



Violent Extremism across Time and Place Comparing the Roots of Hate

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Subjects: Civics, Current Events, Geography, Psychology, U.S. History, and World History

Estimated time: 2 class periods; time outside of class as necessary

Grade Level: Grades 7-12

Objective

Students will use a graphic organizer to help them compare two extremist groups, past or present, and analyze the roots of the groups' violence and hate. What factors cause groups to justify killing others—even innocents—and what do they hope to gain through such acts?

Overview

Recent events like those in Norway, and historical ones like the Holocaust, raise profound questions, including how individuals and groups could commit such horrific crimes. Going deeper with the questioning, what are the similarities and differences between the groups responsible, and the historical, psychological, economic, and social factors at the roots of their hate? Making comparisons helps students to analyze and classify the information as they engage in challenging research questions like these.

Background

Extremism is on the rise around the world, from Europe, to the Middle East, to the United States, but it is not a new phenomenon. The Ku Klux Klan, the Nazis, the Bolsheviks in Russia, and the Committee of Public Safety during the French Revolution are just a few of the groups throughout history that sowed hate and violence. Today, Neo-Nazis and Al Qaeda are examples of groups willing to kill to achieve their ends.

Reference the *Extremist Resources* PDF document for additional background information on extremism, as well as selected extremist groups across time and space.

Procedure

1. Lead a brief discussion about the recent events in Norway. Have students locate Norway, Scandinavia, and Europe on a map (if available) and ask if the students know what reasons the killer gave for his horrific acts. Provide some context for students to understand the statements, including the fact that many recent immigrants to Norway and the rest of Europe are Muslims from the Middle East and North Africa (have students find these areas on a map, as well.) You may also wish to share a video segment such as this one: <https://www.youtube.com/watch?v=oJJqDok69jY>

2. Explain that the killer claims he is part of an organization which is fighting for the “true” culture of Norway and that he believes his actions were not a crime. Ask if they know of any other organizations in the world today—or in history—that have justified hate and violence, even against innocent children and others. Explain that there have been many violent extremist groups throughout history, and that the number of these groups is currently rising. Refer to the *Extremist Resources* PDF for more details.
3. Pass out the *Comparison Organizer* worksheet or show students a similar technology-based graphic organizer such as the *Compare and Contrast* template in Inspiration® if you have access to the software or a 30-day free trial. Explain to students that they will be able to choose two current or historical extremist organizations to research and compare using library and online resources. Suggest groups that they might choose, such as the Ku Klux Klan, the Nazis, and Al Qaeda. Provide them with the *Extremist Resources* PDF, preferably as an electronic document from which they can hyperlink.
4. Do a quick example with students so they understand the process. You might have students suggest two groups to compare, such as the Nazis and the Ku Klux Klan (KKK). Explain that similarities between the two groups can be listed in the center of the organizer, such as “Belief in white supremacy” and differences can be listed on the outside, such as “Responsible for Holocaust” and “Germany” for the Nazis and “United States” for the KKK.
5. Suggest students choose a partner with whom to conduct the research, but have each complete their own graphic organizer comparison, either with the worksheet or a computer. Suggest they incorporate symbols or images—such as a U.S. flag for the United States—to illustrate the text in their diagrams. Explain that incorporating visuals into their comparisons will help the students better understand and remember the content, in addition to providing visual aids to help them communicate what they learn to others.

Extension Activities

- Create timelines or chronologies of the important developments in the history of the extremist groups. Add symbols and images to illustrate the events.
- Have students present their findings to the class or develop their comparison organizers into written papers.
- Have students develop short documentary films or websites about extremism in general or a specific extremist group or groups.
- Show one or more video clips about extremist groups before students start the research process. One clip can be accessed from Step 1 of the Procedure and several others from the *Extremist Resources* PDF.

Materials

- Library Access and/or Computers with Internet Connections
- PDF - *Comparison Organizer* worksheet or access to visual learning software such as Inspiration. 30-day free trials are available at <http://www.inspiration.com/Inspiration>.
- PDF – *Extremist Resources*
- Additional Resources for Teachers: See the *Extremist Resources* PDF

Correlation to National Standards ([McREL](#))

Civics

23. Understands the impact of significant political and nonpolitical developments on the United States and other nations

Geography

2. Knows the location of places, geographic features, and patterns of the environment

9. Understands the nature, distribution and migration of human populations on Earth's surface

13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

U.S. History

29. Understands the struggle for racial and gender equality and for the extension of civil liberties

31. Understands economic, social, and cultural developments in the contemporary United States

World History

42. Understands major global trends from 1900 to the end of World War II

45. Understands major global trends since World War II

About the Author

Rick Reynolds has been a teacher and developer of educational resources for 20 years. He has taught nearly every grade and subject, preK-12, including social studies at the high school level, technology integration and hands-on science at the elementary level, and all subjects in the middle grades. He is a certified teacher in Oregon and Connecticut and holds an M.S. in Education from the University of New Haven and a B.A. in Geography (Honors Scholar) from the University of Connecticut. Rick is the author or co-author of several educational resource books and the founder of Engaging Every Student, an organization that strives to engage all learners through a variety of approaches, including student-centered, technology-rich, visual, and place-based learning.

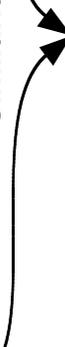
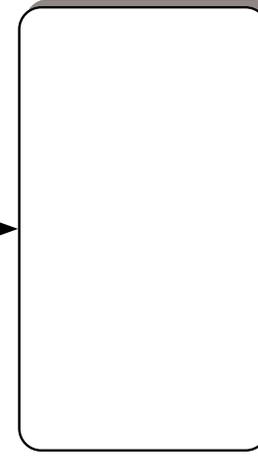
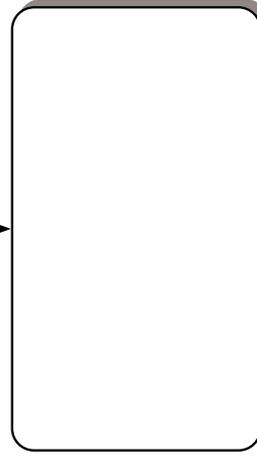
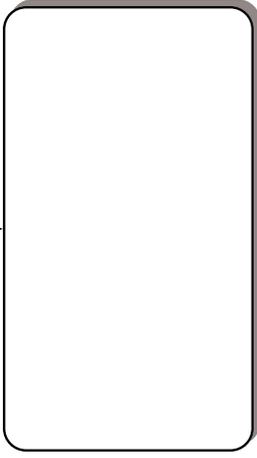
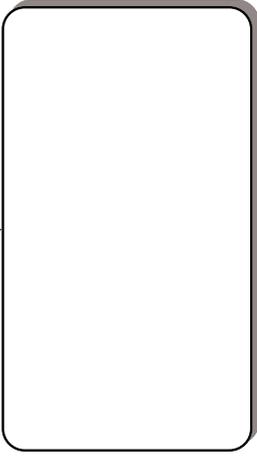
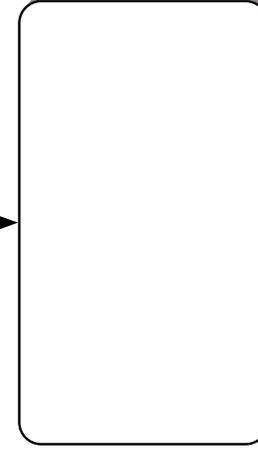
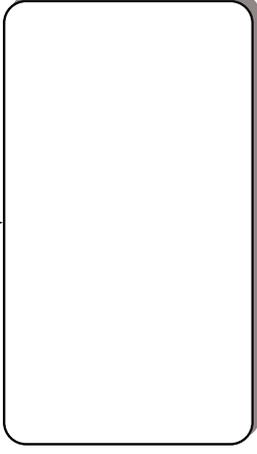
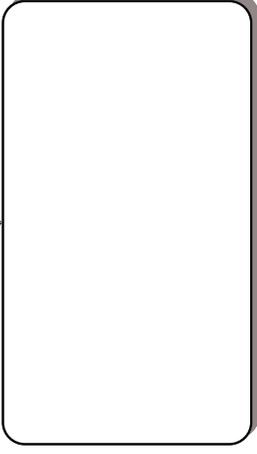
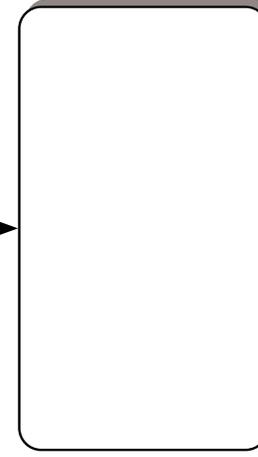
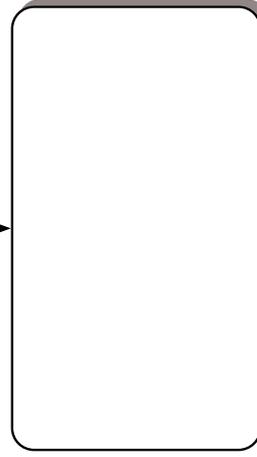
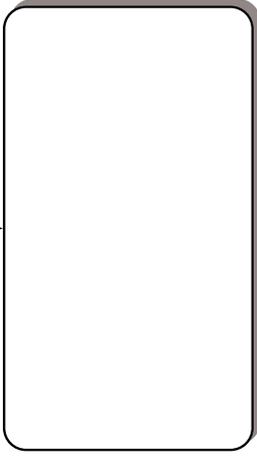
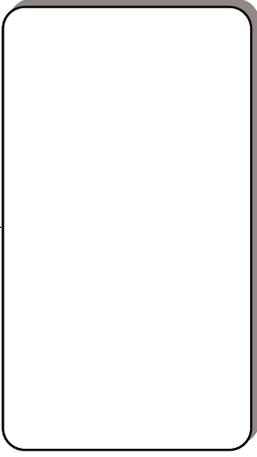
Group A:

Group B:

Differences

Similarities

Differences



Extremist Group Resources

Notes: *Highlighted items are suggested Internet resources where students can start the research process. Items without a URL are books. All books listed are for either middle school or high school students.*

General Resources on Extremists

Adams, S. (2006). *Propaganda in war & peace: Manipulating the truth*. Chicago, IL: Heinemann Library.

Gerdes, L. (2011). *Gun violence*. Framington Hills, MI: Greenhaven Press.

Google wants to fight extremism, but it needs to understand it first: Need to Know. (n.d.). Retrieved July 27, 2011, from <http://www.pbs.org/wnet/need-to-know/voices/google-wants-to-fight-extremism-but-it-needs-to-understand-it-first/10176>

Heard Library, Vanderbilt University. (2010, December 31). Terrorism: Attacks and responses. Retrieved July 29, 2011, from <http://www.library.vanderbilt.edu/romans/terrorism.html>

Mason, P. (2010). *Religious extremism*. London: Evans.

National Society for Education in Art and Design. (n.d.). Community cohesion and prevention of violent extremism guidance materials: A list of resources for teachers to use in the classroom. Retrieved July 29, 2011, from http://www.nsead.org/resources/cc_pve_resources.aspx

Southern Poverty Law Center. (n.d.). Hate and extremism. Retrieved July 29, 2011, from <http://www.splcenter.org/what-we-do/hate-and-extremism>

Willis, L. (2011). *Extremism*. Detroit: Greenhaven Press.

Youth For Human Rights Organization. (2011). Retrieved July 29, 2011, from <http://www.youthforhumanrights.org>

American Extremists

Bartoletti, S. (2010). *They called themselves the K.K.K.: The birth of an American terrorist group*. Boston: Houghton Mifflin Harcourt.

Klobuchar, L. (2009). *1963 Birmingham church bombing: The Ku Klux Klan's history of terror*. Minneapolis: Compass Point Books.

Le, C. N. (2011). Anti-Asian racism & violence. Retrieved July 29, 2011, from <http://www.asian-nation.org/racism.shtml>

The Leadership Conference on Civil and Human Rights. (2011). The state of hate: White supremacist groups growing. Retrieved July 29, 2011, from <http://www.civilrights.org/publications/hatecrimes/white-supremacist.html>

Political Research Associates. (2010). White supremacist, antisemitic, and race hate groups in the U.S.: A genealogy. Retrieved July 29, 2011, from <http://www.publiceye.org/racism/white-supremacy.html>

Williams, M. (2002). *The white separatist movement*. San Diego: Greenhaven Press.

European Extremists

Davies, P. (2008). *The far right in Europe: An encyclopedia*. Westport, CT: Greenwood World Press.

O'Neill, J. (2009). *The Bolshevik revolution*. Edina, MN: ABDO Pub.

PBS. (2011, July 25). NewsHour: How organized are Europe's political and violent extremists? Retrieved July 27, 2011, from http://www.pbs.org/newshour/bb/world/july-dec11/norway2_07-25.html

Stop Racism and Hate Collective. (2011, July 24). Norway attacks put spotlight on rise of right-wing sentiment in Europe. Retrieved July 29, 2011, from <http://www.stopracism.ca/content/norway-attacks-put-spotlight-rise-right-wing-sentiment-europe>

Whiting, J. (2008). *The Russian revolution, 1917*. Hockessin, DE: Mitchell Lane.

Wihbey, J. (2011, July 25). Right-wing extremism in Europe and beyond: Recent research. Retrieved July 29, 2011, from <http://journalistsresource.org/studies/government/international/right-wing-extremism-europe-research>

Muslim Extremists

Global Jihad News – The Middle East Media Research Institute (MEMRI). (n.d.). *Global Jihad News - MEMRI*. Retrieved July 29, 2011, from <http://www.memriglobaljihadnews.org>

Godlas, A. (2008). Islam and Islamic studies resources: For studying Islam and the diverse perspectives of Muslims. Retrieved July 29, 2011, from <http://www.uga.edu/islam/>

PBS. (2002). Global Connections: Religious militancy. Retrieved July 27, 2011, from <http://www.pbs.org/wgbh/globalconnections/mideast/questions/militant>

PBS. (2011, March 4). Religion & Ethics NewsWeekly: Muslims combating extremism. Retrieved July 29, 2011, from <http://www.pbs.org/wnet/religionandethics/episodes/march-4-2011/muslims-combating-extremism/8269>

PBS. (2011, March 11). Religion & Ethics NewsWeekly: Congressional hearings on Muslim radicalization. Retrieved July 27, 2011, from <http://video.pbs.org/video/1838278327#>

Nazis, Neo-Nazis, and the Holocaust

American History Teachers' Collaborative Web Resources for the Holocaust. (2007). Retrieved July 29, 2011, from <http://www.usd116.org/ProfDev/AHTC/resources/Holocaustsites.html>

Deem, J. (2011). *Kristallnacht: The Nazi terror that began the Holocaust*. Berkeley Heights, NJ: Enslow Publishers.

Freeman, C. (2011). *Why did the rise of the Nazis happen?* (1st ed.). New York: Gareth Stevens Pub.

PBS. (2004, September 22). American experience: The fight: Nazis in the news. Retrieved July 27, 2011, from http://www.pbs.org/wgbh/amex/fight/sfeature/sf_nazis_01.html

PBS. (2008). FRONTLINE/World. Chile: The new Nazis. Retrieved July 27, 2011, from http://www.pbs.org/frontlineworld/fellows/chile_2008

The Prejudice Institute. (2000). What is a skinhead? Retrieved July 29, 2011, from <http://www.prejudiceinstitute.org/skinheadsFS.html>

Tonge, N. (2009). *The rise of the Nazis* (1st ed.). New York: Rosen Pub. Group.