

LESSON 10

Remembering Those Hurt by Hate

Goal

To remember people who have been hurt by hate and to create a memorial in the hope that such events will not happen again.

Materials

Assorted art and writing supplies, depending on projects

Key Words and Phrases

Memorial, desecration, collage, vulnerable, individual expression

Process

1. Have students recount events that have happened in their lifetime that were motivated by hate. Their answers might include the terrorist attacks on September 11th, the burning of African-American churches across the country, the murders of James Byrd and Matthew Shepard, the burning or desecration of synagogues, school shootings such as occurred at Columbine and other locations. Ask students to consider why it often takes such hateful acts to remind us how vulnerable our communities are to hate and violence.
2. Explain to students that this lesson is their opportunity to design a memorial to people who have been hurt by hate. Their memorial can be in any form: a picture, poster, collage, statue, sculpture, poem, song, dance, essay, etc. The project is to be their individual expression of remembering people hurt by hate.
3. Allow class and home time for all projects to be completed. Encourage students to ask their parents or other family members to help them with the projects outside of class.
4. Provide a time for students to share their projects with the rest of the class. Whenever possible, display projects in the classroom, school, or community (e.g., public library).

Additional Activities

1. Have students research and create a memorial for people whose lives were changed by the events of 9/11.

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2. Have students complete a writing assignment about the topic, "Those who do not remember history are condemned to repeat it."

Adapted from *An American Testament: Letters to the Burned Churches (Discussion Guide)*. 1996. New York, NY: Anti-Defamation League.

Connection to Standards

Language Arts: Listening and Speaking

- Uses listening and speaking strategies for different purposes

Language Arts: Writing

- Uses the general skills and strategies of the writing process
- Uses the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions
- Gathers and uses information for research purposes

Language Arts: Reading

- Uses reading skills and strategies to understand and interpret a variety of informational texts

Life Skills: Thinking and Reasoning

- Applies basic trouble-shooting and problem-solving techniques

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society