

# Vocabulary & Rhetorical Analysis Worksheet

Episode 7: What is Antisemitism? | Grades 9–12

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

## PART 1 — Vocabulary Reference

<b>Antisemitism</b>	Hatred, prejudice, and discrimination directed specifically at Jewish people as a group — targeting them for their religion, ethnicity, culture, race, and perceived influence. Note: written as one unhyphenated word by international convention (IHRA).
<b>Scapegoating</b>	The social and political mechanism of blaming a specific group for broader societal problems they did not cause, in order to deflect responsibility, create unity around a common enemy, or channel popular frustration.
<b>Dehumanization</b>	The rhetorical and ideological process of portraying a group as less than human — as animals, vermin, monsters, or supernatural threats. A key prerequisite for organized persecution.
<b>Diaspora</b>	The dispersal of a people from their ancestral homeland. The Jewish diaspora began in earnest with the Babylonian exile (586 BC) and accelerated with the Roman destruction of the Second Temple (70 AD).
<b>Pogrom</b>	An organized, often state-sanctioned violent attack against a minority community. From Russian: 'devastation.' Associated primarily with attacks on Jewish communities in Tsarist Russia, but applicable to any such organized communal violence.
<b>Blood Libel</b>	The false and lethal accusation that Jews murdered Christian children to use their blood in religious rituals. First recorded: Norwich, England, 1144. This accusation fueled massacres across Europe for centuries and still circulates in antisemitic media today.
<b>Pseudo-science</b>	Claims presented with the appearance of scientific legitimacy but lacking credible evidence or methodology. 18th–19th century 'racial science' used this technique to falsely categorize Jews as biologically inferior and dangerous.
<b>Conspiracy Theory</b>	An explanation that attributes events or social conditions to the secret, malicious machinations of a powerful hidden group. Antisemitism functions as a conspiracy theory by attributing global problems to Jewish control or influence.
<b>Ideology</b>	A systematic set of ideas and beliefs — often unconscious — that shapes how a group perceives society, justifies power relations, and motivates political action.
<b>Holocaust</b>	The systematic, state-sponsored murder of six million Jews by Nazi Germany and its collaborators between 1933 and 1945. Also called the Shoah (Hebrew: catastrophe).
<b>Zionism</b>	The political movement — founded in the late 19th century — advocating for Jewish self-determination in the Jewish people's ancestral homeland. Israel was established as a Jewish state in 1948. Noa Tishby notes this has become a target of contemporary antisemitism.

<b>IHRA Definition</b>	The International Holocaust Remembrance Alliance's Working Definition of Antisemitism (2016), adopted by California under AB 715. It includes examples of antisemitism involving the State of Israel (e.g., denying Jews the right to self-determination; applying double standards to Israel not demanded of other nations).
<b>Ghetto</b>	A segregated urban area where a minority group — historically Jews — was legally compelled to live, often under severe restrictions. Medieval origins; the Nazi regime weaponized ghettos as a step toward deportation and genocide.
<b>Canary in the Coal Mine</b>	A metaphor for an early-warning indicator of systemic danger. Applied to antisemitism: the persecution of Jews historically signals broader societal breakdown — the erosion of rule of law, democratic norms, and minority protections.

**PART 2 — Rhetorical Strategies: Identify & Analyze**

Noa Tishby uses specific rhetorical strategies throughout the video. For each strategy below, identify where she uses it and explain its effect.

<b>Ethos</b>	Appeal to credibility or character.	_____	_____
<b>Logos</b>	Appeal to logic and evidence.	_____	_____
<b>Pathos</b>	Appeal to emotion.	_____	_____
<b>Metaphor</b>	Comparison that reveals a relationship.	_____	_____
<b>Irony / Humor</b>	Using wit to make a serious point.	_____	_____
<b>Historical Evidence</b>	Using specific events to support a claim.	_____	_____

**PART 3 — Analytical Short Answer**

Answer each question in 3–5 complete sentences. Use vocabulary terms where appropriate. Cite evidence from the video.

- 1. Explain the shift from religious to racial antisemitism. Why was this shift historically significant? What did it mean for Jews who had converted to Christianity?**

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**2. Noa Tishby describes antisemitism as 'a virus.' Evaluate this metaphor: What does it illuminate? What does it obscure? Is there a more precise term you could use?**

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**3. Wilhelm Marr coined the term 'antisemitism' to disguise religious bigotry as scientific reasoning. Identify another historical or contemporary example of prejudice being disguised as science or objective analysis.**

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**4. Construct the strongest possible argument for the 'canary in the coal mine' thesis. Then identify its most significant weakness. Does the weakness undermine the argument? Why or why not?**

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# ANSWER KEY — For Teacher Use Only

## Vocabulary & Rhetorical Analysis Worksheet, Episode 7

### Rhetorical Analysis — Sample Answers

**Ethos:** Noa establishes ethos by speaking as an Israeli Jewish woman who has personally experienced antisemitism, giving her credibility beyond academic knowledge.

**Logos:** She uses specific historical evidence: dates (1144 Norwich blood libel, 70 AD Temple destruction), names (Wilhelm Marr), and documented accusations to build a logical chain.

**Pathos:** 'I didn't know I had these powers' — a moment of ironic self-deprecation that uses humor to make an emotionally devastating point about the absurdity of antisemitic myths.

**Metaphor:** The 'canary in the coal mine' and 'antisemitism as a virus' — both illuminate the warning function of antisemitism as an early indicator of broader social danger.

**Irony / Humor:** Multiple moments of dry wit ('Jews were blamed for the weather — I didn't know I had these powers') use humor to underscore the irrationality of antisemitic accusations.

**Historical Evidence:** The entire arc of the video is structured as a historical argument — each era provides evidence for the thesis that antisemitism is shape-shifting but constant.

### Short Answer — Grading Guidance

#### Q1 — Q1 — Religious to Racial Shift:

Strong answers note: religious antisemitism allowed escape through conversion; racial antisemitism made identity inescapable. This is why Nazi law classified Jewish converts as 'Jewish.' Grade: Credit any response that identifies the conversion point.

#### Q2 — Q2 — Virus Metaphor Evaluation:

Illuminates: mutations, adaptability, persistence, contagion across cultures. Obscures: viruses have no intent; antisemitism is ideological and chosen. More precise term: 'ideology,' 'systemic prejudice,' or 'political pathology.'

#### Q3 — Q3 — Prejudice Disguised as Science:

Accept: phrenology and race science, eugenics, IQ testing and race, pathologizing homosexuality as mental illness, climate denial funded by vested interests, etc.

#### Q4 — Q4 — Canary Argument:

Strongest case: Weimar Republic, Soviet Russia, medieval Spain all show Jewish persecution preceding broader authoritarian breakdown. Weakness: correlation may not be causation; some societies persecuted Jews without broader collapse. Does not undermine the argument as a warning heuristic, only as a deterministic law.