



MUSEUM OF TOLERANCE  
A SIMON WIESENTHAL CENTER MUSEUM

## Teacher's Guide



Students viewing *Confronting Hate in America* and *GlobalHate.com* exhibits at the Museum of Tolerance

## GLOBALHATE.COM: SPREADING HATE

learn from the past   engage the present   shape the future

## LESSON: GLOBALHATE.COM: SPREADING HATE

### RELATED EXHIBIT: TOLERANCENTER™, GLOBALHATE.COM

#### OVERVIEW

Hate is all around us. It's an odd thing to state, but it is true. And it might be truer than most of us even realize. Hate is so readily available because of the Internet, but also because there are many hate groups throughout the United States and world. These hate groups create a culture for themselves through symbols and music, and this lesson explores the many avenues of hate.



#### OBJECTIVES

- Given a handout on hate music, symbols, or groups, the students will identify relevant music groups, symbols, and groups involved in the white-power movement.
- Given an Internet resource on the main topics, students will synthesize and present information in a 5-10 slide PowerPoint presentation to their peers.
- Students will identify peaceful-making groups in their community.

#### ENDURING UNDERSTANDING(S)

Students will take away some of the following enduring understandings:

- Hate groups are organized and systematic in the ways they recruit and increase their numbers.
- Hate groups are active throughout the United States and the world.

#### ESSENTIAL QUESTION(S)

- What are the symbols that hate groups use in their movement?
- How does music play a part in hate?
- How many hate groups are there nationally and where are they?

#### KEY ISSUES/CONCEPTS

- The Power of Words and Images
- Taking Action
- Transforming the Community

For definitions related to this lesson see key *Vocabulary and Terms*

#### SUBJECT AREA/CONTENT AREA CONNECTIONS

Social Studies, U.S. History, World History, Civics, Government, Politics, Global Studies

#### TIME/MATERIALS

- At least two periods with some homework for Internet research
- Copies of the handouts for students

## RESOURCES/LINKS

Simon Wiesenthal Center Lexicon of Hate, available at:  
[www.museumoftolerance.com/CAteachersguide](http://www.museumoftolerance.com/CAteachersguide)

Simon Wiesenthal Center Digital Terrorism and Hate CD are available for purchase at the Museum of Tolerance online bookstore and App is available for download.

## PROCESS

### STEP 1: INTRODUCTION

Explain to students that they'll be exploring global hate by looking specifically at (1) hate music, (2) hate symbols, and (3) the prevalence of hate groups around them.

Split your students into groups of 2 or 3 at the most and give each group one of the three handouts. It is perfectly okay for groups of students to be looking at the same hate focus, as they'll find different information that interests them for their presentations.

### STEP 2: STUDENTS EXPLORE & PRESENT

Students will need access to computers to do this work as the information they'll be given is Internet-based. The two sites they're being guided to are safe sites, The Southern Poverty Law Center and The Anti-Defamation League. Have them explore the links provided and put together a small presentation for their classmates. You might frame it as an oral presentation with, perhaps, 5 to 10 slides in a PowerPoint presentation. This is important because much of what they'll find is very visual in nature.

### STEP 3: POST PRESENTATION CONTEXTUALIZATION AND FOLLOW-UP

At the end of the three presentations follow-up with important information that further contextualizes the hate music, symbols, and groups. It is important that students don't leave with a one-dimensional view of hate literature and groups – for instance, that they are only geographically located in certain areas of the nation. This is specifically true because of the Internet, the number one tool that hate groups use to grow and recruit their memberships and organizations. Tell students that, although it is shocking to see the hate groups in their own area or state and that we want them to be knowledgeable that these hate groups are active near where they live, that in reality hate is a global phenomena because of the Internet. Since 2000, the number of hate groups has increased 30% and there are now around 800 known active hate groups operating across the country. Emphasize that hate is local, national, and global.

#### **STEP 4: SUMMARIZING**

Students might be quite stunned by the amount of hate in their communities and the many different ways that white supremacists attempt to spread their messages. Let them share out with the following guided questions:

- What surprised you most about what you learned and what your classmates presented?
- How does the knowledge from this assignment make you feel about the world you live in?
- If these are the hate groups, what are the peaceful groups in our community?
- How might we participate in peaceful organizations that are combating hate in our communities?
- What is your main take-away from this lesson on global hate?

#### **STEP 5: EXTENSION ACTIVITY**

You could have students couple this lesson with another of The Museum of Tolerance's lessons titled The Hitler Letter: Understanding the Rhetoric of Hate. Using this lesson plan, have students in small groups and let them use the Understanding Ethos, Pathos, & Logos Handout to interrogate the language and symbols of hate in this lesson.

# HATEWATCH

Explain to students that the number of hate groups, ultra-right-wing militias and white power organizations have grown sharply since President Obama was elected in 2008. This growth mirrors the growth that is happening all over the world. One powerful tool that these groups use to recruit young people into their movement is white power music, widely known as "hatecore."

In August of 2012, a lone avowed white supremacist named Wade M. Page killed six people at a suburban Sikh Temple in Milwaukee, Wisconsin. He played guitar and bass with several heavy metal bands that trafficked in the lyrics of hate. Page played in bands with names like Blue Eyed Devils, Intimidation One and his own band, End Apathy. The messages in the songs were meant to motivate people to action, cause them to be proud of themselves as white people, to be proud of the cause of white supremacy, and to increase resentment and aggravate anger levels.

Racist rock began as an offshoot of British punk in the latter part of the 1970s, taking on both its shaved-head style musical style. By the 1990s, though, the music had become louder, darker, and featured violent rants about blacks, Jews, gays, and immigrants. Since then the music has become the number one recruiting tool and the biggest revenue source for the white movement.

Hatecore used to be difficult to find, but no longer. Today, white youths wanting hatecore have the Internet, which has been core to the growth of spreading the music since most music stores don't or won't carry hatecore groups. There are even dominant record labels committed to hatecore as well.

Explore the following resource to find out more about hatecore.

- A Look at White Power Music Today

<http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2006/spring/white-noise?page=0,0>

Answer the following questions and be ready to present this information to your classmates:

- How many key players are there in the white rock movement?
- Where are some of these hate groups located?
- Is there one genre of music that seems to dominate? What is it? Why do you think this is?
- What appears to be the goal of white-power bands?



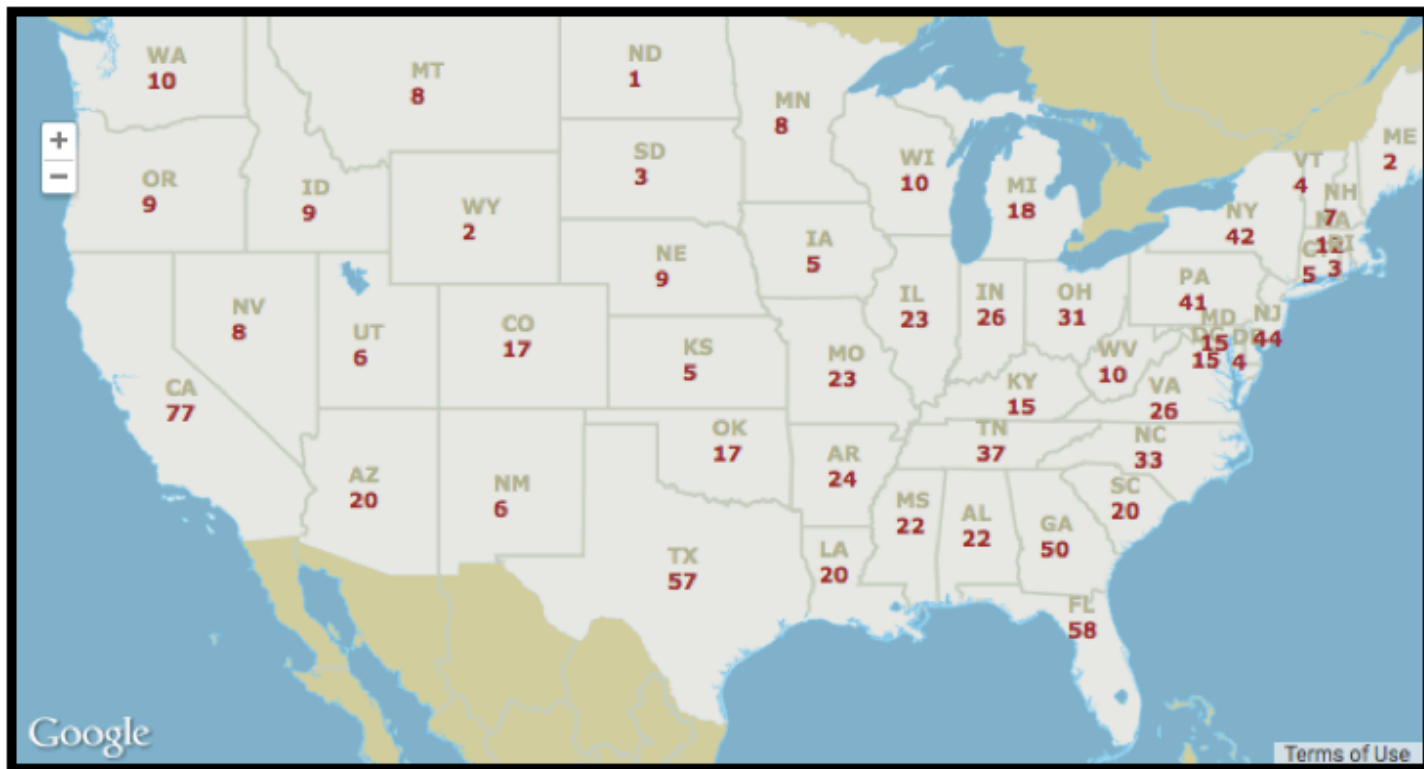


“Symbols are powerful communication tools. They convey considerable meaning in an immediately recognizable form, and the power they can have is tremendous. Consider the reverence or passion that the America flag, the Star of David, and the Christian cross evoke, and the impact of symbols is readily apparent. Unfortunately, symbols can convey negative connotations as well as positive ones. Some symbols are meant to evoke feelings of hate or anger, or to spark fear and insecurity. Hate symbols, for instance, can be found scrawled on the outside walls of synagogues, churches and schools; tattooed on the bodies of white supremacists; or displayed on jewelry and clothing. Extremists use these symbols because it gives them a sense of power and belonging, as well as a quick way of identifying others who share their beliefs.” (Source: The Anti-Defamation League)

You will explore hate symbols through the Hate Symbols Database at [http://www.adl.org/combating-hate/hate-on-display/#.VPOX\\_4f68TO](http://www.adl.org/combating-hate/hate-on-display/#.VPOX_4f68TO).

Let the following questions and prompts guide you and get you ready for your presentation to the class:

- What are the categories of hate symbols?
- Are there a lot of them or only a few?
- What kinds of symbols are there? Pictures? Words? Numbers? What are some of the different meanings?
- Do you notice anything in common about many of the symbols, for instance color or other identifying aspects?
- Did any of the symbols surprise you? Did any of them seem like symbols you see on a daily basis somewhere? What were they?



The Southern Poverty Law Center (SPLC) has counted about 939 active hate groups in the United States. Only active organizations are counted among this 939.

A simple click on the map can take you to the kinds of hate groups in your state and, possibly, in your city. Find the map here:

<http://www.splcenter.org/get-informed/hate-map>

Research it and be ready to answer the following questions for the rest of the class:

- Which state has the most hate groups?
- How many hate groups are in your state?
- How many hate groups are in or closely around your city? Who are they? What do they stand for?
- What most surprised you about learning about the Hate Map?