



KIA MĀRAMA/ UNDERSTAND: The Big Ideas

Which big ideas will be addressed in this unit?

Social Sciences Curriculum Refresh

- The course of Aotearoa New Zealand's history has been shaped by the use of power.
- People participate in communities by acting on their beliefs and through the roles they hold
- Interactions change societies and environments

New Zealand Curriculum (2007) Social Science Achievement Objectives:

Level 4

- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

Level 5

- Understand how cultural interaction impacts on cultures and societies.
- Understand that people move between places and how this has consequences for the people and the places.
- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
- Understand how people define and seek human rights.

How will this (these) big idea(s) be conveyed within the unit?

- Students will evaluate how people have used and misused power to affect the Jewish communities of Europe and Aotearoa New Zealand.
- Students will examine the evolution of antisemitism throughout time as a religious, political, social, and economic force.
- Students will understand and describe how antisemitism has shaped European and New Zealand societies from ancient to modern times.
- Students will examine and evaluate Jewish communal responses to antisemitism from ancient to modern times.

KIA MŌHIO/ KNOW: Contexts

Local Context/ Horopaki ā-rohe – can aspects of this unit be explored through a local context? Consider where local context and big ideas connect for place-based learning

- **Whakapapa me te whanaungatanga/Ngā ahurea me te tuakiri kiritōpu/ Culture and collective identity** ANZHC / SSC
 - People context ideas about identity as they challenge injustice and social norms
- **Tino rangatiratanga me te kāwanatanga/ Sovereignty, organisation and government**
 - Together, people assert their human rights and attempt to influence change in a range of ways, with differing impacts.

Mātauranga Māori sources for Know & Do could include pūrākau, waiata, whakataukī, kīwaha, whakairo, tukutuku, whaikōrero and many other forms of knowledge transmission.

KIA MAHI/ DO: Inquiry Practices

From this topic, student can:

- IDENTIFYING AND EXPLORING HISTORICAL RELATIONSHIPS - construct a narrative of cause and effect that shows relationships between events.
- ASKING RICH QUESTIONS TO GUIDE WORTHY INVESTIGATIONS – ask challenging or provocative questions about social issues and ideas that I can investigate with others.
- THINKING CONCEPTUALLY – apply conceptual understandings across contexts and case studies in order to develop generalisations. Explain that concepts are contested and mean different things to different groups.
- IDENTIFYING VALUES AND PERSPECTIVES – describe the values behind diverse perspectives within and between groups, and explain the implications of missing perspectives
- THINKING CRITICALLY ABOUT THE PAST – construct a narrative of cause and effect that shows relationships. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently. Make informed ethical judgements about people’s actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and my own attitudes and values.
- ANALYSING DECISIONS AND TAKING SOCIAL ACTION – generate a wide range of solutions for societal problems and use evidence and logic to justify why some courses of action are better than others. Recognise the strengths and limitations of social action campaigns. Evaluate the impact of social actions and their personal and social significance.

How will student demonstrate this skill by the end of the unit?

(Note: Do not need to formally assess all skills)

- Students will analyse and unpack propaganda images
- Students will analyse the forces behind the spread of antisemitism throughout history
- Students will create a plan of action for their campus or community to create awareness and combat the rise of modern antisemitism in New Zealand

Concepts:	Key Competencies:	Literacy Strategy Opportunities:
<p>Antisemitism Zionism Anti-Judaism Anti-Zionism Change/Continuity Propaganda Cause & effect Power</p>	<p>Thinking:</p> <ul style="list-style-type: none"> • Consider the historical concepts that are at play within the contexts they are exploring • Weigh conflicting evidence and justify conclusions • Evaluate strengths and weaknesses of sources • Challenge perceptions and assumptions • Identify and analyse different interpretations of the past <p>Using language, symbols, and texts:</p> <ul style="list-style-type: none"> • Analyse historical evidence, and identify what is missing, incomplete, or inconclusive • Organise the past and construct history, using historical concepts • Substantiate their arguments and judgments <p>Relating to others:</p> <ul style="list-style-type: none"> • Develop historical empathy, including the ability to think beyond themselves and their personal, cultural, and linguistic backgrounds • Engage with different historical contexts and perspectives • Grow an understanding of the origins of our diverse society in Aotearoa New Zealand and the wider Pacific region • Appreciate differences in how people understand the world <p>Managing self:</p> <ul style="list-style-type: none"> • Manage their own assumptions, biases, and perceptions • Persevere with difficult sources and processes <p>Participating and contributing:</p> <ul style="list-style-type: none"> • Engage in collaborative and group work, as citizens interpreting and understanding sources 	<p>Reading Students demonstrate understanding of a written text for example:</p> <ul style="list-style-type: none"> • Scanning to retrieve specific information using keywords in the question • Identify key ideas • Identify the meaning of vocabulary <p>Students evaluate the reliability and credibility of a text or writer</p> <p>Students compare, contrast, summarise, or link information from a range of texts</p> <p>Writing Students select and use appropriate content (ideas, information, examples, and details)</p>

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|--|---|--|
| | <ul style="list-style-type: none">• Challenge false narratives of history• Take a position, using evidence to support it | |
|--|---|--|

Assessment Opportunities

Assessment Opportunities (informal/formal):

By the end of these lessons, students should be able to answer the following question:

- How has antisemitism morphed into the contemporary era?
- How do I respond to antisemitism when I see it?
- What are the differences between legitimate criticism of Israel, anti-Zionism, and antisemitism?

URUPOUNAMU/ KEY QUESTIONS

By the end of this unit students will be able to answer the overarching question, the smaller inquiry questions and link the concepts with a particular context:

Overarching question (with concepts): *(Questions to lead learning in context, may also include time frame/number of lessons)*

What is antisemitism? How has it changed throughout time?

This should be covered in 7 lessons, with each lesson being 45 – 55 minutes long.

Unit Resources:

Antisemitism PPT
Antisemitism Definition activity worksheet
Propaganda & Antisemitism activity worksheet
Antisemitism Timeline activity
Sources for antisemitism and examples
Sources for propaganda and antisemitism

Yad Vashem videos (linked in PPT)

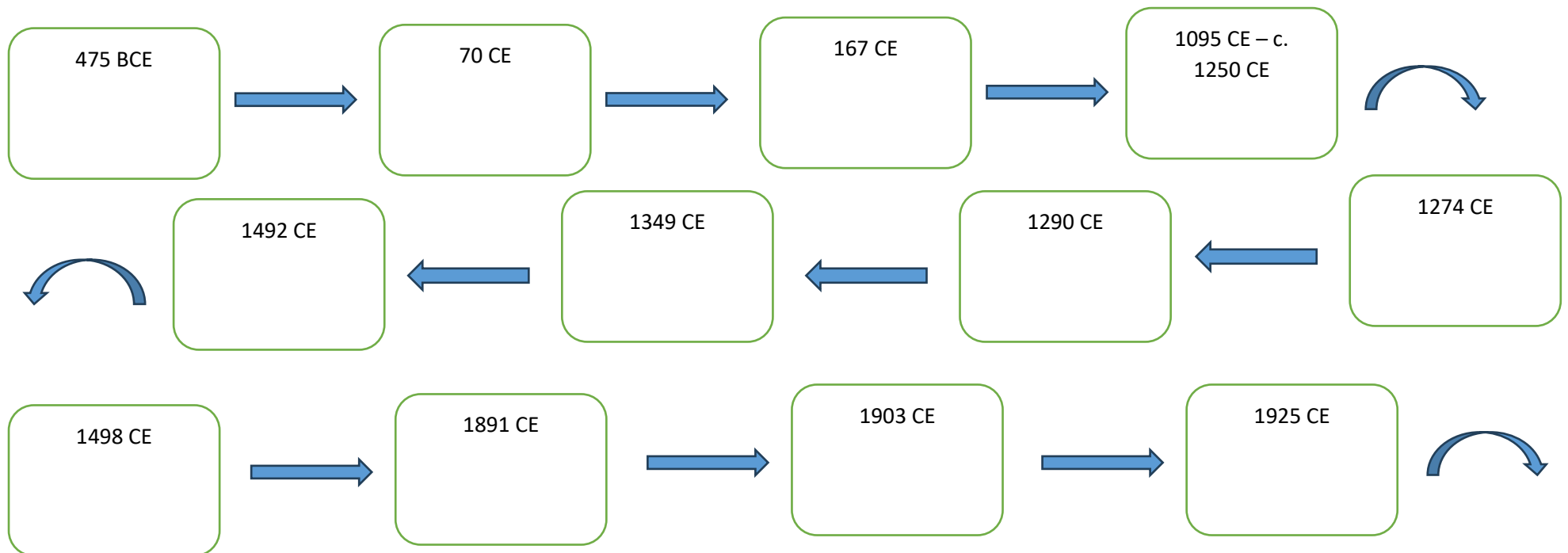
Duration	Big Ideas Guiding Questions <i>(what question is this set of lessons seeking to answer?)</i> Learning Objectives <i>(what is the goal/purpose of this lesson?)</i>	Learning Activities	Resources <i>(what resources are needed for these activities?)</i>
Lesson 1: 45 to 55 minutes	What is Antisemitism? LO: Student will be able to understand the historical background to antisemitism	Antisemitism timeline activity	Antisemitism PPT – “What is Antisemitism” slides
Lesson 2 – 3: 45 – 55 minutes each	What types of antisemitism exist? LO: Students will be able to recognise the different ways in which antisemitism manifests in society	Antisemitism definition activity	Antisemitism PPT – “What types of antisemitism exist?” slides
Lesson 4: 45 – 55 minutes	Understanding definitions: Why does it matter? LO: Students will recognise the complexity of antisemitism and why defining it is so difficult	Propaganda & antisemitism activity	Antisemitism PPT – “How to recognize antisemitism” slides
Lesson 5 – 6: 45 – 55 minutes	What is the International Remembrance Alliance working definition of antisemitism? LO: Students will recognise how the IHRA definition relates to modern antisemitism	Working in pairs or groups, students research examples of each of the categories of antisemitism presented in IHRA. Class discussion on each example and harms caused to wider society.	Antisemitism PPT – “Understanding the IHRA definition” slides

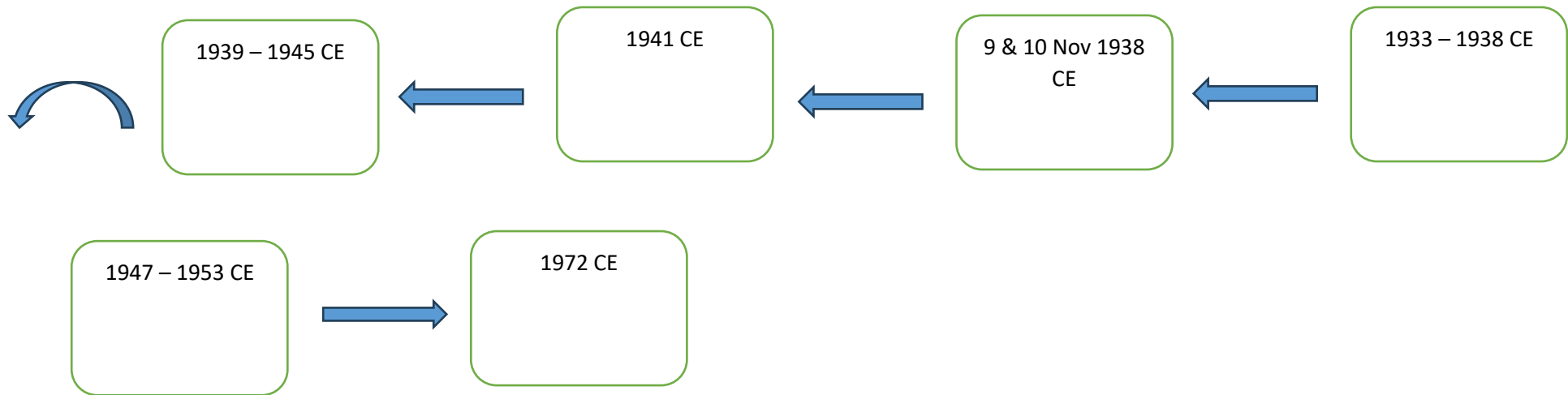
Lesson 7: 45 – 55 minutes	What is anti-Zionism and why is it antisemitic? LO: Students will understand the difference between criticism of policies and antisemitic views of Israel.	Echoes & Reflections case studies antisemitism related to Israel. Students analyse each case study to identify why the criticism levelled is, in fact, antisemitic.	Antisemitism PPT – “Anti-Zionism to Antisemitism” slides
Lesson 8: 45 -55	Antisemitism Online	Mini-Assessment: Using the the “Evolution of Antisemitism” sheet, give students one of the pre-picked TikTok videos to analyse: What type of antisemitism is shown? How does the video perpetuate antisemitic myths? Why is this form/s of antisemitism dangerous? How can we stop the spread of antisemitic myths on social media?	TikTok Videos
Lesson 9: 45 – 55 minutes	Combating antisemitism today LO: Students will be able to synthesise information to create an awareness campaign.	In pairs or groups, students will create an awareness campaign for their campus and/or community to combat the rise of modern antisemitism in New Zealand ie: through posters, videos, social media, etc.	



Antisemitism: A Historical Timeline

Complete the following timeline of antisemitic events by collecting as much information as possible. This is by no means an exhaustive timeline and only covers some of the more famous antisemitic events throughout the centuries.





With a partner, write about what antisemitic events you think should be included beyond the end of the timeline or those dates that should have been included before the last date.



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ANTISEMITISM WORKSHEET

Read the three definitions of antisemitism. Based on this resource, what is antisemitism? Why would defining antisemitism be so difficult?

2. Using the HCNZ document, Evolution of Antisemitism, on the different kinds of antisemitism that expand on this general definition. How would does this affect your understanding of antisemitism?

3. In your group, examine the pictures from the medieval time-period and modern day. Who is the intended audience? How are Jews presented? Why are they presented in this way? How does this affect your understanding of the change and continuity of antisemitism?

4. Watch the Anne Frank House video about antisemitism and answer the following

How have Jews been viewed and stereotyped throughout history?

What was the Nazi's antisemitic ideology?

How did this ideology develop into such a powerful belief during the Holocaust?

In what way is antisemitism alive today?



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Definitions of Antisemitism

Source 1: International Holocaust Remembrance Alliance Definition

Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

Source 2: United States Holocaust Memorial Museum

The word antisemitism means prejudice against or hatred of Jews.

Source 3: Kenneth L Marcus, *Global Antisemitism: A Crisis of Modernity* (2013)

Antisemitism is a set of negative attitudes, ideologies, and practices directed at Jews as Jews, individually or collectively, but based upon and sustained by a persisting and potentially self-fulfilling latent structure of hostile erroneous beliefs and assumptions that flow from the application of double standards toward Jews as a collectivity, manifested culturally in myth, ideology, folklore, and imagery, and urging various forms of restriction, exclusion, and suppression.

Source 4: YouTube Video from Anne Frank House

[Anne Frank House: Antisemitism](#)



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Evolution of Antisemitism

Classical Antisemitism

- Primarily ethnic in nature, more anti-Judaism than what is commonly known as antisemitism.
- Subjugation of Jews by Greek, Roman, and Persian conquerors caused friction between communities as Emperors were worshipped as gods.
- Jews were charged an extra tax by the Romans to practice their faith and proselytise to others.
- Jews were agitators to Roman dominance, leading to the Jewish-Roman Wars, causing Rome to destroy Jerusalem and create the Diaspora as Jews were taken as slaves and the provinces of Judea & Samaria renamed Syria Palaestina by Emperor Hadrian.

Religious Antisemitism

- Rooted in Jewish rejection of Christ as the Messiah. Jews did not accept the Christian faith nor the divinity of Jesus.
- Jews were blamed for the crucifixion of Christ, known as *deicide*.
- The Church forbade Jews from holding certain positions and jobs, forcing many into the trade and finance sector, reinforcing the stereotype of Jews as being money hungry (coming from Judas betraying Christ for 30 pieces of silver).

Political Antisemitism

- During the Age of Enlightenment, from the 17th-18th centuries, Jews were emancipated from legal religious discrimination.
- Jews were accused by Church officials and conservative politicians of being involved in radical political movements and revolutions around Europe.
- Jews who historically had lived in shtetls in Eastern Europe moved to large cities due to economic and social changes, creating competition for work amongst established businesses.
- Jewish bankers and financiers were seen as a source of power of Jews who helped finance governments and movement of Jews around the continent.
- Jews were accused of radicalism by Conservatives and distrusted due to their attachment to religion and custom.

Racial Antisemitism

- Racial theories, based on Social Darwinism, created the idea of superior and inferior races, leading to conflict between Jews as a “Semitic” race and European “races” (ie: Aryan, Russian, Anglo, Latin, etc.)
- Racial theories from America led to the belief that Jews, regardless of the faith they practiced, were still “Jewish” due to blood relations. Jews who converted to other faiths were still “racially” Jewish and subjugated to anti-Jewish measures.

National Antisemitism

- Prior to the Age of Enlightenment, Jews were not citizens of the respective countries they lived in, they were viewed as foreigners.
- Perceived Jewish failure at assimilation led to contributions of assimilated Jews to be viewed as alien and tainted.
- Even secular, non-practicing Jews were view with suspicion as being agents of foreign governments (ie: Dreyfus Affair).
- Religious movements, such as Reform Judaism in Germany, worked to strike a balance between Jewish religious identity and a national, cultural identity.
- Jewish traditions of charity (*tzedakah*) and mutual help, along with strong familial ties which helped Jews wherever they moved, caused resentment among their non-Jewish neighbours.



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Propaganda & Antisemitism

You have been given a source text to discuss with your group. Respond to the questions in the boxes below:

- Who is the audience of the source?
- How are Jews presented? Why?
- If there are non-Jews, how are they presented? Why?
- Do you have any other observations to make about the picture?

Source 1: Classical Antisemitism

Source Text 2: Religious Antisemitism

Source Text 3: Political Antisemitism

Source Text 4: Racial Antisemitism

Source Text 5: National Antisemitism

Source Text 6: Modern Antisemitism



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PROPAGANDA & ANTISEMITISM

SOURCE NOTES

Source 1: Classical Antisemitism



Close-up relief of the Arch of Titus in Rome, depicting the sack of Jerusalem in 70 CE.

Source 2: Religious Antisemitism



A 1493 woodcut of the story of Simon of Trent (1472-1475), an Italian child whose death was blamed on the leaders of the city's Jewish community (on the Jews)

Source 3: Political Antisemitism



An anti-Semitic cartoon by Grant E. Hamilton, published in the American magazine *Judge*, January 23, 1892. Titled "Their New Jerusalem," *Cornell University—PJ Mode Collection of Persuasive Cartography*

Source 4: Racial antisemitism



An example of antisemitic content spread through TikTok.(photo credit: screenshot)

Source 5: National Antisemitism



Alfred DREYFUS, as a traitor hanged from the 1900 Cartoon by V LENEVEU
19 20 S on the cover of the Museum of Horrors, number 35 Credit Collection KHARBINE
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Source 6: Modern-antisemitism

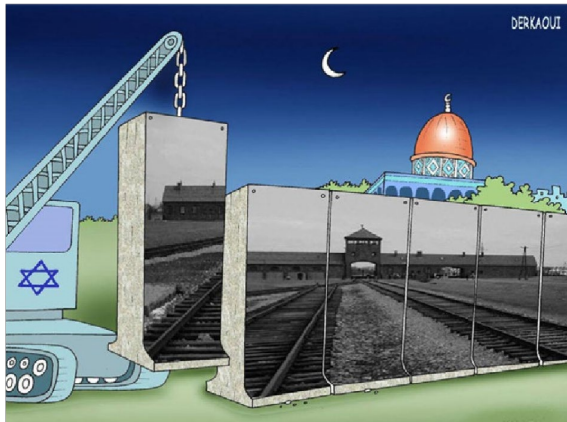


Reported to the Community Security Group of the New Zealand Jewish Community, 2024.

CASE STUDY #1

As you review the following, consider how criticism of Israel has crossed the line to antisemitism. Highlight evidence that supports your point of view.

HOLOCAUST CARTOON CONTEST



This drawing was the winner of a 2015 sponsored Holocaust cartoon contest. It shows a being erected around the Dome of the Rock mosque, sacred Muslim place of worship, with an image of the Auschwitz-Birkenau extermination camp. The cartoon equates Jews with Nazis as the Star of David on crane suggests that Israel is oppressing in the same manner as the Nazi genocide against Jews.

NEW YORK TIMES CARTOON CONTROVERSY

In April 2019, The New York Times' international edition published this caricature by Portuguese cartoonist António Moreira Antunes. It shows Israeli Prime Minister Benjamin Netanyahu as a guide dog, wearing a Star of David on his collar and leading a blind U.S. President Donald Trump, who is wearing a skullcap.

Jonathan A. Greenblatt, National Director of the ADL commented: "The offensive image was antisemitic propaganda of the most vile sort...This type of content normalizes antisemitism by reinforcing tropes of Jewish control, and does so at a time when antisemitism is surging."



Antunes defended his cartoon as "a critique of Israeli policy, which has a criminal conduct in Palestine at the expense of the UN, and not the Jews." He explained that "The Star of David is an aid to identify a figure [Prime Minister Netanyahu] that is not very well known in Portugal." Antunes stated that the "Jewish propaganda machine" is responsible for claims of antisemitism: "The Jewish right doesn't want to be criticized, and therefore, when criticized they say, 'We are a persecuted people, we suffered a lot... this is antisemitism.'"

The New York Times, for its part, issued an apology two days after the publication of the cartoon. "We are deeply sorry for the publication of an antisemitic political cartoon," it read. "Such imagery is always dangerous, and at a time when antisemitism is on the rise worldwide, it's all the more unacceptable."

CASE STUDY #2

ANTI-ISRAEL RALLIES

As you review the following, consider how criticism of Israel has crossed the line to antisemitism. Highlight evidence that supports your point of view.

The right to peaceful protest is a human right and a critical component of democracy. However, many people struggle with the line between offensive protest speech and hate speech, which communicates discriminatory or hostile views directed at a group of people. The U.S. limits speech that rises to libel or slander (false and damaging statements), "true threats," or speech that causes violence or law-breaking. Other democracies have outlawed speech considered to be hateful. Hate crimes expert Phyllis B. Gerstenfeld suggests, "One way of thinking about it is, what is the primary intent of the speaker? Is it to affect change or is it to harm someone psychologically or verbally?"¹ Think about these questions as you evaluate the protest speech below from some recent anti-Israel rallies.

In Chicago, these protesters² marched in response to the 2014 conflict between Israel and Gaza, the Palestinian territory on the eastern coast of the Mediterranean Sea. They displayed signs with the words "Israel You Will Pay, Your Annihilation is On Its Way" and posters with Holocaust and antisemitic imagery. Protesters also demonized all supporters of Israel by distributing pamphlets declaring, "Zionism is the Enemy of Humanity." Comparisons between Nazism and Israel were frequent. There was a display of an Israeli flag with blood-stained children's handprints, calling the Israelis 'Nazis' and equating the Star of David with the swastika.



¹ Borque, Scott (2018, August 13). Free speech or hate speech? Americans struggle to decide when that line is crossed. Tucson Sentinel. Retrieved from tucsonsentinel.com/nationworld/report/081318-hate-speech/free-speech-or-hate-speech-americans-struggled-to-decide-when-that-line-crossed.

² Source: Photos of protesters and flyer distributed during rally were posted on Twitter by Jonathan Hoenig.

Protesters below rallied in support of the Boycott, Divestment, and Sanctions Movement against Israel. Unfortunately, the predominant drive of the BDS campaign and its leadership is not legitimate criticism of Israeli policies or a productive process to support Israeli-Palestinian peace efforts, but rather the demonization and delegitimization of Israel, blaming Israel alone for the Arab-Israeli conflict and the suffering of Arab people, and by calling for the elimination of Israel as a Jewish state.



At a University of California, Irvine demonstration, one sign read “Everything about Israel is illegal.” Such pronouncements demonize Israel by maligning the entire nation. They question Israel’s very right to exist and create an environment in which antisemitism becomes more acceptable.



Similarly, at this San Francisco march, protesters invoked anti-Zionist language, expressing prejudice against the right of the Jewish people to a homeland in the State of Israel. Calls for a boycott of the entire state of Israel as opposed to specific businesses or institutions can be seen as a punishment of all Israeli people by isolating them from commercial or social relations with others. This is a standard that is not applied to any other nation, even those with appalling human rights records.

CASE STUDY #3

ANTI-ISRAEL SENTIMENT ON SOCIAL MEDIA

As you review the following, consider how criticism of Israel has crossed the line to antisemitism. Highlight evidence that supports your point of view.

In a report¹ on the frequent occurrence of destructive antisemitism on social media, the Anti-Defamation League Center on Extremism found that roughly 4.2 million anti-Semitic messages were posted and reposted on just one platform, Twitter, in the one-year period they studied. The report differentiates between antisemitism and criticism of Israel, its actions and policies. One finding of the report is that many posts use the term "Zionist" as a stand-in for "Jew" in ways that are antisemitic. Zionist refers to those who support a Jewish independent state in the land of Israel.

In the first post, "Zionism" is used to advance the classic antisemitic idea that Jews and Israel control global media and financial institutions. In the cartoon, the mainstream media ignores the suffering of Palestinians while focusing their attention on Israel, represented by a crying baby who fakes victimhood in order to gain U.S. financial support.

In the second post, the term "Zionist" is used again as a stand-in for "Jew," in a context that indicates the tweet was motivated by antisemitism. Claiming the gas chambers were a "hoax" built after the war to extract reparations and justify the creation of Israel is an argument of Holocaust denial, a new expression of antisemitism. The Holocaust as a "Zionist lie" and "a huge financial swindle" of which the state of Israel is the beneficiary represents a common sentiment among deniers who claim the Holocaust has been exaggerated in order to benefit Jews and Israel financially.


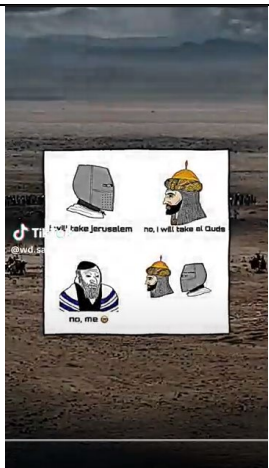


¹ ADL (2018). Quantifying Hate: A Year of Anti-Semitism on Twitter. Retrieved from [adl.org/resources/reports/quantifying-hate-a-year-of-anti-semitism-on-twitter#introduction](https://www.adl.org/resources/reports/quantifying-hate-a-year-of-anti-semitism-on-twitter#introduction).



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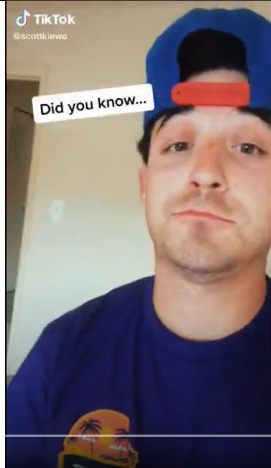
ANTISEMITISM ONLINE – Teacher Resource

TikTok Video	How it is antisemitic
	<p>This is a few different forms of antisemitism together:</p> <ul style="list-style-type: none"> - Modern antisemitism by requiring New Zealand Jews to be responsible for the actions of the sovereign state of Israel - National antisemitism that is viewing Jews as foreigners and also secular Jews as agents of a foreign government - The actions of this person are also illegal, as this is doxxing, the releasing of information online for the purposes of harassing or harming an individual. His actions led to a synagogue in Auckland being a victim of arson
	<p>This is a few different forms of antisemitism together, very subtle. We recommend using this as an example to do with the class:</p> <ul style="list-style-type: none"> - Religious antisemitism, with Christianity and Islam replacing Judaism as a valid faith - Political antisemitism, denying Jews the right to access their holy places - Modern antisemitism, denying Jewish connection to the land of Israel and Jerusalem in particular



This is a classic form of religious antisemitism:

- The trope that Jews are good with money or money-hungry



This is a classic form of religious antisemitism:

- The trope that Jews are good with money or money-hungry



This is two forms of antisemitism, one obvious and one more subtle:

- Racial antisemitism, based on the idea that Jews are a race when we are an ethnoreligious group
- Political antisemitism, this is more nuanced by the idea that Jews are secretly in charge or behind controlling people.

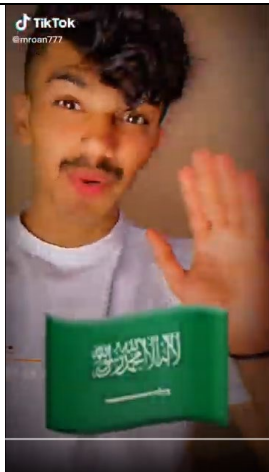


We would recommend doing this analysis as a class

This is multiple forms of antisemitism:

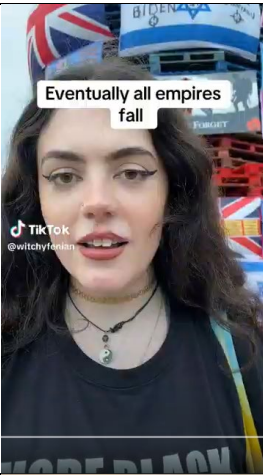


- Political antisemitism, of Jewish control of the media and attacking Kanye West
- Modern antisemitism, of Holocaust distortion with the current conflict
- Racial antisemitism, with the idea of Jews being a "race" who view themselves as superior to others
- Modern antisemitism, requiring Jews to be "good Jews" who denounce Israel or Israeli actions in order to be accepted

There is no denying the suffering of Palestinians and the need for a just and lasting peace between Israelis and Palestinians. This video though requires of Jews to completely denounce Israel or to answer for the actions of Israel, whether they are Israeli or not, and this is why it leads to becoming antisemitics



This is a national form of antisemitism:

- When the word "Shalom" is sang and the emoji for toilet paper comes up instead of the Israeli flag, this denies the right of Israel to exist and also compares Jews to a bodily function

	<p>This is a national form of antisemitism:</p> <ul style="list-style-type: none"> - Denies the right of Israel to exist
	<p>This is multiple forms of antisemitism:</p> <ul style="list-style-type: none"> - National antisemitism: Comparing Zionism to theft when Zionism is just the belief in Jewish sovereignty in our ancient land (nothing else) - Religious antisemitism with the trop about Jewish people being money-hungry - Not antisemitism, but making fun of the events of 7 October - Racial antisemitism by denying the diversity within the Jewish people that are from all different racial and ethnic backgrounds (70-75% of Israelis are from non-Ashkenazi backgrounds)
<p>Candace Owens goes on questionable rant about Jews</p> <p>Conservatives love their conspiracy theories</p> 	<p>This is multiple forms of antisemitism:</p> <ul style="list-style-type: none"> - Racial antisemitism, by comparing Blacks and Jews - Religious antisemitism of the old blood libel from the church - Political antisemitism, of Jews secretly controlling the media - Modern antisemitism of use of dog-whistles (which later she just says Jews!)



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ANTISEMITISM ONLINE – STUDENT ACTIVITY

What type/s of antisemitism is shown in the video? Include specific phrases or imagery that backs up your claim.

How does the video perpetuate antisemitic myths? Are there more than one present in the video?

Why is this form/s of antisemitism dangerous?

How can we stop the spread of antisemitism on social media?