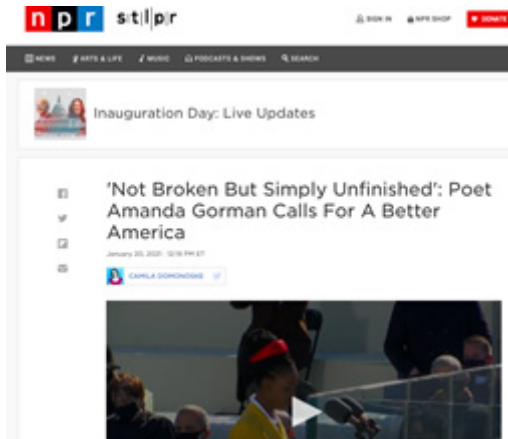
Creator: Erica Hruby

REFERENCE EXHIBIT J

Activity Two: Modern-day Youth Changemakers are a Beacon of Hope

Changemaker Two: Amanda Gorman

Read article about Amanda Gorman and the poem she wrote for President Joe Biden's 2021 inauguration



[Watch video of inauguration speech](#)

Discuss questions in group:

1. What is this changemaker's cause?
2. How does this changemaker exemplify hope, strength, and perseverance?
3. What seems extraordinary about this changemaker? What is their light?
4. What tool are they using to make an impact?
5. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
6. What is one thing that you can take away from this person's story?

Reference Document, continued

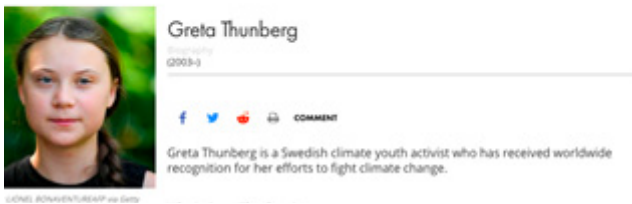
Creator: Erica Hruby

REFERENCE EXHIBIT K

Activity Two: Modern-day Youth Changemakers are a Beacon of Hope

Changemaker Three: Greta Thunberg

Watch Greta Thunberg at UN Climate Change COP24 Conference Dec 15, 2018, Poland



Discuss questions in group:

1. What is this changemaker's cause?
2. How does this changemaker exemplify hope, strength, and perseverance?
3. What seems extraordinary about this changemaker? What is their light?
4. What tool are they using to make an impact?
5. If faced with the opportunity, knowing what you know about this changemaker, how might they try to combat antisemitism?
6. What is one thing that you can take away from this person's story?

Comprehensive Supply List

Warm-up Activity: Continuous Sentence

- *Computer, projector, wifi, speakers/screen: Mayim Bialik Chanukah overview video which touches on the role of the Maccabees (2020)*
- *OR copies of a Maccabean Revolt Overview, one per every pair of students to share. One example*

Opening Discussion: Dig into the Maccabean Revolt

- *Copy of the decree found in II Maccabees 6:9, printed for a student to read or on a slide to show to the class*
REFERENCE EXHIBIT B

Activity One: What Does Modern-day Antisemitism Look Like?

Introductory Activity: Modern-day Antisemitism

- *Display via projector: Non-legally binding working definition of antisemitism from International Holocaust Remembrance Alliance (IHRA). REFERENCE EXHIBIT C*
- *White board/markers or flipchart/markers*

Activity Two: Modern-day Youth Changemakers are a Beacon of Hope

- *Copies of the youth changemaker bios REFERENCE EXHIBITS I-K and the associated linked articles about them to attach to the exhibit handouts, 2-3 copies per group*
- *Each group needs access to wifi and a device to play and hear a video*
- *Paper, pens, pencils, one set per small group*

Optional Concluding Craft Activities

- *Paper, pens, pencils for each student*
- *Option One: Small clear craft bottle with stopper (for example), one per student*
- *Option Two: Blank magnets and markers (for example), cut to one 4x6 piece per student*
- *Option Three: Small white candles (for example), one candle per student, markers, scissors, hair dryer, sheets of tissue paper, sheets of waxed paper*