

A world map with a dark background. Countries are highlighted in red and blue. The red highlights include North America, South America, Europe, and parts of Africa and Asia. The blue highlights include Australia, parts of Africa, and parts of Asia. The text 'ADL / Global 100' is overlaid on the map.

# ADL® / Global 100

GRADES 9–12 | 90 minutes or 2 class periods

## Antisemitism Around the World: Global 100

### LESSON PLAN OVERVIEW

This lesson provides an opportunity for high school students to understand more about antisemitic attitudes and stereotypes by people around the world, explore ADL's Global 100 website and consider what can be done about antisemitic attitudes.

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The ADL Global 100: An Index of Antisemitism™ is the most extensive poll on antisemitic attitudes and opinions toward Jewish people ever conducted. It consists of surveys of the general public in over 100 countries and territories gauging levels of antisemitic attitudes and adherence to traditional antisemitic stereotypes. The findings allow understanding of the magnitude of antisemitic attitudes around the world,

and exactly which anti-Jewish beliefs are the most seriously entrenched.

First conducted in 2014, ADL's Global 100 found that more than one in four adults, 26% of those surveyed, held antisemitic attitudes. This figure represented an estimated 1.09 billion people around the world.

**COMMON CORE STANDARDS:** Reading, Speaking and Listening

## NOTE TO TEACHER

As you teach this lesson, please keep in mind that the topic of global antisemitism is complex, deeply historical and has a myriad of elements to it. To understand the long history and complicated nature of antisemitism around the world, you would have to engage your students in a course lasting several weeks or longer. This specific lesson focuses on one element of global antisemitism. It explores how widespread the negative attitudes and stereotypes are of Jewish people around the world at this point in time. How people view Jewish people is one aspect of antisemitism, and an important one, but is by no means the full picture in understanding global antisemitism. This lesson will assist you in navigating ADL's Global 100 website, which gives a comprehensive, current day picture of antisemitic attitudes around the world.

In advance of the lesson, think about whether you have any students in your class who are Jewish. Students sometimes feel relieved to discuss a topic that is relevant to their lives while others might feel awkward or embarrassed. This does not mean you should not discuss the topic; however, be careful not to point out who is Jewish or put specific students on the spot to speak for Jewish people or about antisemitism. Also, consider talking with the students or their families in advance.

## LEARNING OBJECTIVES

- Students will understand some aspects of antisemitism, reflecting on examples and analyzing how it manifests itself through stereotyping, prejudice and discrimination.
- Students will explore ADL's Global 100 website in order to learn more about antisemitism around the world, comparing and contrasting countries, regions and demographic information.
- Students will consider what people can do about antisemitism, especially in countries or regions with a high antisemitism index level.

## MATERIALS & PREPARATION

- WiFi, internet, computer, screen or projector to fully explore the interactive [Global 100 website](#) (Viewing can also be done in a computer lab so every student has their own computer/iPad to follow along and explore on their own.)
- "Global Antisemitism: Select Incidents in 2020" (ADL, 2020, [www.adl.org/resources/fact-sheets/global-antisemitism-select-incidents-in-2020](http://www.adl.org/resources/fact-sheets/global-antisemitism-select-incidents-in-2020)), one for each student
- "Anti-Semitism Is back, From the Left, Right and Islamist Extremes. Why?" (*The New York Times*, April 4, 2019, [www.nytimes.com/2019/04/04/world/europe/antisemitism-europe-united-states.html](http://www.nytimes.com/2019/04/04/world/europe/antisemitism-europe-united-states.html)), one for each student
- KWL ("Know, Want to Know, Learned") Chart, one for each student
- Paper or notebooks for each student to take notes



### Web Related Connections

#### Lessons

[Challenging Anti-Semitism: Debunking the Myths and Responding with Facts](#)

[On the Rise: Anti-Semitism in Europe](#)

#### Key Words

(See ADL's [Education Glossary Terms](#).)

antisemitism  
attitudes  
discrimination  
Holocaust  
hostility  
incidents  
loyal  
pervasive  
persistent  
power  
prejudice  
rhetoric  
social media  
stereotype  
swastika  
vandalism

## Information Sharing: What is Antisemitism?

1. Explain to students that in this lesson, they will learn more about antisemitism around the world by looking at an interactive website called Global 100. Introduce the KWL (“Know, Want to Know, Learned”) concept by distributing a [KWL Chart](#) to each student. Explain that as they learn more about antisemitism, they will fill in details on their chart.
2. Ask students: *What is antisemitism?* Record their responses on the board. Read aloud and project on the board the following definition of antisemitism.

**Antisemitism** is the marginalization and/or oppression of people who are Jewish based on the belief in stereotypes and myths about Jewish people, Judaism and Israel.

3. Ask students: *What else do you know about antisemitism?* As students share information, record it on the board/smartboard. For each piece of information shared, elicit more from them by asking: How do you know that? Where did you learn that? Then have students choose a few pieces of information to record on their KWL Chart in the first column: K (“Know”).
4. Explain that this lesson is about antisemitism all over the world. Ask students: *What do you want to know about antisemitism around the world? What questions do you have?* Have them record their questions under the W (“Want to Know”) column. Explain that during the course of the lesson, they will add more to the W column as they have more questions and will also fill in the third column (L) with what they learned.

## Examples and Categories of Antisemitism

1. Distribute to each student or have them read from their computers, “[Global Antisemitism: Select Incidents in 2020](#).” Have students spend about 10 minutes reading the list silently. They can also look at previous year’s incidents which include 2014, 2015, 2016, 2017 and 2019.
2. After reading, ask students to name examples of antisemitism that are included in the list and/or incidents they have seen, heard or read about. The list may include the following items or you can add them after students share their ideas:
  - Swastikas
  - Nazi symbols as an act of vandalism
  - Throwing coins at a Jewish person
  - Thinking that all Jews are rich and/or cheap
  - A Jewish person being assaulted or attacked
  - Jokes about the Holocaust
  - Denying housing to a Jewish family
  - Anti-Jewish graffiti
  - Vandalism in synagogues and Jewish cemeteries
  - Antisemitic comments made on social media (e.g., Facebook)
3. As a way to sort and distinguish their examples of antisemitism, have a discussion with students about the words “stereotype,” “bias” and “discrimination.” Ask the students if they can define each of the words. If they do not know, give the following definitions below, adding that a **stereotype** is a *belief* about a person or group of people, **bias** is an *attitude or inclination* about a person or group of people and **discrimination** is an *action* that can follow biased attitudes.

It can be helpful to use one specific example (like sexism) to explain how stereotypes, prejudice and discrimination differ from one another but are also connected. With the example of sexism, explain that an

example of a stereotype of women is to believe they are too “emotional” and therefore should not be taken seriously; an example of prejudice (attitude) would be not being open to women’s ability to perform certain jobs and an example of discrimination is denying a woman a job because she is a woman.

**Stereotype:** An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

**Bias:** An inclination or preference, either for or against an individual or group, that affects impartial judgment.

**Discrimination:** The denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc. 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.

4. Go through a few of the examples above, asking students whether each is an example of a stereotype, bias and/or discrimination.

### Global 100 Background Information and Reading Activity

1. Explain to students that in order to understand more about current day antisemitism around the world, in 2014 ADL commissioned a study to research the attitudes and opinions of the general public towards Jews in over 100 countries around the world. The data is captured in an online index called [ADL Global 100: An Index of Antisemitism™](#). ADL interviewed 53,100 adults in 102 countries and territories in an effort to establish a comprehensive data-based research survey of the level and intensity of anti-Jewish sentiment around the world.
2. Ask students: *What percentage of the population surveyed do you think had antisemitic views and attitudes?* Have students guess different percentages.
3. Explain that the study used an index of 11 questions that were developed based on historical and sociological stereotypes of Jewish people and has been used by ADL as a key metric to gauge antisemitic attitudes in the United States for more than the last fifty years. They asked survey participants whether the stereotypes were “probably true” or “probably false.”
4. Ask students: *Can you guess how many questions people would have to answer “probably true” to in order to be considered to hold antisemitic attitudes?* For each guess, ask the student to explain. Then tell the students that respondents who said “probably true” to six or more questions are considered to harbor antisemitic attitudes.
5. Distribute to each student the article [“Anti-Semitism Is back, From the Left, Right and Islamist Extremes. Why?”](#) Give them 10 minutes to read it and another five minutes to write 2–3 items on their KWL chart in the L column—new information they learned. Ask if there are any clarifying questions.

### Overview of Global 100 Results

1. Explain to students that they are now going to look at ADL’s [Global 100 website](#). Tell students that the survey found that antisemitic attitudes are persistent and pervasive around the world. More than one in four adults, 26% of those surveyed, hold antisemitic attitudes. This figure represents an estimated 1.09 billion people around the world. The overall ADL Global 100 Index score represents the percentage of respondents who answered “probably true” to six or more of the eleven negative stereotypes about Jews.
2. Before exploring the website, ask students the following questions to gauge what they might already know and to build their interest:
  - What countries or regions of the world do you think might have the most antisemitism? Why?
  - Where do you think there might be the lowest percentage of antisemitism? Why?
  - Do you think there might be differences among men and women, age groups or people of different religions? What are those differences and what makes you say that?
  - What countries are you interested in looking at?

- What other questions do you have about antisemitism around the world?
3. Explain to students that you will navigate around the website, showing them different features of the data. As you navigate, using the following steps, engage students in discussion while you are showing them different pages. Instruct them to take notes on key information.
    - a. First, give students an overview of the website by looking at the [seven regions](#), asking them what percentage of the people in those regions harbor antisemitic attitudes.
    - b. Delve deeper into one or more of the regions (e.g., Asia) and navigate around that part of the website, noting the population of the region, the antisemitic index score and the total number of people in that region who harbor antisemitic views. Click on “See More” for an index score by gender and age. Below this is “The Index.” Explain to students that this section lists the percentages of “probably true” for each of the 11 stereotypes used in the study. You can browse through these for that region or country. Next, click on the “Choose a Subject” drop-down menu and select “Demographics” to explore how the index changes based on age, gender, marital status, religion, where people get their news, etc. Finally, scroll further down the page and click on individual countries in the region (e.g., Thailand) and analyze the antisemitic index score as well as the demographics for that country.
    - c. Click on [Compare](#) on the top navigational menu in order to compare countries or regions with one another. Have students call out specific regions and/or countries that they want to compare and show them the overall index score for each and compare the two. You can also scroll down and see how each country/region responded to the 11 stereotypes.
    - d. Click on the [Did You Know?](#) button to examine specific aspects of the study including people’s awareness of the Holocaust, how people’s preferred news outlets impacts their attitudes, people’s beliefs about the worldwide population of Jewish people and other aspects. You can use these findings to elicit what students think about that aspect of the study, ask what they know and what they didn’t know and later use this information for further independent research.
 

**Optional:** You may also want to show the 3-minute YouTube video from D-News, [Half the World Doesn't Know About the Holocaust!](#), which summarizes the results in an engaging way.
    - e. Finally, if interest remains high, learn more about the [survey methodology](#).
  4. After exploring the website in depth, engage students in a class discussion by asking the following questions. Depending on their level of sophistication and understanding of world history and cultures, you may also ask additional questions about specific countries in order to theorize as to the reasons for that country’s specific antisemitism index finding.
    - What new information did you learn?
    - What did you find surprising in the results of the survey?
    - What is not surprising?
    - Why do you think antisemitism is still a major issue and why in certain countries more than others?
    - What questions do you still have?
  5. Give students five minutes to add to their [KWL Chart](#), both in the W (what more they want to know, additional questions raised by Global 100) and the L (what they’ve learned) columns.

### Small Group Discussion: What Can We Do about Antisemitism?

1. Explain to students that now that they know how pervasive antisemitism attitudes are, especially in certain countries, they are going to think together about what can be done about it by engaging in role playing.
2. Divide students into five small groups based on these constituency groups:
  - Government Officials
  - Ordinary Citizens (Jewish and non-Jewish)
  - College Students

- Schools
  - Media
3. Instruct students to pretend they live in one of the countries with a high rate of antisemitism. Explain that while they play the roles assigned to them, brainstorm what they can do about antisemitism from that perspective. For example, if they are in the College Students group, one of their ideas might be to arrange for campus forums on antisemitism. Ask the groups to come up with 5–6 ideas that will be shared later with the rest of the class. Give students 10 minutes to complete this task.
  4. Have each small group share their ideas with the whole class.

### Closing

Have students consider what they learned over the course of the lesson on global antisemitism, reflecting on their KWL charts. Ask each student to identify and share aloud one thing that they learned today as a result of the lesson.

Use these additional activity ideas to extend the learning from the lesson.

## Key Findings Research

Have students look at the [Did You Know?](#) section of ADL's Global 100 website and consider which areas are of interest to them. Choose one or two for further research to gain insight into the history and context of that topic. Students can write a research paper that summarizes their findings.

## Address Antisemitism

Have students choose one of the countries or regions with a particularly high rate of antisemitism and learn more about the history, background and culture of the country in order to understand more about possible motivations for their high rate of antisemitism. Students can present what they learned with some specific suggestions on how to address the antisemitism in that country.

**NOTE:** Convey to students that this isn't an opportunity to justify the antisemitism in that country but more to understand that different levels of antisemitism that may be attributed to the history and background of that country.

## Report The Findings

Have students read [about the survey methodology](#) and write a newspaper article or create a video news story using some of the data from the index and the methodology of the study.



## Additional Reading and Resources

- Global 100: An Index of Anti-Semitism Executive Summary (ADL, May 2014)
- “Antisemitism on rise across Europe ‘in worst times since the Nazis’”(The Guardian, August 7, 2014)
- “Jews in Europe Report A Surge in Anti-Semitism” (The New York Times, November 8, 2013)
- “Pushing back against the world’s oldest hatred” (The Washington Post, September 21, 2014)
- “Is there a ‘rising tide’ of anti-Semitism in the West?” (BBC News, August 20, 2014)

## Common Core Standards

CONTENT AREA/STANDARD
Reading
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Speaking and Listening
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



# KWL (Know, Want to Know, Learned) Chart

Know	Want to Know	Learned