

Lesson Title: Confronting Bias and Hate

Lesson Author: Dr. JoDana Campbell

Grade Level(s): 6-8

Overview

During World War II, the United States government disseminated anti-Japanese propaganda designed to present persons of Japanese ancestry as comic buffoons, silent servants of Japan's Emperor, vicious villains, or subhuman. This lesson gives students the opportunity to analyze anti-Japanese propaganda posters through the framework of the Pyramid of Hate (Anti-Defamation League, 2008).

Essential Question

In what ways can propaganda influence acts of hate?

Student Objectives

Students will be able to...

- Examine the impact of anti-Japanese propaganda during World War II on the people of Japanese ancestry and people of non-Japanese ancestry
- Describe anti-Japanese propaganda through the lens of the Pyramid of Hate
- Identify ways to counter escalating levels of hate

Materials

- Blank Pyramid of Hate Worksheets
- Blank Pyramid of Alliance Worksheets
- Poster Analysis Worksheet
- Glossary of Terms
- Pencils
- Chart Paper Markers
- Chart Paper
- LCD Projector

Assessment

- Circulate the room while students are working in their groups to evaluate student conversation
- Pyramid of Hate graphic organizers

C3 Alignment

This lesson supports the College, Career, and Civic Life (C3) Framework:

- Dimension 3 Evaluating and Using Evidence
- D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time
- D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created

Prior to Class

Please note, the topics of bias, hate, race, and discrimination can trigger trauma events in the students. Reviewing the following resource before

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teaching this lesson may be beneficial: [NCTSN Child Trauma Toolkit for Educators](#).

Make Copies:

- Blank Pyramid of Hate Worksheet [one per student and one per group]
- Blank Pyramid of Alliance Worksheet [one per student and one per group]
- Poster Analysis Worksheet [one per group]
- Anti-Japanese Posters [one per group]
- Glossary of Terms [one per student]

Create the following:

- One large blank Pyramid of Hate on chart paper
- One large blank Pyramid of Alliance on chart paper

Do Now

The teacher should forefront the lesson by telling students that they will analyze anti-Japanese, U.S. government-created propaganda created during World War II. Firstly, the class will develop a framework by which to categorize and analyze the propaganda. Students will collectively create what the Anti-Defamation League calls, *The Pyramid of Hate*.

Seat the students in groups of four. A strategy is to have students count off 1-8 (for a class of 32) where all the ones sit together, the twos sit together, etc.

Next, assign roles to members of the group:

- Facilitator is responsible for making sure that the group stays on task and everyone is heard
- Record Keeper is responsible for scribing group work
- Time Keeper is responsible for keeping track of time
- Presenter is responsible for sharing out group work

Before

Distribute a blank copy of the Pyramid of Hate Worksheet and the Glossary of Terms to the students. Tell the students that the Pyramid shows a spectrum of hate acts, from minor forms of discrimination to more entrenched forms.

Ask them to review the Glossary of Terms and discuss in their group what words stand out to them.

Tell the students that they are going to write the words or phrases in the

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section of the pyramid they think the term fits. For example, in the section with the heading "Biased Attitude" the students could write the word "prejudice."

Ask the students to build consensus, gather all their responses on one group worksheet, and prepare to share out.

As the students share out, chart their responses for each subheading. While answers will vary, here is one possible set of responses:

Biased Attitude - *Stereotyping, Insensitive Remarks, Fear of Differences, Xenophobia, Non-Inclusive Language, Microaggressions, Seeking Like-Minded People, Accepting Negative Information*

Biased Actions - *Bullying, Name Calling, Slurs/Epithets, Dehumanization*

Discrimination - *Economic Discrimination, Political Discrimination, Disparities in Justice, Housing Discrimination, Education Discrimination*

Bias-Motivated Violence - *Terrorism, Murder, Rape, Vandalism, Bombing, Assaults, Threats*

Genocide - *The act or intent to deliberately and systematically annihilate an entire group of people*

Next, using the Facing History & Ourselves strategy, "S.I.T.," ask the students to discuss their observations in their group:

- One significant observation or idea about the Pyramid of Hate
- One interesting observation or idea about the Pyramid of Hate
- One troublesome observation or idea about the Pyramid of Hate

During

Distribute one poster to each group along with one Poster Analysis Worksheet. Ask the students to work together to complete the worksheet. Remind them of their roles in the group.

Upon completion, the students will share the poster and their analysis with the class.

After

Distribute a blank Pyramid of Alliance to each group. Give the students five minutes to work on completing the pyramid collectively.

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Ask the students to share their words and phrases for each of the sections.

Chart their shares on a large chart paper.

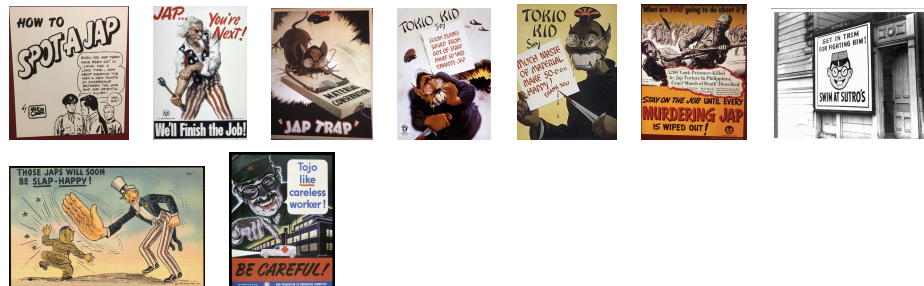
Extensions (optional)

- Ask students to write an opinion paper on the effects of hate propaganda based on the Anti-Defamation League's theory on hate.
- Find a meme that exists on the Internet now. Analyze the meme and determine if it is on the Pyramid of Hate or the Pyramid of Alliance and why.
- Create a meme that fits on the Pyramid of Alliance.
- Design an Ally Pledge Card and distribute to family and friends for signatures.

Appendix

Additional Resources:

- [Strategies for Teaching Difficult History](#)
- [ADL - Pyramid of Hate Model](#)
- [Anti-Japanese Signs from WWII](#)



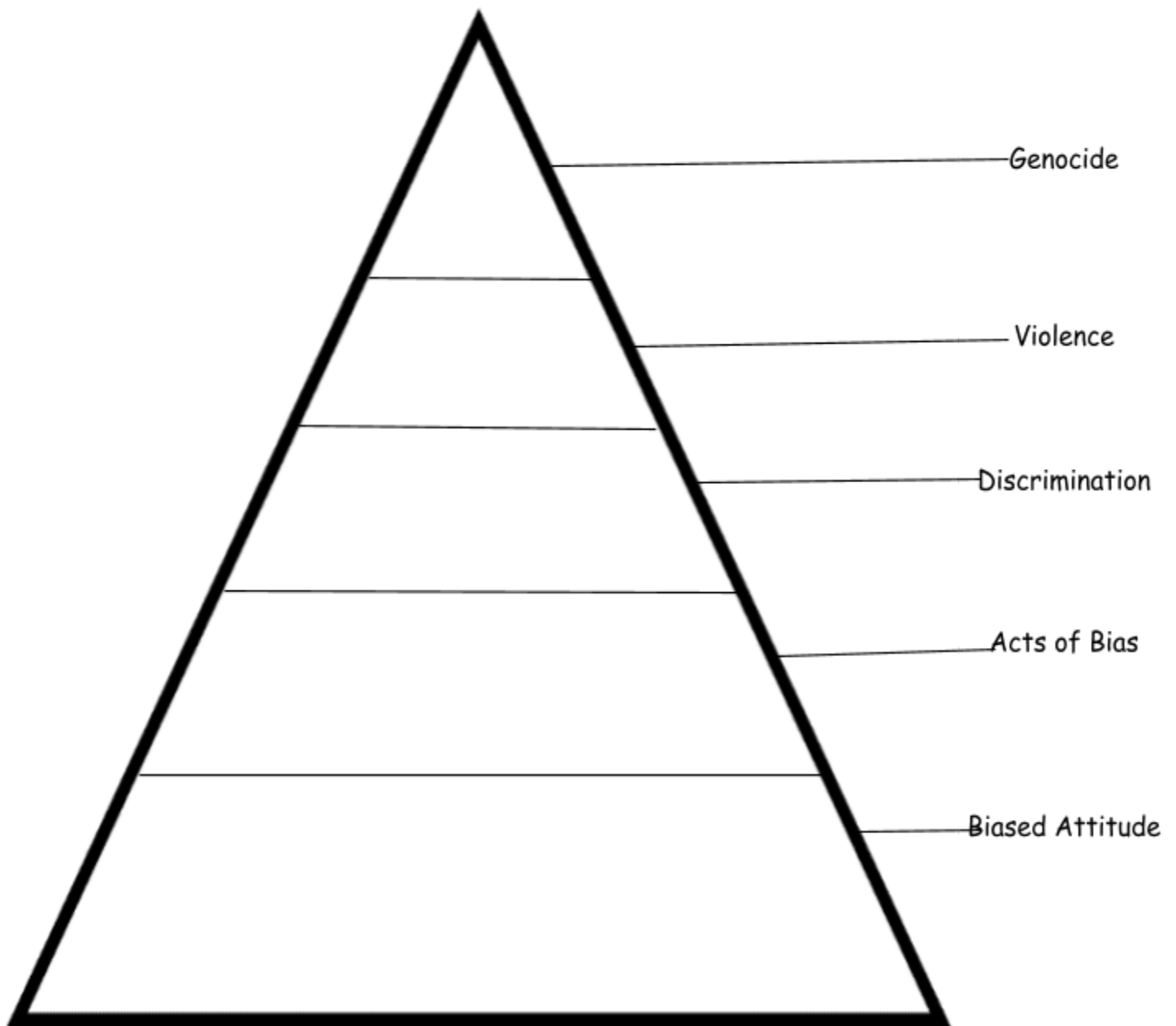
- Glossary
- Poster Analysis Worksheet
- Blank Pyramid of Hate Worksheet
- Blank Pyramid of Alliance Worksheet

Glossary of Terms

1. **Assault:** a violent physical or verbal attack
2. **Bias:** an inclination of temperament (mode of emotional response) or outlook
3. **Bullying:** abuse and mistreatment of someone vulnerable by someone stronger, more powerful
4. **Dehumanization:** to deprive (someone or something) of human qualities, personality, or dignity
5. **Discrimination:** prejudiced or prejudicial outlook, action, or treatment
6. **Disparities in Justice:** markedly distinct in quality or character of the maintenance or administration of what is just especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments
7. **Economic Discrimination:** prejudiced or prejudicial outlook, action, or treatment relating to, or based on the production, distribution, and consumption of goods and services
8. **Education Discrimination:** prejudiced or prejudicial outlook, action, or treatment relating to the action or process of educating or of being educated
9. **Epithets:** a disparaging or abusive word or phrase
10. **Genocide:** the act or intent to deliberately and systematically annihilate an entire group of people.
11. **Housing Discrimination:** prejudiced or prejudicial outlook, action, or treatment relating to dwellings provided to people
12. **Insensitive Remarks:** remarks that have lack of feeling or tact
13. **Microaggressions:** a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group
14. **Murder:** the crime of unlawfully killing a person especially with malice or forethought
15. **Name Calling:** the use of offensive names especially to win an argument or to induce rejection or condemnation (as of a person or project) without objective consideration of the fact
16. **Non-Inclusion:** failure to include someone or something
17. **Political Discrimination:** prejudiced or prejudicial outlook, action, or treatment relating to government, a government, or the conduct of government
18. **Rape:** unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against a person's will or with a person who is beneath a certain age or incapable of valid consent because of mental illness, mental deficiency, intoxication, unconsciousness, or deception
19. **Slurs:** an insulting or disparaging remark or innuendo
20. **Stereotype:** an often unfair and untrue belief that many people have about all people or things with a particular characteristic
21. **Terrorism:** the systematic use of terror especially as a means of coercion
22. **Threats:** an expression of intention to inflict evil, injury, or damage
23. **Vandalism:** willful or malicious destruction or defacement of public or private property
24. **Xenophobia:** fear and hatred of strangers or foreigners or of anything that is strange or foreign

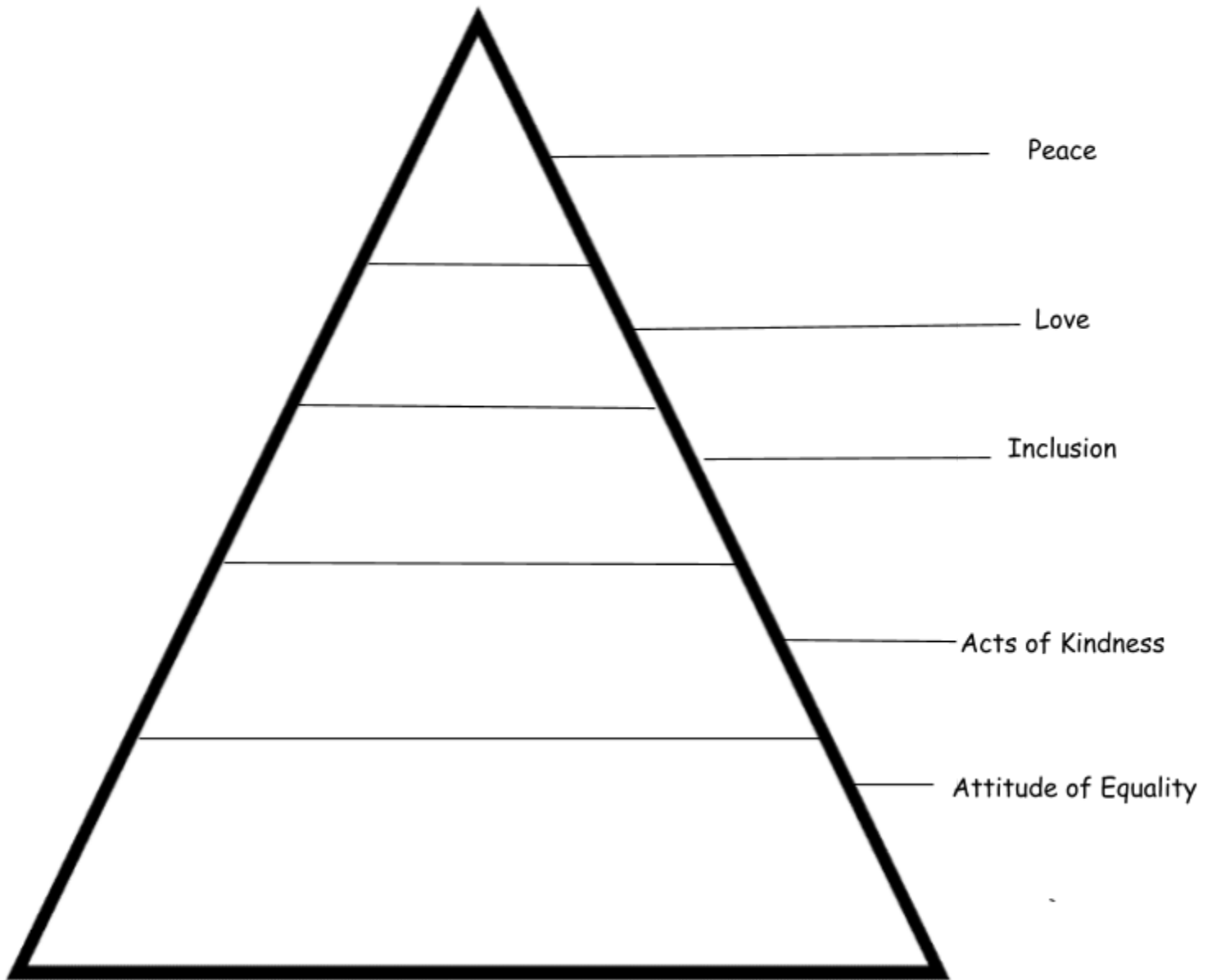
Pyramid of Hate Worksheet

Directions: Sort and write the words or phrases from the Glossary of Terms into the pyramid below. For example, in the section headed Acts of Bias, you can write the word *Bullying*.



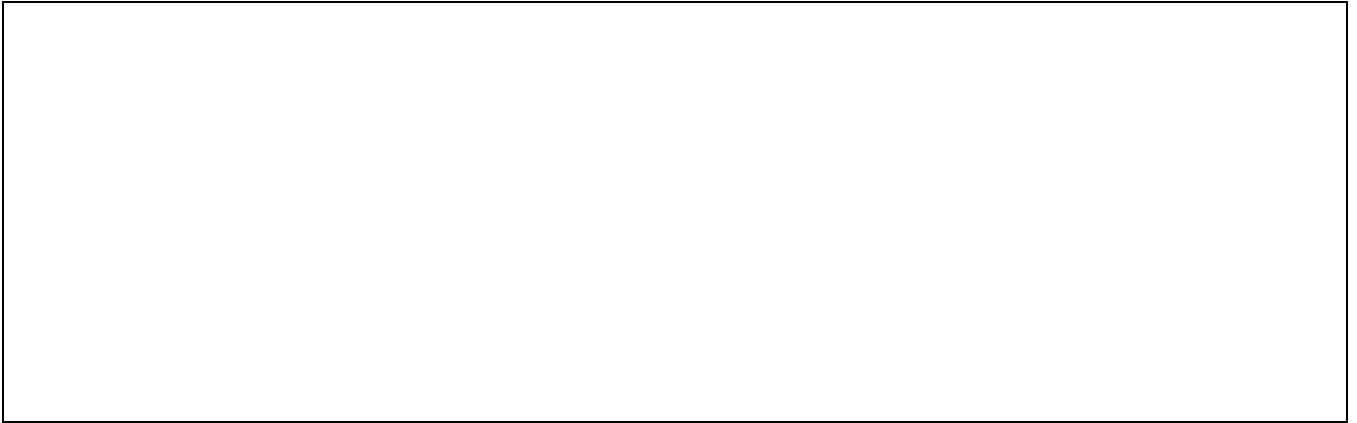
Pyramid of Alliance Worksheet

Directions: Write words or phrases in the Pyramid of Alliance that matches the sections below.

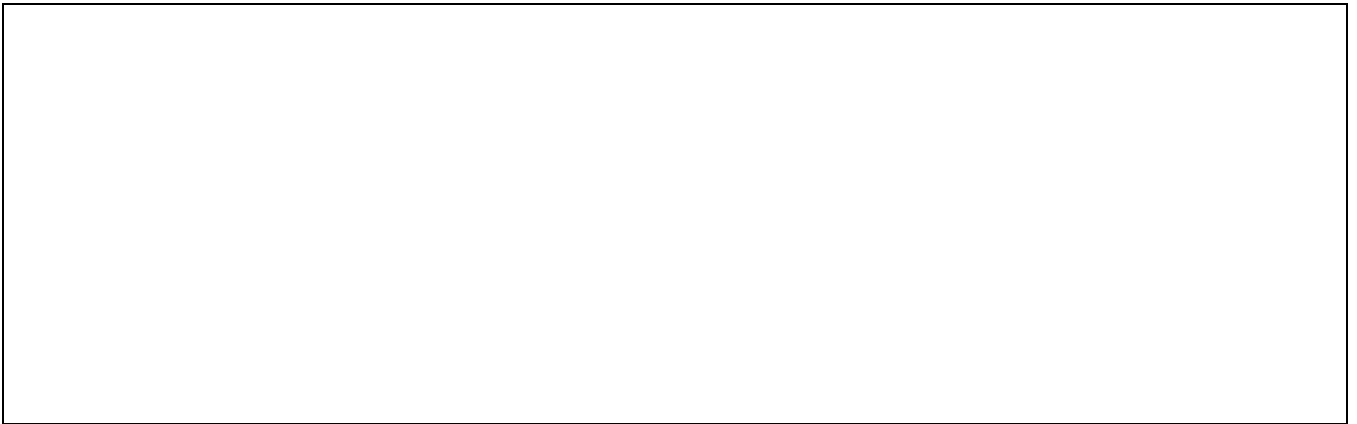


Poster Analysis Worksheet

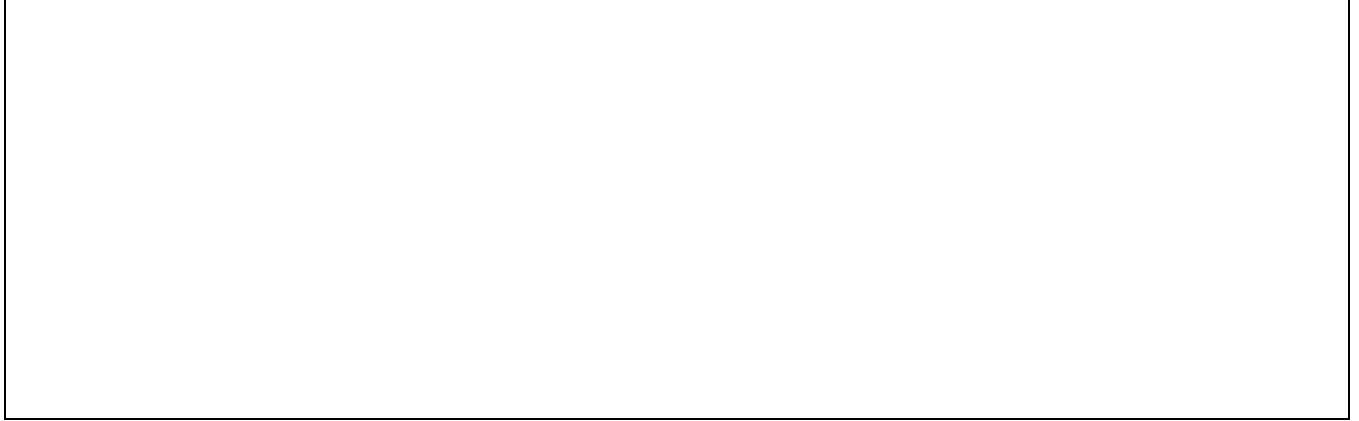
1. Describe what you see.



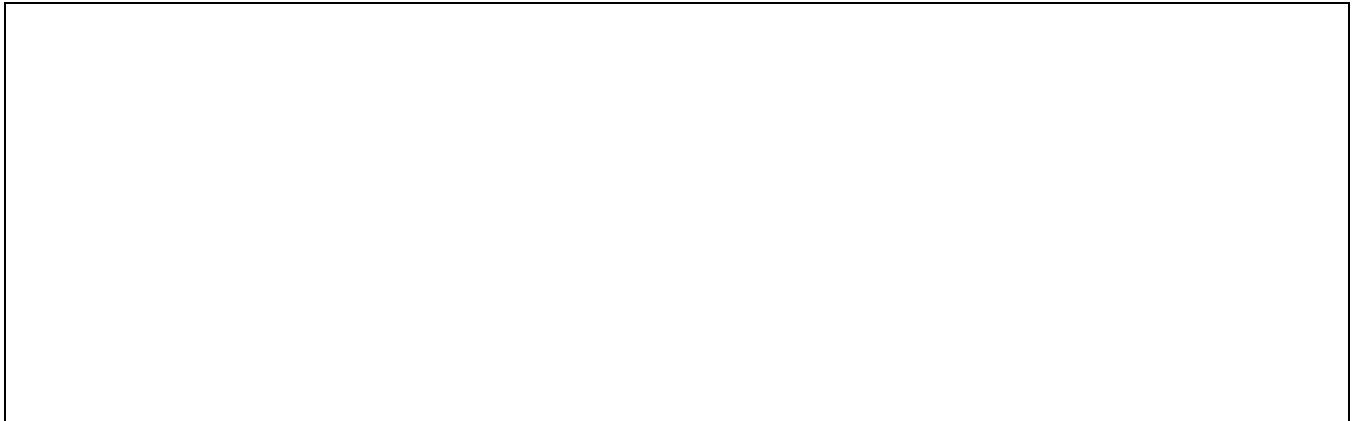
2. What do you think people's perspectives were of people of Japanese ancestry?



3. If a person of Japanese ancestry were to see this poster, what would they see?



4. What words or phrases from the Pyramid of Hate can be used to describe the poster? What levels does this cover?



5. There are four stereotyped images during 1940. Check all the stereotyped images that are portrayed in the poster.

- ☐ buffoon
- ☐ silent servant
- ☐ savage vicious villain
- ☐ disloyal

6. Describe how you think people's perceptions of people of Japanese ancestry shaped the creation of the propaganda posters you studied.
