

Lesson 1

[When Online Hate Speech Has Real World Consequences](#)

This mini-lesson is part one of a two-part exploration of online hate speech, celebrity influence, and the real-life consequences they can engender. This installment uses a recent high-profile example of antisemitic rhetoric and action it inspired to prompt students' thinking about the dangerous role that celebrity influence and social media platforms can play in amplifying online hate speech. It also educates students about the origin and meaning of a common antisemitic trope so that they can better identify and deconstruct antisemitism they may see online. Finally, it helps students consider who is responsible for combating online hate and what methods should be used to do so.

Lesson Link: [When Online Hate Speech Has Real World Consequences](#)

What's Included:

This mini-lesson is designed to be adaptable. You can use the activities in sequence or choose a selection best suited to your classroom. It includes:

- 3 activities
- Student-facing slides

Material:

- [Student Activities: When Online Hate Speech Has Real World Consequences \(Facing History Login Required\)](#)
- [Antisemitism and Its Impacts](#) (explainer)
- [Jerusalem Declaration](#) (External Link)

Standards:

[History-Social Science Content Standards for California Public Schools](#)

- **10.8:** Students analyze the causes and consequences of World War II.
- **10.9:** Students analyze the international developments in the post-World War II world.
- **12.1:** Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- **12.2:** Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- **12.8:** Students evaluate and take and defend positions on the influence of the media on American political life.
- **12.10:** Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

This curriculum is a project of the California Teachers Collaborative for Holocaust and Genocide Education, established by the JFCS Holocaust Center, with support from the California Department of Education, the Marin County Office of Education, and the State of California.

Brave Spaces: Confronting Hate and Antisemitism in the 21st Century

[NCSS National Standards for the Preparation of Social Studies Teachers](#)

- **Standard 4. Social Studies Learners and Learning**
 - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
 - **Element 4a:** Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
 - **Element 4b:** Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
 - **Element 4c:** Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.