

# What Does Hate Look Like?

Written by Sameea Jimenez & Corinne Promislow
with Larry Swartz
Guide written by the authors
Teacher's Guide

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# **Summary**

What Does Hate Look Like? explores stories of hate from real classrooms to help students understand the bias, prejudice, violence, discrimination, and exclusion around us. This book can help teach students how to identify hate and microaggressions, and how to self-advocate and support each other in standing up against hate in all forms.

This book is appropriate for children ages nine to twelve, but can also be suitable for students up to eighteen. Themes include discrimination, inclusion, oppression, bias, prejudice, violence, homophobia, transphobia, physical, cyber, and verbal bullying, anti-Black racism, antisemitism, anti-Asian racism, Islamophobia, anti-Indigenous racism, body shaming, xenophobia, ableism, microaggressions, and the importance of identity.

It is important to note that this book contains topics that are sensitive in nature and can be triggering to some students. It is also important to approach these topics with sensitivity and to allow students to take in the information at a pace that is comfortable for them. This will look different for each student, so it is crucial to check in with students and allow breaks if needed.

**Note to Teachers:** This book does not need to be read from beginning to end. You can choose to teach the book chronologically or sections on their own. The book can be used throughout the year to teach sensitive topics or to address hate incidents in class or school.

# About the Authors

**Sameea Jimenez** is an elementary educator in the Toronto District School Board. Her teaching is rooted in anti-oppression and anti-racism and is committed to challenging social norms and paradigms. Sameea specializes in social justice education and is an advocate for systemic change within educational institutions. She has created and facilitated professional development around anti-racism and anti-discrimination for educators.

Corinne Promislow is a principal in the Toronto District School Board with over 28 years of teaching and administrative experience. Corinne is dedicated to creating a positive culture against all forms of hate and inequity through her work with students and educators. She has developed resources, provided professional development, and chaired committees to foster inclusion and anti-discrimination. Corinne lives and works in Toronto and enjoys spending time with her little dog, Bean.

# **Teacher Reflection Activity**

This activity for teachers is to be done after you have read the book yourself, prior to teaching your class, and will help you to determine your bias and prejudice. After completing this activity, you will be ready to begin reading the book with your class.

| mpl | eting | this activity, you will be ready to begin reading the book with your class |
|-----|-------|--|
| 1.  | What  | are your personal beliefs about the following:                             |
|     | a)    | Gender roles   |
|     | b)    | Racism   |

- c) Power and privilege
- d) Religion
- 2. What does it mean to be a person of colour?
- 3. What does it mean to be white?
- 4. Complete the following sentences based on your own personal experiences:

People assume about me that I...

It makes me feel...

I want them to understand...

When I make generalized statements like...

It makes me sound...

I realize...

5. How have your life experiences shaped your beliefs and your understanding of power, privilege, racism, and gender identities?

# Class Activities

#### Introduction

- 1. Read the book's introduction and author biographies with the students and discuss the ideas in the book.
- 2. As you read through this book, create a dictionary or glossary of terms new or unfamiliar to students. This can be done on chart paper or a shared document, depending on the grade level of your students.

#### Why We've Written This Book

1. Ask students why they think the authors felt it was necessary to share their stories. After brainstorming, these ideas can be kept to revisit later when the students create their own stories.

#### Quotations in the Book

1. Read the quotes throughout the book on pages 1, 7,10, 25, 57, 74, 85, and 90. Focus on one or a series of quotations and ask students why they think the authors chose this quotation and what it means. Why is the quotation relevant? How does it fit in with the book's theme?

# Chapter 1: Where Does Hate Come From?

- 1. Read pages 7 and 8 with the class and pause at the questions to have students answer them.
- 2. Students can discuss their answers and record them in groups on chart paper or individually in notebooks.

# Chapter 2: What Does Hate Look Like in Real Life?

# Symbols of Hate

# Pre-Activity:

- 1. List some recognizable symbols students can think of in real life (e.g. stop sign, peace sign, poison symbol, Swastika, etc.)
- 2. Discuss how symbols express language with just an image.
- 3. Discuss the impact of symbols.

# Activity:

- 1. Review the pictures on pages 11–13 and ask the students what they see and how they interpret or understand the pictures.
- 2. Discuss the meaning of the word *appropriation*. How does the appropriation of a symbol change its meaning?
- 3. Using the table below, ask students to record their answers in each of the three columns.

| Symbol       | What does the symbol mean? | How has it been appropriated? Who has appropriated it? | How has the symbol's meaning changed? |
|--------------|----------------------------|--|---------------------------------------|
| Okay symbol  |                            |  |                                       |
| Closed Black |                            |  |                                       |
| fist symbol  |                            |  |                                       |
| Pepe the     |                            |  |                                       |
| Frog meme    |                            |  |                                       |

## Post-Activity:

- 1. Ask students to each choose a symbol and post the symbols on a board or paper to hang around the room.
- 2. Ask students to identify what the symbol they chose means to them.
- 3. Research symbols to see if they have been appropriated from other cultures.

# Racial Attacks and Religious Violence

#### Grade 4–6 Activity

#### Pre-Activity:

1. Have students read pages 14–20.

# Activity:

- 1. Ask students to write down 10–15 words reflecting on how reading those pages made them feel.
- 2. Either digitally or by writing on a board or chart paper, create a word cloud of the words students used to describe their feelings after reading this section.

# Post-Activity:

1. Have students reflect on and discuss the words that appear the most on the board or chart paper, or discuss the largest word in the word cloud.

# Grade 7–8 Research Activity

## Pre-Activity:

1. Have students read pages 14–20.

# Activity:

- 1. Individually or in small groups, ask students to research five news articles or news clips of religious and/or racial attacks or violence on individuals or groups of people.
- 2. Write down their reactions to each and discuss how the content of the articles or clips are examples of racism, oppression, and/or discrimination.

#### Post-Activity:

- 1. In groups or as a whole class, discuss reasons behind religious or racially motivated attacks
- 2. Why are some groups more targeted than others?

Using Hate to Intimidate and Bully Others: Physical, Cyber, Verbal

**Note to Teachers:** Co-create a success criteria and rubric for final presentation assessment with students.

# Pre-Activity:

1. Read pages 21–23.

#### Activity:

- 1. Choose one of the "What would you do if..." scenarios found in boxes starting on page 76.
- 2. Write a skit that details what you would do in that situation. Be sure to find a positive outcome for the scenario. Do not use derogatory or inflammatory language or symbols in your skit. Do not appropriate or attempt to mimic other cultures, ethnicities, religions, or races. It is from your perspective on how you would handle the situation.
  - a) Write a rough copy of your skit and have it edited by teachers and/or peers.
  - b) Write a final copy and hand it in for teacher approval.

#### Post-Activity:

- 1. Dramatize your skit for the class.
- 2. Have the class give feedback on how you addressed the bullying.

# Chapter 3: What Does Hate Look Like, Feel Like, and Sound Like in Pictures and Real Stories?

**Note to Teachers:** This section can be used as needed to discuss hate in all forms or a specific type of hate.

# Pre-Activity:

- 1. Ask students to close their eyes and think about words and images of what hate in general or a specific kind of hate (i.e., anti-Black racism, homophobia etc.) looks like to them.
- 2. Have the students draw the images and/or write the words and descriptions. Discuss what they have come up with.
  - a) What is similar?

- b) What is different?
- c) Do their similarities and differences relate to their identities or their background experiences?

#### Activity:

- 1. Read the stories in Chapter 3, or the stories related only to one theme in all the chapter sections (i.e., antisemitism in the sections "Looks Like," "Sounds Like," "Feels Like," and "Microaggressions").
  - a) Were the images or words listed by the students similar to the stories told in the book? Why or why not?
  - b) What story resonated with students? What about that story resonated with them?
  - c) If not, why do they think they could not relate?
- 2. Ask students to select the story that resonated with them the most or that they like the best and discuss with a partner why they chose it.
  - a) How did the author of the story convey their emotions about what happened?
- 3. Share their insights with the class.

# Post-Activity:

- 1. Have students draw a picture of what hate looks like.
- 2. Have students share a story of how they have experienced hate. This can be done anonymously through written stories or through sharing in a community circle.
- 3. Have students reflect on how a theme (or the specific theme being taught) connects with them. If they can't connect with a theme, have students reflect on how they can become an ally or an upstander to support students who have experienced the theme being discussed.

4. Have students share their reflections through art (drawing, poster, painting, diorama, etc.), music (song), drama (skit, play, podcast, social media, video, etc.), or writing (poem or story).

# Chapter 4: How Do We Make Sense Out of Feelings That Don't Make Sense? Microaggressions

#### Pre-Activity:

- 1. Write the word *microaggression* on the board.
  - a) Ask students if they know what this means. If they do not, instruct them to break the word into two parts—"micro" and "aggression"—and now ask what they think it might mean. Take notes of what students are saying on the board. Brainstorm for a few moments.
- 2. Next, explain the definition below:

Microaggressions are defined as the everyday, subtle, intentional, or unintentional behaviours and interactions that show a bias and negatively target people that are marginalized in society. Sometimes, microaggressions can appear to be compliments but have hidden insults to hurt people.

3. Have students read pages 56–57.

# Activity:

- 1. Look at pages 62–63 as a class. After viewing the illustrations, ask the following questions:
  - a) What did you observe in the illustrations?
  - b) What makes something a microaggression?

- c) How would you respond if this was said to you or to a friend?
- d) Did seeing the photos make you think about microaggressions you have experienced or witnessed?

# Post-Activity:

1. Illustrate a microaggression that you have personally experienced or one that you have witnessed or heard about and explain why it is hurtful.

# Chapter 5: How Do We Move from a Bystander to an Upstander?

#### **Pre-Activity**

- 1. Read the introduction on pages 74–75 to the class.
- 2. Post the words *bystander* and *upstander* on the board and ask students what they think these words mean.
  - a) Discuss the difference between being a bystander and an upstander and ask students to think of concrete examples when they have witnessed both bystanding and upstanding.

# Activity

- 1. Divide the class into five groups. Assign each group one of the following ways you can stand up to hate:
  - a) Educate yourself
  - b) Speak up
  - c) Ask for help when you need it
  - d) Join forces
  - e) Dig deeper

- 2. Each group will be responsible for answering the following prompts/ questions and they will later present their answers to the class.
  - a) What is the main idea of this section?
  - b) Why do you think the authors included this section in the book?
  - c) What was the most impactful message from this section to both your group and each group member individually?
  - d) As a group, think of another way you can stand up to hate.
  - e) Why is it important to practise being an upstander instead of only being a bystander?
- 3. Each group will present their findings to the class.

#### Post-Activity:

- 1. Read the stories to the class on pages 80–83. Ask students the following questions:
  - a) Can you think of an example of a time in your life when you saw someone being an upstander?
  - b) What strategies were used in each of the stories?
- 2. After hearing the stories, ask students to talk in pairs about whether they have changed their minds on which section of the chapter they think is the most powerful and why.
- 3. As a class, examine which of the five strategies discussed in the book is the most important for standing up to hate and why. Discuss any additional ideas that students suggest on how to stand up to hate and how they could correspond with the five ideas in the book.

# Chapter 6: Why Should We Care?

## Pre-Activity:

1. Read pages 85–88 to the class.

# Activity:

- 1. Ask students to reflect on what was read. Students will write journal entries to reflect on their own biases about racism, power and privilege, and religion. Some possible questions that can serve as prompts include:
  - a) What does it mean to be a person of colour?
  - b) What does it mean to be white?
- 2. Ask students to complete the following sentences based on their personal experiences:

People assume about me that I...

It makes me feel...

I want them to understand...

When I make generalized statements like...

It makes me sound...

I realize...

# Post-Activity:

1. How have your life experiences shaped your beliefs and your understanding of power, privilege, racism, and gender identities?

# Chapter 7: What Does This All Mean for You?

#### Pre-Activity:

1. Read pages 90–95 to the students.

### Activity:

- 1. Co-create a list of items that can be added to the "How to React to Hate" lists that are in the chapter to help students cope.
- 2. Post the list in your classroom for your students to access throughout the school year.

#### Post-Activity:

1. Working together as a class or school, organize an event or activity that promotes social justice for the community—this can be in the form of posters, food drives, fundraisers, clothing drives, peaceful protests, assemblies, or activities promoting local businesses.

# **Extra Extension Activities**

- **1. Art:** Choose five images from the book that resonate with you and explain why.
- 2. "What would you do if..." Ask students to go through the book and read one or more of the "What would you do if..." boxes and answer them individually, as a group, or as a whole class.
- **3. "Did you know..."** Find five more "Did you know..." statistics about hate and make posters with information.
- **4. Infographics:** Conduct a survey in your class or school about discrimination, bullying, and/or microaggressions, and create graphs to show student data (this activity can be used in Math class).

# Vocabulary

**Activism:** the use of direct and noticeable action to achieve a result, usually political or social

**Agency:** the feeling of control over actions and their consequences

Assimilate: to adopt the ways of another culture

**Bias:** prejudice in favour of or against a thing, person, or group compared with another, usually in a way considered to be unfair

Bigot: a person who strongly and unfairly dislikes other people and/or their ideas

**BIPOC:** Black, Indigenous, (and) People of Colour

**Black Lives Matter**: a global organization whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes

Colonize: to take control of a people or an area as an exertion of power

**Discrimination:** treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.

**Ethnicity:** relating to a group of people who share the same culture, race, or nationality

**Gender Identity:** how you experience your own gender (trans, non-binary, male, female, etc.)

**Harassment:** repeated and persistent behaviours towards an individual to torment, undermine, frustrate, or provoke a reaction from that person

Hatred: a very strong feeling of dislike towards someone or something

Hate Crime: a crime motivated by hatred towards an individual or group of people

**Identity:** the qualities, beliefs, etc. that make a particular person or group different from others

**Marginalize:** to put or keep a person or group of people in a powerless or unimportant position within a society or group

**Microaggression:** indirect, subtle, or unintentional discrimination against marginalized groups; can appear to be compliments but often contain a hidden insult to the target group and can be communicated verbally and/or nonverbally

**Nonbinary:** gender identity for someone who does not identify as male or female

**Oppression:** unjust or cruel exercise of authority or power

**Prejudice:** an unfavourable opinion or feeling formed beforehand or without knowledge, thought, or reason

**Privilege:** a right or benefit that is given to some people and not to others

Race: a group of people related by common descent

**Racism:** prejudice or discrimination against someone based on their race; the belief that certain racial groups are superior to others

**Self-Hate:** a very strong feeling of dislike for yourself

**Sexual Orientation:** a person's sexual identity or self-identification such as bisexual, lesbian, straight, gay, pansexual, etc.

**Slur:** an insulting, offensive, or degrading remark often based on an identity group such as race, ethnicity, religion, gender/gender identity, or sexual orientation

**Stereotype:** to believe unfairly that all people or things with a particular characteristic are the same

White Privilege: inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice

White Supremacy: the belief that white people constitute a superior race and should therefore dominate society; the social, economic, and political systems that collectively enable white people to maintain power over people of other races

# **Further Reading**

#### Picture Books (Ages 7+)

- Bat Zvi, Pnina and Margie Wolfe illus. Isabelle Cardinal, *The Promise* Nonfiction, \$18.95, ISBN: 978-1-77260-058-2
- Kacer, Kathy; illus. Gillian Newland, *The Magician of Auschwitz* Nonfiction, \$18.95, ISBN: 978-1-927583-46-3
- Kacer, Kathy; illus. Juliana Kolesova, *The Brave Princess and Me* Fiction, \$18.95, ISBN: 978-1-77260-102-2
- Renaud, Anne; illus. Richard Rudnicki, *Fania's Heart* Nonfiction, \$18.95, ISBN: 978-1-77260-057-5
- Upjohn, Rebecca; illus. Renné Benoit, *The Secret of the Village Fool* Nonfiction, \$18.95, ISBN: 978-1-926920-75-7

# Middle Grade (Ages 9–12)

- Anne Frank House; illus. Huck Scarry, *All About Anne* Nonfiction, \$24.95, ISBN: 978-1-77260-060-5
- Arato, Rona, *The Ship to Nowhere: On Board the Exodus*Nonfiction, \$14.95, ISBN: 978-1-772600-18-6
- Clark, Kathy, *The Choice* Fiction, \$14.95, ISBN: 978-1-927583-65-4
- Clark, Kathy, *Guardian Angel House*Fiction, \$14.95, ISBN: 978-1-897187-58-6
- Dublin, Anne, *She's A Mensch! Ten Amazing Jewish Women*Nonfiction, \$22.95, ISBN: 978-1-77260-320-0

Kacer, Kathy, Clara's War

Fiction, \$8.95, ISBN: 978-1-896764-42-9

Kacer, Kathy, The Diary of Laura's Twin

Fiction, \$14.95, ISBN: 978-1-897187-39-5

Kacer, Kathy, Hidden on the High Wire

Fiction, \$13.95, ISBN: 978-1-77260-251-7

Kacer, Kathy, Hiding Edith: A True Story

Nonfiction, \$14.95, ISBN: 978-1-897187-06-7

Kacer, Kathy, The Night Spies

Fiction, \$8.95, ISBN: 978-1-89676-470-2

Kacer, Kathy, The Secret of Gabi's Dresser

Fiction, \$10.95, ISBN: 978-1-896764-15-3

Kacer, Kathy, Shanghai Escape

Nonfiction, \$14.95, ISBN: 978-1-92758-310-4

Kacer, Kathy, To Hope and Back: The Journey of the St. Louis

Nonfiction, \$14.95, ISBN: 978-1-897187-96-8

Kacer, Kathy, The Underground Reporters

Nonfiction, \$17.95, ISBN: 978-1-896764-85-6

Kacer, Kathy, We Are Their Voice: Young People Respond to the Holocaust

Nonfiction, \$16.95, ISBN: 978-1-926920-77-1

Levine, Karen, Hana's Suitcase

Nonfiction, \$18.95, ISBN: 978-1-896764-55-9

Levine, Karen, *Hana's Suitcase Anniversary Album* (10th anniversary special edition)

Nonfiction, \$24.95, ISBN: 978-1-92692-036-8

Levine, Karen and Emil Sher, *Hana's Suitcase on Stage*Nonfiction / Drama, \$18.95, ISBN: 978-1-89718-705-0

Spring, Debbie, The Righteous Smuggler

Fiction \$9.95 ISBN:978-1-896764-97-9

Wees, Janet, When We Were Shadows
Nonfiction, \$14.95, ISBN: 978-1-77260-061-2

#### YA/Adult (Ages 13+)

Burakowski, Ella, *Hidden Gold: A True Story of the Holocaust* YA Nonfiction, \$14.95, ISBN: 978-1-927583-74-6

Gold, Jennifer, Names in a Jar

YA Fiction, \$14.95, ISBN: 978-1-77260-207-4

Kacer, Kathy, *Restitution: A family's fight for their heritage lost in the Holocaust* Adult Nonfiction, \$19.95, ISBN: 978-1-89718-775-3

Kacer, Kathy with Jordana Lebowitz, To Look a Nazi in the Eye: A teen's account of a war criminal trial

YA Nonfiction, \$13.95, ISBN: 978-1-77260-040-7

Kacer, Kathy, Under the Iron Bridge

YA Fiction, \$15.95, ISBN: 978-1-77260-205-0

Rubenstein, Eli (compiled by) with March of the Living, Witness: Passing the Torch of Holocaust Memory to New Generations

Adult Nonfiction, \$32.95, ISBN: 978-1-77260-149-7

Schulman, Faye, *A Partisan's Memoir: Woman of the Holocaust*Adult Nonfiction, \$19.95, ISBN: 978-0-92900-576-8

Setterington, Ken, Branded by the Pink Triangle

YA Nonfiction, \$15.95, ISBN: 978-1-926920-96-2

Silberstein Swartz, Sarah, Heroines, Rescuers, Rabbis, Spies: Unsung Women of the Holocaust

YA Nonfiction, \$19.95, ISBN: 978-1-77260-262-3

#### For Teachers

Nesbitt, Shawntelle, *Holocaust Remembrance Series Teacher Resource:* Elementary Social Justice Teacher Resource

Educational Resource, \$149.00, ISBN: 978-1-89718-794-4

544 page Five-Part Comprehensive Guide