
WHITE RIGHT: MEETING THE ENEMY-PETER

Grade Level:

Elementary (K-5)
Middle School (6-8)
High School (9-12)

“Following the lauded [JIHAD](#) – in which she spoke to radicalised British Muslims who had fought in the name of jihad on the battlefields of Afghanistan, Iraq, Bosnia and Chechnya and now found themselves full of regret – Deeyah Khan joins the frontline of the race wars in America. She sits face-to-face with fascists, racists and the proponents of the “alt-right” ideologies that have propelled Donald Trump to the presidency. From Breitbart’s darling, Richard Spencer to Jeff Schoep, leader of America’s largest neo-Nazi organisation, Deeyah’s need to find the deeper human causes of horrific social forces opens a different possibility for connection and solutions. Rather than dismiss these men as monsters, she’s determined to discover the men behind the masks.

As she tries to get beyond the scare stories to the real stories, behind the headlines to the human beings, Deeyah finds her own prejudices challenged and her own tolerance tested. And that’s before she finds herself in the midst of a race riot, at the now-infamous Unite the Right march in Charlottesville, Virginia. With her own safety in jeopardy, Deeyah experiences the vitriol from both sides in an increasingly violent and vicious divide. Though Martin Luther King Jnr said that “love is the only force capable of turning an enemy into a friend”, can Deeyah find it within her to try and befriend the fascists she meets? Will her empathy extend to neo-Nazis? Even when they declare, to her face, that she is, effectively, sub-human?”

Resources: White Right: Meeting the Enemy 37:10-40:40

Useful teaching strategies that are aligned with the Common Core State Standards:

- Identify and define key vocabulary words: race, racism, rejection, alt-Right, compassion, heroism, identity, purpose, belonging, empathy, ideology, extremism, prejudice, tolerance.
- Have students do an activity called "Think-Pair-Share," where they work with a partner to discuss why people might join hate groups and how we can help them not to.

1. Prior to showing the video above, briefly explain the primary themes of the video. Use some or all of the following questions (include at least one writing prompt). Explore the ideas of loneliness and rejection, inspiration and acceptance, and discuss how those feelings can affect someone.

- Create a [KWL chart](#) (a chart that highlights what they know, what they want to know, and what they learned).
- Discuss problems that can arise that may lead people to join violent extremist groups, or adopt violent extremist ideologies.
- Have students research Filmmaker Deeyah Khan.

- Have students generate questions about what they want to learn and chart those questions in the W sections of the chart.

2. After watching the video, engage students in a dialogue about Peter and why he joined a hate group using some or all of the following questions (include at least one writing prompt):

- What did Deeyah come to America to find out?
- What did Deeyah do in Charlottesville?
- Where does Peter live, and what is his neighborhood like?
- What does he do for a living?
- How does Peter describe himself?
- How did Peter describe his childhood at school?
- How did he feel about himself as a child?
- What does Peter say about why people feel and act as they do?
- What did he want as a child?
 - What did Deeyah ask in response to his answer?
 - What was Peter's response?
- How did Peter feel from the age of 23 to 25?
 - Why?
 - What bothered him the most?
- What did Peter think was good about people/groups that society frowned upon?
 - What were those groups according to Peter?
- What does Peter say that "The Movement" provides him?
- How does Peter describe his peers in hate groups?
- Who is The Green Lantern?
 - Who are The Watchers?
 - Why would Peter feel like he's The Green Lantern and his peers are The Watchers?
- What do the guys at Peter's church say to him?
 - What does what they say have to do with what Peter has wanted all along?

3. Complete the L section of the chart by indicating what was learned. Look back at the questions in the W section to see if those questions were answered or if more information is needed.

Extension Activities

- Brainstorm ways to reach kids like Peter was when he was in school.
- Organize a service project that helps lonely people connect with others.
 - In-school
 - Outside of school
- Pause the video at 38:16 and discuss the "Community Alert" flyer.
 - What does the flyer say?
 - How does it tell people to treat Peter?
 - Would following that advice really help?
 - Brainstorm healthy ways to respond to hate.
 - Develop a service project based on the brainstorm results