

LESSON H-UIII-L4

Hate Groups Across the United States

Unit III: Historical Context of Terrorism

Grade Levels: 9-12

Time: 90 Minutes



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Objective

- Make the connection between the concept of hatred and the violence associated with present-day hate groups.

Key Terms

- hate group

Lesson Plan

- Ask the students to define the word *hate*.
- Discuss students' definitions and then read how the word *hate* is defined in the Merriam-Webster online dictionary (found at <http://www.merriam-webster.com/dictionary/hate>):
 - a) intense hostility and aversion usually deriving from fear, anger, or sense of injury
 - b) extreme dislike or antipathy
- Then ask the students: “Where do you think the greatest concentration of hate groups is found in the United States?”
- Distribute the article, “The Year in Hate, 2008” and allow students approximately 20–25 minutes to read the article and answer the questions found on the Student Assignment: Hate Groups Across the United States.
- When the students have completed the questions, lead a discussion of the answers (allow approximately 20–25 minutes).

Evidence of Understanding

Have students write an essay answering the following questions:

What can you now say about hate groups and the objects of their aggression?

What are your projections for the number of hate groups present in the United States today? Do you think there are more or less than in 2008?

What are the reasons for your projections?

Additional Activities and Resources

- Have students participate in an interactive web site project:
 - Have the students go to the Southern Poverty Law Center web site and learn more about hate crime activities (<http://www.splcenter.org>). Have them click “Intelligence Report” (<http://www.splcenter.org/get-informed/intelligence-report>) and read the information.
 - Then have them access the map of hate groups across the United States and click on a state. On the website click “Hate Map” (<http://www.splcenter.org/get-informed/hate-map>) and then select a state.
 - Ask the students: “What conclusions did you draw from this information? Were you surprised by this knowledge?”

- Have the students write a research paper that addresses the following questions:
 - What community groups are available to help alleviate hate?
 - How can legislation and law enforcement intervene in the activities of hate groups?

Taking Action and Giving Service

Have students investigate how schools in their community or their state responded to the anthrax scare.

- Ask the students to identify 3–5 articles on how schools dealt with the anthrax scare.
- Select one of the schools and contact the school (administration, school nurse, etc.) and request to interview someone about the response.
- Ask the students to develop 5–7 questions for the schools about:
 - how they informed students about anthrax,
 - how they communicated with parents,
 - specific procedures to put in place,
 - closures or changing school hours,
 - and if they have developed a protocol or procedures for such situations in the future.

Study Assignment

Unit III: Historical Context of Terrorism

Lesson: H-UIII-L4

Name _____ Date _____

Period/Class _____

Hate Groups Across the United States

DIRECTIONS: Answer the following questions.

1. How many active hate groups were there in 2008?
2. How may that number be compared to 2007?
3. What is the source of the information?
4. What are the criteria for considering a group active?
5. Which group's numbers are understated? Why?
6. What do the following groups profess?
 - a) Christian Identity
 - b) Black Separatist
 - c) New Confederate
 - d) White Nationalist
7. Name some sub-category groups that espouse ideologies of hatred.
8. Which states have the highest concentration of hate groups?
9. Is the number of groups necessarily proportional to the size of the state?
10. What are "patriot groups" and what do they believe in?