

Lesson Plan: Antisemitism and Jewish Middle Eastern-Americans

Grade Level: 9–12

CA Ethnic Studies Values and Principles Alignment

- 1, 3, 4, 6

Standards Alignment

- **CA HSS Analysis Skills (9–12):** Chronological and Spatial Thinking 1; Historical Interpretation 1, 3, 4
 - **CCSS.ELA-LITERACY:**
 - W.9-10.7, W.9-10.4
 - W.11-12.7, W.11-12.8, W.11-12.9
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Lesson Purpose and Overview

This two-part lesson introduces students to antisemitism and its manifestations through the lens of Middle Eastern and North African Jews whose histories are defined by recent struggles of prejudice, oppression, ethnic cleansing, forced migration, and assimilation. Students will analyze narratives, primary and secondary sources of the indigenous Jews of the Middle East and North Africa while contextualizing them within the larger framework of systemic power (economic, political, social). Middle Eastern and North African Jews continue to experience discrimination and hate crimes in the United States.

Middle Eastern and North African Jews are variously referred to as Mizrahi, Sephardic, Arab-Jews, or by specific national identities (e.g., Iranian, Moroccan). Sephardic and Mizrahi Jews comprise 10% of America’s Jewish population.

Key Takeaways

- **Definition of Antisemitism:** Prejudice/discrimination against Jews, individually or collectively, based on religion, ethnicity, ancestry, or group membership. It assumes that Jews share particular characteristics in common and think and act in special or “different” ways from

other people. It manifests itself in a variety of forms – words, ideas and actions. It can involve bigotry, bullying, defamation, dehumanization, stereotyping, hate crime, acts of bias and scapegoating. Over its long history, antisemitism has been used to blame all kinds of evil on the Jews.

- [U.S. State Department: Defining Antisemitism](#)
 - [AJC Antisemitism Report 2024](#)
 - **Historical Shift:**

Historian Deborah Dwork notes the shift from anti-Judaism (religion-based) to antisemitism (race-based) emerged in 19th-century Europe when Jews were defined as a "race." Thus, antisemitism can also be seen as racism.

 - [USHMM: Racial Antisemitism, 1875-1945](#)
 - [USHMM: Racial Science and Law in Nazi Germany and the United States](#)
 - **American Jewish Diversity:**

Jews are not a homogenous “white” group. Jews are ethnically Middle Eastern, with diverse communities worldwide. “Jewish” is not synonymous with “white.” Many Jews were persecuted in their ancestral lands.

 - [Unpacked YouTube Video: 5 Surprising Facts About Jews](#)
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Key Ethnic Studies Terms and Concepts

- Indigeneity
 - Ethnicity
 - Xenophobia
 - Discrimination
 - Prejudice
 - Model Minority
 - Four I’s of Oppression
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Prerequisite Skills and Knowledge

Students should possess a basic understanding of systems of oppression and the Four I’s of Oppression to unpack the way antisemitism has played out over time:

- Ideological
 - Institutional
 - Interpersonal
 - Internalized
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Content and Language Objectives

Students will be able to...

1. Identify and describe Middle Eastern and North African Jews (also referred to as Arab Jews, Mizrahi Jews, Sephardic Jews, and Persian Jews) and differentiate the various identities, nationalities, and ethnicities within the American Jewish community.
 2. Explain the history of antisemitism in the Middle East and North Africa, analyze its impact on Middle Eastern Jews, and connect these experiences to prejudice and discrimination faced by the American Jewish community today.
 3. Analyze the root causes of antisemitism and explain how it manifests in religious, political, social, cultural, racial, and economic forms.
 4. Evaluate organizations and advocacy efforts that counteract antisemitism on national and global levels, with particular attention to indigenous rights, Jewish religious institutions, and higher education.
 5. Construct visual, written, and oral summaries of antisemitism in the United States using multiple written and digital texts.
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Essential Questions

1. Who is an American Jew? Who is a Middle Eastern Jew?
 2. What is antisemitism? What are the causes of antisemitism?
 3. What impact has antisemitism had on American Jews?
 4. How can we learn from past and present antisemitism?
 5. How have Middle Eastern-American Jews responded to discrimination in U.S. history?
 6. Why is it important to recognize Jewish contributions to human rights struggles?
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Lesson Steps / Activities

Part One: Introduction to Antisemitism and Contemporary Middle Eastern Jewish Histories and Diversities

1. Introduce the lesson by posting the terms “antisemitism” and “American Jews” to engage students in a discussion of discrimination that American Jews often encounter in the United States, both in the past and currently.
2. Engage the class by asking students: *What does antisemitism mean? What does antisemitism look like and how does it manifest in society?*

- Before delving too deeply into discussion, ask students to pair up and take five minutes to respond to the questions.
 - Ask groups to also list the various ethnic groups that comprise “American Jews.”
3. After about five minutes, allow each group to share what they discussed with the class. Write their responses on the board for “antisemitism.” Below the words “American Jews” ask students to list the various ethnic groups of Jews.
 - **Sample Ethnic Groups** (not exhaustive): Ashkenazi/Eastern European Jews (German, Polish, Russian, etc.); Iranian Jews; Bukharan Jews; Yemenite Jews; North African Jews (Moroccan, Tunisian, Libyan, Algerian, Egyptian); Turkish/Greek/Sephardic Jews; Latinx Jews; Levantine Jews (Iraqi, Syrian, Lebanese); Ethiopian Jews.
 - Ask the class if any of them are Jewish and from where? Do they know Jewish people from other countries?
 - **Explain lesson goal:** Expand understanding of Jewish ethnic diversity, with focus on Middle Eastern Jews.
 4. Explain that the goal of Part One is to expand understanding of Jewish ethnic groups. Students will be introduced to diverse communities of Middle Eastern Jews, who’ve been forgotten in global history and whose experiences of discrimination have taken place in the past and continue into the present.
 5. Provide **Handout A**
 - Explain to students that while antisemitism is prejudice and/or discrimination against Jews, individually or collectively, that can be based on hatred against Jews because of their religion, their ethnicity, ancestry, or group membership. It assumes that Jews share particular characteristics in common and think and act in special or “different” ways from other people. It manifests itself in a variety of forms – words, ideas and actions. It can involve bigotry, bullying, defamation, stereotyping, hate crime, acts of bias and scapegoating. Over its long history, antisemitism has been used to blame all kinds of evil on the Jews.
 - Read the Handout A with the students
 6. Provide **Handout B** that offer questions about the film they will watch about The Forgotten Refugees: Jews from the Middle East and North Africa. Pause the video at 2 minute intervals for students to complete the questions in the handout or write down any questions they may have. Watch *The Forgotten Refugees* video and complete Handout B during viewing.
 - [7 min version](#)
 - [20 min version](#)
 7. After watching the video, discuss the answers they wrote down and what they’ve learned. How do these stories connect to other ethnic groups they’ve learned about? What would they like to know more about? Explain to students that 650,000 of these Jews ended up in Israel and today more than half of Israel’s Jewish population descend from these Middle Eastern and North African Jewish refugees. But, many have immigrated to countries around the world, the US having a

population of an estimated 180,000 Jews who descend from North Africa and the Middle East.

8. **Homework:** For homework, show the [JIMENA website](http://jimena.org). (jimena.org). Explain that JIMENA is an organization that represents the interests and heritage of Jews from North Africa and the Middle East . On the home page, JIMENA features 10 Arab countries (Algeria, Egypt, Iraq, Iran, Lebanon, Libya, Morocco, Syria, Tunisia, Yemen). Under each country's link are 3 sections: personal stories, Jewish history, and Culture. Assign one country to a group of students to research and answer the following questions. (The homework should be collected for assessment purposes)
 - What stood out for you when reading someone's personal story?
 - Describe positive and negative experiences for these people.
 - What did you learn about in the history section?
 - What did discrimination look like?
 - Can you identify systemic oppression?
 - What were the impacts of antisemitism?
 - Can you identify with stories, history, culture?
 - What other communities that we've learned about would identify with these narratives?

Part Two: Contemporary Antisemitism in the United States

Note to Teacher:

Before class begins, print handouts for each station. If computers and internet are available, allow students to conduct additional research.

Lesson Steps

1. **Review Homework and Part One Discussion.**
 - Begin by revisiting the homework and the class discussion from Part One. Ask students guiding questions:
What did you learn? What stood out? How are these experiences similar to or different from other forms of oppression and discrimination?
2. **Transition to Part Two.**
 - Remind students that Part One focused on antisemitism in the Middle East and North Africa in the past.
 - Emphasize continuity: antisemitism has a long global history and continues today in the United States.
3. **Introduce Today's Focus.**
 - Explain that students will now explore contemporary discrimination, hate, and violence faced by American Middle Eastern Jews (and Jews more broadly).
 - Tell students they will rotate through **three stations**, each highlighting different institutional forms of antisemitism. At each station, students will:

- Identify causes and reasons for antisemitism.
- Use statistics, primary, and secondary sources to understand antisemitism in the U.S.
- Read personal narratives to develop a nuanced understanding.
- Draw connections between past and present.
- Explore community strategies for resisting and combating antisemitism.

4. Prepare the Stations (Teacher Preparation)

- Create a title/heading placard for each station.
- Print multiple copies of all materials (6–8 sources per station).
- Prepare handouts and graphic organizers for students to track historical background, causes, impacts, and responses. Students should also use notebooks for detailed notes.
- Graphic organizers include hyperlinks to all sources. If computers are available, students can use them to access materials or videos. Handouts can also be emailed for continued research at home.
- Students may work individually or in pairs to research 1–2 sources at each station.

5. Divide Students into Groups of Three

- Form groups of three.
- At one station, model how to use the graphic organizer. Highlight the difference between primary and secondary sources, and provide context (e.g., scholarly research, credible news, statistics, interviews, narratives).

6. Student Research and Work Time

- Provide class time for students to conduct research and complete their graphic organizers.
- If needed, allow students to continue their work at home.
- **Assessment:** Each student must submit their completed graphic organizer notes in essay form.

7. Collaborative Group Presentations

- After completing the worksheets, groups work together to prepare and deliver presentations on their station.
- Presentations should be clear, organized, and creative.

8. Presentation Formats

- Provide poster boards for in-class presentations. Digital tools (PowerPoint, etc.) may also be used if available.
- Each group presentation must:
 - Present findings as a team.
 - Include personal stories, statistics, and historical facts.
 - Compare Jewish experiences with those of other ethnic groups.
 - Highlight similarities and differences between past and present antisemitism.
 - Explain how Jewish organizations have resisted, responded, and advocated for rights.

- **Note to Teacher:** Provide a rubric that evaluates accuracy, depth of analysis, collaboration, and creativity.

9. The Three Stations

- **Station 1:** Iranian Jews of Los Angeles – A Story of Oppression and Resilience
- **Station 2:** Antisemitism on College Campuses – Discrimination That Changes Over Time
- **Station 3:** The Protocols of the Elders of Zion and the Power of the Internet

10. Whole-Class Discussion

- After all groups present, bring the class together for a discussion on common themes across institutions and the broader impact on Jews and other minorities.
- Suggested questions:
 - a. How have Jews been affected by antisemitism? What impact does it have on others?
 - b. What does “scapegoat” mean? What do people gain from scapegoating?
 - c. What is the effect of hateful images and speech? Do images and words reflect existing attitudes or create them?
 - d. How can individuals, groups, and governments combat the spread and effects of misinformation?
 - e. How has antisemitism changed over time? What are the differences among religious, political, and racial antisemitism?
 - f. Why might political or religious leaders espouse antisemitic ideas?
 - g. How is antisemitism similar to or different from other forms of group hatred?
 - h. What can we do to make a difference?

Modifications for Students with Special Needs

- Present lesson steps via slides.
- Frequent comprehension checks.
- Differentiate by modality (auditory, visual, kinesthetic).
- Encourage peer support.

Assessment

- Students will conduct research on antisemitism (past and present) for Mizrahi Jews in the United States. They will analyze personal narratives, articles and data for the cause and effects of discrimination.

- Short written responses and essays detailing the cause and effect of antisemitism across different institutions and linking them to past and present events. (3–5 paragraphs).
 - Students will present their research findings to their classmates and peers.
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Materials and Resources

Part One

- **Handouts**
 - Handout A – Definition of Antisemitism
 - Handout B – The Forgotten Refugees: Discussion Questions
- **Videos**
 - [The Forgotten Refugees](#) (7 min, YouTube)
 - [The Forgotten Refugees](#) (20 min, Vimeo)
- **Homework**
 - [JIMENA Website](https://jimena.org) (Full URL: <https://jimena.org>)

Part Two: (all resources are also hyperlinked in the handouts)

Station 1: Iranian Jews of Los Angeles – A Story of Oppression and Resilience

Handout Resources

- [We Survived Khomeini, We'll Survive This Attack on Nessah](https://blogs.timesofisrael.com/we-survived-khomeini-well-survive-this-attack-on-nessah-synagogue/)
(Full URL: <https://blogs.timesofisrael.com/we-survived-khomeini-well-survive-this-attack-on-nessah-synagogue/>)
- [Voice of Angella Nazarian – From Revolutionary Tehran to Beverly Hills in One Lifetime](https://www.jpost.com/blogs/jimena---voice-of-forgotten-refugees/voice-of-angella-nazarian-from-revolutionary-tehran-to-beverly-hills-in-one-lifetime-364580)
(Full URL: <https://www.jpost.com/blogs/jimena---voice-of-forgotten-refugees/voice-of-angella-nazarian-from-revolutionary-tehran-to-beverly-hills-in-one-lifetime-364580>)
- [Iranian Jewish History](http://jimenaexperience.org/iran/about/jewish-history/)
(Full URL: <http://jimenaexperience.org/iran/about/jewish-history/>)
- [Life Under Khomeini \(JTA\)](https://www.jta.org/2019/02/25/global/the-iranian-revolution-was-40-years-ago-persian-jews-in-los-angeles-are-still-feeling-the-pain)
(Full URL: <https://www.jta.org/2019/02/25/global/the-iranian-revolution-was-40-years-ago-persian-jews-in-los-angeles-are-still-feeling-the-pain>)
- [2024 LA County Hate Crimes](https://lacounty.gov/2024/12/11/highest-total-of-hate-crimes-ever-reported/)
(Full URL: <https://lacounty.gov/2024/12/11/highest-total-of-hate-crimes-ever-reported/>)

- [30 Years After: Resilient Advocates](https://www.30yearsafter.org/)
(Full URL: <https://www.30yearsafter.org/>)
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Videos

- [Jewish Iranian-American Student Roundtable](https://www.youtube.com/watch?v=9vI6Ma28_SI)
(Full URL: https://www.youtube.com/watch?v=9vI6Ma28_SI)
 - [Who Are the Jews of Iran?](https://www.youtube.com/watch?v=ZjNc52r3_YU&t=183s)
(Full URL: https://www.youtube.com/watch?v=ZjNc52r3_YU&t=183s)
 - [The Iranian Revolution and Its Impact on Iran's Jews](https://www.worldjewishcongress.org/en/videos/diplomacy/the-iranian-revolution-and-its-impact-on-irans-jews)
(Full URL: <https://www.worldjewishcongress.org/en/videos/diplomacy/the-iranian-revolution-and-its-impact-on-irans-jews>)
 - [ADL Reports Record Number of Antisemitic Incidents in 2024](https://www.youtube.com/watch?v=xgY-X8uY2RU)
(Full URL: <https://www.youtube.com/watch?v=xgY-X8uY2RU>)
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Station 2: Antisemitism on College Campuses – Discrimination That Changes Over Time

Handout Resources

- [Keeping Prejudice Under Control \(Daily Cal\)](https://www.dailyca.org/2013/05/06/checking-our-prejudices/)
(Full URL: <https://www.dailyca.org/2013/05/06/checking-our-prejudices/>)
- [Gina Waldman's Story of Exile \(Libya\)](http://jimenaexperience.org/libya/about-jimena/personal-stories/ginas-head-shot/)
(Full URL: <http://jimenaexperience.org/libya/about-jimena/personal-stories/ginas-head-shot/>)
- [Libyan Jewish History](http://jimenaexperience.org/libya/about-jimena/past-and-present/)
(Full URL: <http://jimenaexperience.org/libya/about-jimena/past-and-present/>)
- [Campus Antisemitism Report Card \(ADL\)](https://www.adl.org/campus-antisemitism-report-card)
(Full URL: <https://www.adl.org/campus-antisemitism-report-card>)
- [Harvard's Asian Quotas Repeat an Ugly History](https://www.businessinsider.com/the-ivy-leagues-history-of-discriminating-against-jews-2014-12)
(Full URL: <https://www.businessinsider.com/the-ivy-leagues-history-of-discriminating-against-jews-2014-12>)
- [Antisemitism in the U.S.: Harvard's Jewish Problem](http://jewishvirtuallibrary.org/harvard-s-jewish-problem)
(Full URL: <http://jewishvirtuallibrary.org/harvard-s-jewish-problem>)
- [Written Testimony of Yasmeen S. Ohebsion \(U.S. Congressional Committee on Education and the Workforce\)](https://edworkforce.house.gov/uploadedfiles/yasmeen_s._ohebsion_testimony.pdf)
(Full URL: https://edworkforce.house.gov/uploadedfiles/yasmeen_s._ohebsion_testimony.pdf)

- [Nearly One-Third of American Jewish College Students Feel Faculty Members Have Promoted Antisemitism or Hostile Learning Environments \(AJC\)](https://www.ajc.org/news/nearly-one-third-of-american-jewish-college-students-feel-faculty-members-have-promoted-antisemitism)
(Full URL: <https://www.ajc.org/news/nearly-one-third-of-american-jewish-college-students-feel-faculty-members-have-promoted-antisemitism>)
 - [Timeline of Antisemitism in the United States \(JIMENA\)](https://www.jimena.org/antisemitism-in-the-united-states-of-america-timeline/)
(Full URL: <https://www.jimena.org/antisemitism-in-the-united-states-of-america-timeline/>)
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Videos

- [Six Trends of Campus: The Alarming Surge of Antisemitism on College Campuses \(ADL\)](https://www.youtube.com/watch?v=pUoX_Hx1Cw&t=71s)
(Full URL: https://www.youtube.com/watch?v=pUoX_Hx1Cw&t=71s)
 - [U.S. College Campuses Are a Hotbed of Antisemitism \(Washington Post video\)](https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4_video.html)
(Full URL: https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4_video.html)
 - [ADL Impact: Hear from a Recent Grad Who Fights Campus Antisemitism](https://www.youtube.com/watch?v=9vI6Ma28_SI)
(Full URL: https://www.youtube.com/watch?v=9vI6Ma28_SI)
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Station 3: The Protocols of the Elders of Zion and the Power of the Internet

Handout Resources

- [Protocols of the Elders of Zion \(USHMM\)](https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion)
(Full URL: <https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion>)
- [Protocols of the Elders of Zion: Key Dates \(USHMM\)](https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion-key-dates)
(Full URL: <https://encyclopedia.ushmm.org/content/en/article/protocols-of-the-elders-of-zion-key-dates>)
- [Protocols Translated into Arabic, 1926 \(JTA\)](https://www.jta.org/1926/01/25/archive/elders-of-zion-protocols-translated-into-arabic)
(Full URL: <https://www.jta.org/1926/01/25/archive/elders-of-zion-protocols-translated-into-arabic>)
- [JTA PDF Archive of 1926 Report](http://pdfs.jta.org/1926/1926-01-25_386.pdf?_ga=2.2977776.1388017906.1594071024-1123493837.1593631182)
(Full URL: http://pdfs.jta.org/1926/1926-01-25_386.pdf?_ga=2.2977776.1388017906.1594071024-1123493837.1593631182)
- [Henry Mourad's Story of Exile \(Egypt\)](http://jimenaexperience.org/egypt/about/personal-stories-and-culture/mourad1/)
(Full URL: <http://jimenaexperience.org/egypt/about/personal-stories-and-culture/mourad1/>)

- [Egyptian Jewish History](#)
(Full URL: <http://jimenaexperience.org/egypt/about/past-and-present/>)
 - [Protocols of the Elders of Zion at the Cairo Book Fair, 2019 \(Jerusalem Post\)](#)
(Full URL: <https://www.jpost.com/diaspora/protocols-of-the-elders-of-zion-sold-at-the-cairo-international-book-fair-579684>)
 - [The Internet Protocols of Zion \(Wired\)](#)
(Full URL: <https://www.wired.com/2017/03/internet-protocols-elders-zion/>)
 - [Antisemitic and Anti-Muslim Hate Speech Surges Across the Internet \(New York Times\)](#)
(Full URL: <https://www.nytimes.com/2023/11/15/technology/hate-speech-israel-gaza-internet.html>)
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Videos

- [The Protocols of the Elders of Zion \(Coursera lecture\)](#)
(Full URL: <https://www.coursera.org/lecture/antisemitism/the-protocols-of-the-elders-of-zion-nssZT>)
 - [What are the Protocols of the Elders of Zion?](#)
(Full URL: <https://www.youtube.com/watch?v=u2POvZ0cPEs>)
 - [“They would have let Hitler buy ads”: Sacha Baron Cohen’s Attack on Facebook](#)
(Full URL: <https://www.youtube.com/watch?v=tDQOUvpw7I>)
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Additional Resources

- **Books/Literature**
 - Deborah Lipstadt, *Antisemitism Here and Now* (2019)
 - Sir Martin Gilbert, *In Ishmael’s House* (2010)
 - Norman Stillman, *The Jews of Arab Lands* (1979)
 - Dara Horn, *People Love Dead Jews* (2021)
 - Roya Hakakian, *Journey from the Land of No* (2005)
 - Loolwa Khazoom, *The Flying Camel* (2003)
- **Reports**
 - UNESCO, *Addressing antisemitism through education* (2018)
 - UNHRC, *Combating Antisemitism* (2019)
 - Justice for Jews from Arab Countries, *The Case for Rights and Redress*

HANDOUT A: Definition of Antisemitism

According to the Anti-Defamation League (ADL), the world's leading organization committed to stopping the defamation of the Jewish people,

“Anti-Semitism refers to prejudice and/or discrimination against Jews as individuals and as a group. 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. Words or actions related to Israel are anti-Semitic when they blame all Jews for the actions of the state, single out Israel in denying the country's right to exist as a Jewish state and an equal member of the global community, use anti-Jewish stereotypes or conspiracy theories (such as accusations of Jewish world domination), or traditional anti-Semitic imagery or comparisons to Nazis.”

<https://www.adl.org/resources/tools-and-strategies/what-anti-israel-anti-semitic-anti-zionist>

History

In the late 1800s, many European and American scientists continued to divide humankind into smaller and smaller “races.” One of these was the “Semitic race,” which they used to categorize Jews. The term antisemitism was coined by German Wilhelm Marr, who published a pamphlet in 1878 titled “The Victory of Judaism over Germandom.” Filled with lies and myths about Jews, Marr's pamphlet argued that Jews were more than a distinct “race.” They were dangerous and alien, intent on maliciously destroying German society.

Historian Deborah Dwork explains, “The move from anti-Judaism—against the religion—to antisemitism with this notion of “race” was only possible when Europeans conceived of the idea of race. And once they had conceived of the idea of race in the 19th century, Wilhelm Marr had the notion that Jews constituted a “race.” And thus, antisemitism can be seen as a form of racism.”

<https://www.facinghistory.org/resource-library/roots-impact-antisemitism>

According to International Holocaust Remembrance Alliance, the only intergovernmental organization mandated to focus solely on Holocaust-related issues, “*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.*”

<https://www.holocaustremembrance.com/working-definition-antisemitism>

HANDOUT B: The Forgotten Refugees: Discussion Questions

- A) The Forgotten Refugees- Who are they?
- B) What were some reasons for the dispossession of Jews from North Africa and the Middle East?
- C) How did the Jews end up in Arab lands and Iran?
- D) Why are they indigenous to these regions?
- E) What changed for the Jews in the year 622?
- F) What is a Dhimmi?
- G) What did discrimination look like?

In the 20th century indigenous Jewish communities throughout the Middle East and North Africa were severely oppressed and faced institutionalized discrimination and violence as a result of being Jewish. Government leaders throughout the region launched a systemic and deliberate effort to incite violence and fear that targeted Jewish communities and individuals. Consequentially, nearly one million Jews from nine Arab countries and Iran were ethnically cleansed or forced to flee lands their ancestors lived in for over 2,500 years as a result of state-sanctioned, antisemitic persecution.

UN House Resolution 242 stated that Jews fleeing Arab countries were 'bona fide' refugees, yet the international political community, the media, and North American academic, human rights, and mainstream cultural institutions have continuously ignored their experiences of dispossession and denationalization. Revisionist narratives of the Middle East, fail to address the fact that Israel provided refuge to some 650,000 Middle Eastern and North African Jewish refugees. The normalization of antisemitism in the Middle Eastern countries where Jews fled remains a problem in most countries in the region and few Middle Eastern Jews are willing to return to the countries they fled.

As foremost sociologist of de-colonization Albert Memmi noted, *"We would have liked to be Arab Jews. If we abandoned the idea, it is because over the centuries the Moslem Arabs systematically prevented its realization by their contempt and cruelty. It is now too late for us to become Arab Jews. Not only were the homes of Jews in Germany and Poland torn down, scattered to the four winds, demolished, but our homes as well."*

<https://www.jimena.org/who-is-an-arab-jew/>

Station 1: Iranian Jews of Los Angeles - A Story of Oppression and Resilience

DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. **INDIVIDUAL ASSIGNMENT-** Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. **GROUP ASSIGNMENT -** The collaborative group presentation will require you to:
 - a. share your notes in a clear manner with your group
 - b. present the groups' research in an organized manner, use the graphic organizer as a guide
 - c. identify the important issues and questions raised by the texts
 - d. show comparisons and commonalities to other ethnicities
 - e. prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary)	Historical Background, Summary	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions, Advocacy
Nessah Synagogue Attack					
Story of Angella Nazarian: From Tehran to America					
Iranian Jewish History					
Life Under Khomeini					

2024 LA County Hate Crimes Report					
Timeline of antisemitism in the US (if we have time to create)					
30 Years After - Resilient Advocates					

Videos

- [Jewish Iranian-American Student Roundtable](#)
(Full URL: https://www.youtube.com/watch?v=9vl6Ma28_SI)
- [Who Are the Jews of Iran?](#)
(Full URL: https://www.youtube.com/watch?v=ZjNc52r3_YU&t=183s)
- [The Iranian Revolution and Its Impact on Iran’s Jews](#)
(Full URL: <https://www.worldjewishcongress.org/en/videos/diplomacy/the-iranian-revolution-and-its-impact-on-irans-jews>)
- [ADL Reports Record Number of Antisemitic Incidents in 2024](#)
(Full URL: <https://www.youtube.com/watch?v=xgY-X8uY2RU>)

Station 2: Antisemitism on American Campuses: Discrimination that Changes Over Time

DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. **INDIVIDUAL ASSIGNMENT-** Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. **GROUP ASSIGNMENT -** The collaborative group presentation will require you to:
 - a. share your notes in a clear manner with your group
 - b. present the groups' research in an organized manner, use the graphic organizer as a guide
 - c. identify the important issues and questions raised by the texts
 - d. show comparisons and commonalities to other ethnicities
 - e. prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary)	Historical Background, Summary	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions, Resistance, Advocacy
Keeping prejudice under control					
Gina Waldman's Story of Exile- (Libya)					
Libyan Jewish History					
Campus Antisemitism					

Report Card					
Harvard's Asian Quotas Repeat an Ugly History					
Antisemitism in the U.S.: Harvard's Jewish Problem					
Student Testimony for U.S. Congressional Committee					
Timeline of antisemitism in the United States					
Jewish College Student Survey					

Videos

- [Six Trends of Campus: The Alarming Surge of Antisemitism on College Campuses \(ADL\)](#)
(Full URL: https://www.youtube.com/watch?v=pUoX_Hx1Cw&t=71s)
- [U.S. College Campuses Are a Hotbed of Antisemitism \(Washington Post video\)](#)
(Full URL: https://www.washingtonpost.com/video/national/us-college-campuses-are-a-hotbed-of-anti-semitism-according-to-a-new-report/2017/04/24/89a2ba2e-291a-11e7-9081-f5405f56d3e4_video.html)
- [ADL Impact: Hear from a Recent Grad Who Fights Campus Antisemitism](#)
(Full URL: https://www.youtube.com/watch?v=9vI6Ma28_SI)

Station 3: Protocols of the Elders of Zion and the Power of the Internet

DIRECTIONS FOR INDIVIDUAL ASSIGNMENT AND GROUP PRESENTATION

1. INDIVIDUAL ASSIGNMENT- Use the graphic organizer, below, to gather pertinent information from the articles in the station. Each student is required to take notes on 2 articles and write a 5-paragraph essay. Your essay should provide information on: the historical background, a pro or con argument, factors that led to antisemitism, impact of antisemitism, and what resolutions/responses have been created to combat antisemitism. Use your binders to take notes!
2. GROUP ASSIGNMENT - The collaborative group presentation will require you to
 - a. share your notes in a clear manner with your group
 - b. present the groups' research in an organized manner, use the graphic organizer as a guide
 - c. identify the important issues and questions raised by the texts
 - d. show comparisons and commonalities to other ethnicities, and
 - e. prepare questions with which to lead a class discussion.

Station Materials	Source (primary, secondary)	Historical Background, Summary	Factors Leading to Antisemitism	Effects/ Impact of Antisemitism	Resolutions, Advocacy
Protocols of the Elders of Zion					
Protocols of the Elders of Zion: Key Dates					
Protocols translated to Arabic, 1926 Jewish Daily Bulletin					

Henry Mourad's Story of Exile (Egypt)					
Egyptian Jewish History					
Protocols of the Elders of Zion at the Cairo Book Fair, 2019					
The Internet Protocols of Zion					
Antisemitic and Anti-Muslim Hate Speech Across the Internet					

Videos

- [The Protocols of the Elders of Zion \(Coursera lecture\)](#)
(Full URL: <https://www.coursera.org/lecture/antisemitism/the-protocols-of-the-elders-of-zion-nssZT>)
- [What are the Protocols of the Elders of Zion?](#)
(Full URL: <https://www.youtube.com/watch?v=u2POvZ0cPEs>)
- [“They would have let Hitler buy ads”: Sacha Baron Cohen’s Attack on Facebook](#)
(Full URL: <https://www.youtube.com/watch?v=tDQOQUvpw7I>)