Lesson Title: The Pyramid of Hate
Objective: Analyze how a text is shaped and refined by specific details; provide a summary about the text.

Assignment:
Collaborative
Independent = exit ticket

*Key
IP: in-person learning
RL: remote learning
PPT: PowerPoint

Material/s:
Prepared Google/PPT slides for presentation
Whiteboard (*IP)
Link: [Holocaust Center for Humanity - Pyramid of Hate (holocaustcenterseattle.org)](holocaustcenterseattle.org)

While taking attendance, note how many students there are to divide into groups accordingly.

Hook:
3 min.
Kindergarten - Little Jimmy is in the playground and starts to tease Liz. Grade school – Jimmy and his friends tease Liz about her hair. Middle school – Jimmy, friends, and teachers call out Liz that she came from China (even though she's been born and raised in Seattle); teacher assumes that Liz eats 'exotic foods' like chicken liver soup. Fast forward to High school, 2020 – Jimmy, friends, and his family see Liz and her family in International District and his dad attacks Liz's dad. Wow! What is happening, and why? (make sure to watch for time; students will become very involved in this conversation; keep it short!). Can you identify a theme on what happened to Liz in middle school? (answers to accept: bullying, ignorant about culture, favoritism (towards the perpetrators)) How about in high school when Liz and her family were visiting International District in Seattle? (violence)
If possible – show animated pictures in PPT/Google slides

Lesson:
Script (adjust to your needs): "What you just saw was how Jimmy escalated with his hatred for Liz. We are going to talk about the different stages of hate and how it evolves into something sinister and criminalistic. You will see this throughout our units when we look at novels and literature like Elie Wiesel's novel/memoir, *Night,* or Sandra Cisnero's collection of vignettes, *The House on Mango Street*. But first, let's get into groups. When in your groups answer this question (shown in PPT) 'What does hate look like?' I provided several examples. Your job is **to provide your own examples in groups.**"

3 min.
Might I present to you, ESSENTIAL ROLES:
1. TIMEKEEPER = keeps track of time
2. WRITER = takes notes, writes on board or types in chat
3. RESEARCHER = looks at the internet for ideas

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4. MOTIVATOR = this is someone who makes sure that everyone pitches in to the conversation or gets involved.
5. PRESENTER = persons who presents the answers to the entire class when we come back together (IP = the PRESENTER and WRITER may go up on the board together to collaborate)

Split class into groups or Breakout Rooms. (allow 2 extra minutes for RL)

2 min.
Give class about 1 minute to elect or volunteer ESSENTIAL ROLES. Let them know that if by the end of one minute all the roles have not been filled, you will assign it to them. Check each group to ensure that 5 roles have been assigned.

7 minutes
Group chatter begins RIGHT NOW. Turn on timer and give them 7 minutes.

= total: approx.. 15 minutes =

At the end of 7 minutes, class "comes together". Give instructions:
IL: invite WRITER to write short answers on board
PRESENTER may collaborate with WRITER at this point.
RL: type in chat. PRESENTER and WRITER privately chat with each other to do "check in" such as "does this look okay?" "What do you think?"

Give 5 minutes to finish

= 12 minutes total=
= 27 minutes of total class time =

10 minute total presentation from PRESENTERS

5 minutes (or last part of class):
Show THE HATE PYRAMID on the next slide
Circle or highlight words that are part of the Hate Pyramid = OR =
Draw the pyramid on the board leaving it blank. With the slide shown, pull some words from the students' lists and write where appropriate on the blank pyramid.
Explain what the pyramid means:
1. It's a level where the bottom is wider and the top is narrow. Ask students why this is so. Have them predict. Ask why isn't it shaped into a rectangle or square…why a pyramid?
2. Have them think back to perhaps an individual who was up here (point to "genocide"). They will more than likely say Hitler.
3. Explain that he was responsible for many deaths because other people who rest on this pyramid followed his ideals.

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4. If it hasn't been answered yet, let students know that the pyramid define the different stages of hate and how it evolves. It also relates to the amount of people or society that are involved in this pyramid. The bottom represents the majority of people who fall in this category.
   Add: MICROAGGRESSION, CULTURAL APPROPRIATION
   Explain that these words and many more should be added on there because whether we realize it or not, sometimes we do it subconsciously or consciously. Let them know that these words are pretty new and we see it exposed more on news and social media platforms as a result of George Floyd's death.

Exit ticket:
As their exit ticket, they are to write a 4 sentence summary of why the Pyramid is shaped the way it is and provide at least one example from the pyramid to support it.

Homework – YAAAYY!
"Process your thoughts about The Hate Pyramid, look it over and we will discuss in the next class."
RL: copy/paste url in chat
IP: Write name of website on the board

Last five minutes: CLEAN UP then signal to line up (this was normalized at the beginning of FIRST DAYS of school)

Good thoughts and goodbye. Class dismissed.

CCSS.ELA-LITERACY.RL.9-10.2
Analyze how a text is shaped and refined by specific details; provide a summary about the text.

CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.

CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.