

LESSON PLAN

Antisemitism and Sports: Advocating for Change

Compelling Question: Why is antisemitism sometimes not taken as seriously as other forms of oppression?

Grade Level		Time	Common Core Competencies
K-2	3-5	40 Minutes	Reading, Writing, Speaking and Listening, Language
MS	HS		



Web Related Connections

Lesson Plans

[Ruin the Game: Antisemitism and Sports](#)

[Antisemitism Around the World: Global 100](#)

[On the Rise: Antisemitism in Europe](#)

[Antisemitism and Sports Unit](#)

Other Resources

[Helping Students Make Sense of News Stories about Bias and Injustice](#)

[Athletes and Activism](#)

[Believe in Something: Nike, Kaepernick and Social Change](#)

[Major League Baseball and the Negro League: Correcting an Injustice](#)

Key Words

Activist
Advocate
Ally
Anti-Bias
Antisemitism
Bias
Bigotry
Bystander
Culture
Diversity
Discrimination
Hate

LESSON OVERVIEW

Organized sports and athletics are a unique cultural phenomenon that has become interwoven with our society. Throughout history, sports have been a means of recreation, social interaction, communal and national pride, and a growing economic enterprise. Sports have played an essential role in the construction and reshaping of social identity. While sports have offered the promise of social mobility and opportunity to marginalized group, sports can also be a vehicle for harmful elements in society like antisemitism.

This intersection between antisemitism and sports offers a unique educational opportunity. This lesson provides an opportunity for students to learn about and reflect on how people and groups can make a difference and explore the various ways different people and groups can act as allies, advocates, and activists to champion a more equitable world.

[Pedagogy Note: This lesson provides an opportunity for students to learn about antisemitism and how it manifests and sports. This lesson should be preceded by the lesson *Antisemitism and Sports – Antisemitism, Sports, and Society* as part of a mini unit. If conducting this lesson in isolation, be sure to provide and/or review information that helps the learner understand antisemitism and its impact on the Jewish people and society as a system of oppression.]

[Note to Teacher: It is important to consider that you may have students in your classroom who are Jewish. Be prepared and sensitive to those students, considering the extent to which they are a minority or majority of your classroom, and plan accordingly. Some students who are Jewish may feel relieved and comfortable discussing these issues in class and others may feel nervous, uncomfortable, or angry to be talking about a sensitive topic. You may want to communicate with those students in advance and determine how they can discuss this topic while feeling comfortable and safe.]

LEARNING OBJECTIVES

- Students will explore the different ways to be an ally, advocate and activist and the roles people can play in making a difference.
- Students will explore different opinions about the role that professional athletes play in politics and activism.

- Students will evaluate the role that the sporting world can play in combatting antisemitism.
- Students will reflect on issues that are important to them and produce a written piece to urge an athlete or famous person to take action.

MATERIALS AND PREPARATION

- Paper
- Pens
- **“Kareem Abdul-Jabbar: Where Is the Outrage Over Anti-Semitism and Sports and Hollywood?”** (The Hollywood Reporter, July 14, 2020)

Key Words (cont.)

Ideology
 Implicit Bias
 Inequality
 Injustice
 Marginalization
 Oppression
 Prejudice
 Social Justice
 Target



Defining Terminology: Ally, Advocate, Activist (10 Minutes)

1. Ask students to define the words: Ally, Advocate and Activist. Elicit several responses and provide students with the definitions below. Ask students to share an example for each, afterwards sharing the examples provided below each definition. Explain that there is overlap between the three; sometimes a person or group is acting as an ally and an advocate at the same time.
 - Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.
 - Example: Hearing someone use an antisemitic slur and reaching out to that person and telling them you think that was wrong.
 - Advocate: Someone who publicly supports or recommends a particular cause or policy.
 - Example: Writing a letter to your Congressperson to support legislation about antisemitism.
 - Activist: Someone who gets involved in activities that are meant to achieve political or social change; this also includes being a member of an organization which is working on change.
 - Example: Participating in a demonstration that is focusing on antisemitic hate crimes.
2. Explain that what the three roles have in common is that they involve people who stand up to bias, bullying or oppression in some way.
3. Engage students in a brief discussion by asking:
 - Why do people engage in ally, advocacy and activist behavior?
 - What impact does being an ally, advocate and activist have on the people engaging in it?
 - What message does it send to others?

Reading Activity (15 Minutes)

1. Instruct students to count off from one to six to form small groups and distribute copies **“Where Is the Outrage Over Anti-Semitism and Sports and Hollywood? by Kareem Abdul Jabbar”** to each group.
2. Ask the students to answer the following questions after reading:
 - According to Abdul-Jabbar, what is the impact of antisemitism?
 - Why do you think so many people responded to and shared the antisemitic social media posts that Abdul-Jabbar references?
 - What parts of Abdul-Jabbar’s message do you think are important?
3. Have each group briefly share their answers to the questions.

 **Writing Activity (15 minutes)**

1. In their groups, have students brainstorm their responses to the following prompts: *What about antisemitism are you concerned about? What change would you like to see in society or the world regarding antisemitism?*
2. Once each group has had time to share, brainstorm a list of communal ideas and record them on the board.
3. Explain to students that they are going to consider an issue connected to antisemitism that is important to them—something in society they think should change. They will then produce a piece of writing (a letter, blog post or social media post) in which they request that a specific professional athlete (or another prominent person) take a stand on antisemitism. In the letter, blog or social media posting (series of Tweets, Facebook or Instagram post), they should include information about the issue: (1) why they think the issue is important, (2) why they chose the person they did and (3) what they are asking the person to do (i.e. their strategy) to bring about social change.
4. Give students time in class to select their topic and person. If time permits, they can produce a first draft in class or complete the writing assignment for homework.

Additional Reading and Resources

- [Antisemitism Uncovered](#)
- [ADL Audit of Antisemitic Incidents 2022](#)
- [ADL Sports Leadership Council](#)
- ["In condemning antisemitism, Kareem Abdul Jabbar is in a league of his own"](#) (The Jerusalem Post, July 30, 2020)
- ["NBA Legend Kareem Abdul Jabbar Honored for Standing up to Anti-Semitism; Addresses Kanye West's Anti-Semitism"](#) (Simon Wiesenthal Center, October 26, 2022)

Common Core Anchor Standards

CONTENT AREA/STANDARD
<p>Reading</p> <p>R1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>R3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>R4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>R5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>R6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>R7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>R8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>R9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Writing</p> <p>W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Speaking and Listening</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>Language</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-12 reading and content, choosing flexibly from a range of strategies</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CASEL's SEL Competencies

COMPETENCIES
Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.