

Acts of Hate: How did Minorities Handle Acts of Hate and Opposition?

Topic: KKK/Hate crimes

Grade Level: 4th Grade

Objectives:

- Identify and define key phrases: hate crime, prejudice, equality, discrimination, bullying, Ku Klux Klan
- Compare and contrast the difference between a *hate crime* and a *hate incident*
- Discuss the negative effects of prejudice and discrimination
- Identify what ways that students can address prejudice, bullying and/or discrimination
- Learn the history, ideologies, and membership associated with the Klu Klux Klan (KKK) in the United States and in Indiana.

Key Terms

Bullying- “Using superior strength or influence to intimidate (someone), typically to force him or her to do what one wants” (Google).

Discrimination- “The practice of unfairly treating a person or group of people differently from other people or groups of people” (Merriam-Webster).

Equality- “The quality or state of having the same rights, social status, etc.” (Merriam-Webster)

Hate Crime - “A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purposes of collecting statistics, Congress has defined a hate crime as a ‘criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation.’ Hate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties” (FBI).

Ku Klux Klan- “Official name, Knights of the Ku Klux Klan. A secret organization inspired by the former, founded in 1915 and directed against blacks, Catholics, Jews, and other groups” (The Free Dictionary).

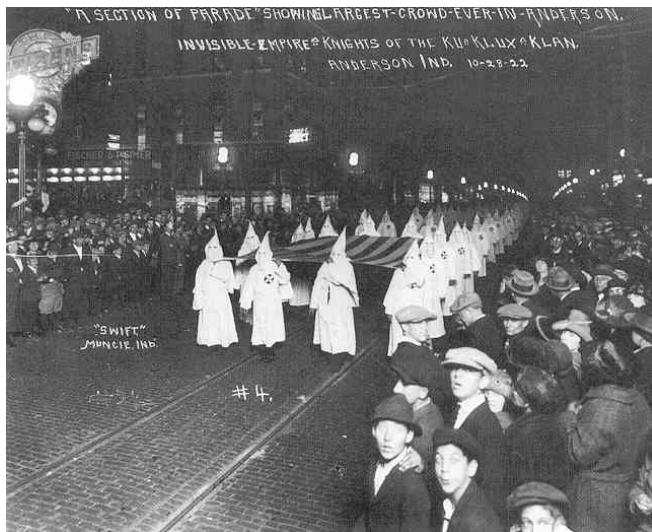
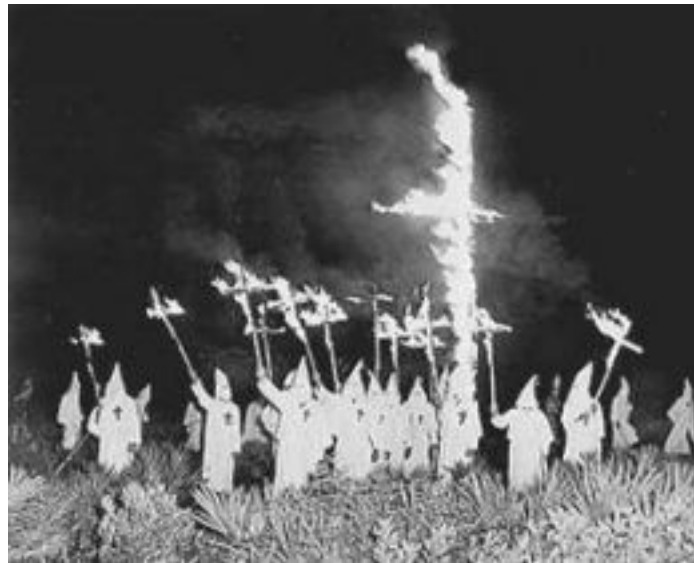
Prejudice - “An unfair feeling of dislike for a person or group because of race, sex, religion, etc.” (Merriam-Webster).

Activities:

1. *Learning Objectives:*

- For students to become familiar with the history of the KKK in the U.S. and Indiana.
- To become familiar with examples of hate crimes and prejudice by examining KKK activities in history.
- Explain and identify how prejudice and discrimination has negative effects and how they differ
- To be familiar with how the KKK engaged in acts of prejudice and hate crimes.

Activity: Students will watch an educational video that discussed the origins and history of the KKK. An example would be “The KKK” at <http://www.history.com/topics/ku-klux-klan/videos/the-klk>. Next, discuss the KKK examining photos of KKK activities. You could use the following pictures:



Discuss the negative effects the KKK had on African Americans and other minorities by asking students questions like:

- What did the Klan do that demonstrated prejudiced attitudes? What kind of activities were they engaged in?
- Did the Klan target African Americans because they were simply African American? Is that an example of prejudice?
- Did the Klan target other minorities or groups of people?
- Why did the KKK attack African Americans and other minorities?

Assessment: Students identify and explain more of the history of the KKK in the U.S. by identifying ways that the Klan acted out against African Americans because of their prejudice against their race.

2. *Learning objectives:*

- To identify ways to overcome opposition from individuals or hate groups.
- To explain and identify how racism or any kind of discrimination is wrong.

Activity: Read the Dr. Seuss book *The Sneetches and Other Stories* to the class. After reading the book, explain to students that the stars on the Sneetches' bellies can represent race, religion, ethnicity, social class, and gender. Explain that no matter what "star" you may have, it should not matter - everyone should be treated equally. Have students volunteer ways they can prevent discrimination. If students have difficulty brainstorming, suggest and discuss some of the following ideas:

- If students are being discriminated against or bullied or picked on for their race, religion, the way they dress, if they are smart or not, etc., that they should tell an adult (e.g., a teacher or parent)
- When they "grow up" they can tell their supervisor or their Human Rights Commissioner
- Students can stand up for each other or themselves if they see discrimination or bullying occurring on the playground, during school, at the grocery store. Ways to stand up for each other could include getting a teacher or parent, or telling someone how you feel about their actions.
- Students can vote to make a change when they are of age, or encourage their parents/elders to vote to make change to do so

Assessment: In this activity, students communicate to their classmates or teachers the importance of not discriminating and provide ideas for how to address discrimination when it occurs.

3. Learning Objectives:

- To explain the difference between a hate crime and hate incident.
- To explain the rights of Article One of Indiana's Constitution.
- To identify the 1st Amendment in the U.S. Constitution (i.e., freedom of speech) and what the FBI will see as a hate crime.

Activity: Present the students with a selection of local, national, or international news stories that feature hate crimes (as defined by the FBI) and stories that feature "hate incidents" (i.e., acts of hate that do not fit the definition of "hate crime"). Ask students to vote on each news story to determine which they think are hate crimes and which are hate incidents. Stories you could include:

- Cross burnings by the KKK on another person's lawn because of that person's gender, race, age, etc. (Hate crime)
- Cross burnings by the KKK on their own property (Not a hate crime)
- Assault or murder of people who identify as homosexual because of their sexual identity (Hate crime)
- Speaking against people of different religions in a public forum (Not a hate crime → freedom of speech)

Assessment: Students correctly identify hate crimes and hate incidents from examples provided. Students can explain the difference between a hate crime and a hate incident.

Additional Resources:

- "The KKK": <http://www.history.com/topics/ku-klux-klan/videos/the-kkk>
- <http://www.history.com/topics/ku-klux-klan/videos/the-kkk>
- FBI Hate Crime definition: http://www.fbi.gov/about-us/investigate/civilrights/hate_crimes
- FBI Hate Crime Overview http://www.fbi.gov/about-us/investigate/civilrights/hate_crimes/overview
- More information on hate crimes, hate crime stats, definitions, etc.: http://www.partnersagainsthate.org/about_hate_crimes/faq-html.html
- *The Sneeches and Other Stories* by Dr. Seuss; Random House; ISBN-10: 0394800893 or ISBN-13: 978-0394800899
- Teaching Tolerance, the education arm of the Southern Poverty Law Center provides some framework for understanding what to do if students see discrimination, etc. what to do to step in,: <http://www.tolerance.org>
- Citizen Klansmen: The Ku Klux Klan in the Indiana, 1921-1928" by Leonard K. Moore (1991). University of North Carolina Press. Chapel Hill, NC. Citizen

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- “Fiery Cross Newspaper” photo: <http://www.realcourage.org/wp-content/uploads/2010/04/KKK-1-million-goal-in-Indiana.jpg>
- KKK March in Anderson, IN and Muncie, IN: http://www.kingsacademy.com/mhodes/03_The-World-since-1900/04_The-Roaring-20s/pictures/Indiana-Klan-parade_1922.jpg
- Burning Cross photo: http://s1.hubimg.com/u/3149866_f260.jpg