

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Holocaust & Genocide
Grades 11-12

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**Conforms to New Jersey Core Curriculum Content Standards and National Common
Core Standards**

Board Approved: August 25, 2015

Holocaust & Genocide

(11th & 12th Grades)

Introduction: Holocaust & Genocide is a one-semester 2.5 credit course offered as a social studies elective. The course is designed for students in grades 11 & 12.

Through an elective course that offers Holocaust & Genocide education, students can gain exposure to past atrocities and learn how to avoid atrocities in the future. Students today need a more global, empathetic, and tolerant attitude toward society. One way to change current hostilities and closed-minded actions is to educate, allowing students to understand the consequences of hate.

The Holocaust & Genocide curriculum is designed, and the course is taught, with the core mission of the *New Jersey Commission on Holocaust Education* in mind. This curriculum is aligned with both the 2014 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts & Literacy in History/Social Studies*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The *Holocaust & Genocide* curriculum is divided into seven units modeled off of the *Facing History* Model. The units are as follows:

The Individual and Society (2 weeks in the curriculum)- This serves as an introductory unit and the focus of this section is on how both the individual and national identities are formed, as well as how these identities influence behavior and decision making.

Human Behavior: Us and Them (2 weeks) Focuses of the processes of the national and collective identity that helps people connect but also contribute to misunderstanding, stereotyping and conflict. The driving focus is that nations make the choice to exclude those who do not fit their concept of its self. It is hoped students will see that membership can be a tool for constructive and destructive purposes.

History is found in unit Three (Rise of Nazism- 3 weeks), Four (The Holocaust), and Five (The World Reacts)

These sections examine the primary historical case study of the Holocaust and Human Behavior. Students will study in small steps the actions which led to this difficult period in history. By focusing on these histories students grasp the complexities of the past, while also connecting it to their lives today.

Judgment, Memory, and Legacy is found in unit 6 (3 weeks)

As students confront the terrible human atrocities of the Holocaust, and other historical cases studies, they explore the meaning of concepts such as guilt, responsibility, and judgment- and what these concepts mean in our world today. It is hoped that students also discover that one way of taking responsibility for the past is to preserve its memory. They will explore the importance of monuments and memorials as communal gestures of remembering, of acknowledging injustice, and of honoring individuals and groups who have suffered.

Choosing to Participate: is found in Unit 7 (2 weeks)

This is the Global Genocide unit which asks students to reflect on past and current genocides. It is hoped in the discussion on the current genocides students will discover what they can do and what their place is in the world. Since most genocides have occurred in the modern era it is hoped students will understand how the past can connect with the issues of today. Contemporary stories show how history is made every day by ordinary human beings. Students begin to understand that they also have the power to change the course of history through their own individual actions. They will explore what it means to be a citizen in a democracy, to exercise ones rights and responsibilities in service of a more humane and compassionate world.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook:

Sunflower

Crime of Genocide: Terror against Humanity

Genocide Reader

Daniel's Story

Why We Hate

The Holocaust & Genocide: The Betrayal of Humanity, New Jersey Commission on Holocaust Education Volume's I & II

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2014/ss/>

<http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/>

In collaboration with the NJDOE, the Bloomfield School district integrates K-12 instruction in the following themes:

Amistad: <http://www.theamistadcommission.com/>

Constitution Day: <http://www.ed.gov/legislation/FedRegister/other/2005-2/052405b.pdf>

Holocaust: http://www.state.nj.us/education/holocaust/about_us/mandate.html

Overarching Understandings:

1. Knowledge of the past informs the present and can prepare people for the future.
2. Significant historical events involve a complex set of interrelated causes and effects.

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	1, The Individual & Society	Time Frame	2 weeks
Standards			
Content:			
6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.			
6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
EQ1: What is my role in society?	EU1: Each individual has a role in society.
EQ2: How do heritage, culture, and history shape my perspective?	EU2: The pieces that make up each person impact their perspective.
EQ3: Who am I responsible to and for? Why? How do I show that?	EU3: Each person has a circle of obligation of people that they are responsible for and to, they vary from person to person.

EQ4: How and why do we make decisions?		<p>EU4: The Holocaust and past genocides were avoidable. Each was the result of government decisions, the compliances of citizens and the lack of involvement/interferences from other nations.</p> <p>EU5: We see the very best and the very worst of humanity during genocide. We see tremendous suffering and people turning their backs on each other. We also see people who fight back a people who sacrifice their own safety for others.</p> <p>EU6: Living in a world where genocide is a reality requires the courage to speak out against your government and peers. It means doing what is right and not necessarily what is easy.</p>	
Content Vocabulary		Academic Vocabulary	
Holocaust Genocide Prejudice Racism Discrimination Stereotypes Labeling Sexism Homophobia Acceptance Intervention Isolationism John Locke Thomas Hobbes Machiavelli		Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)
Students will be able to: Compare present and past events to evaluate the consequences of past	Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie, All reading assignments will		Teacher Observation/ Questioning Rubric assignments

<p>decisions and to apply lessons learned.</p> <p>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</p> <p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate the pieces of identity and what makes part of each person.</p> <p>Evaluate their own contributions to society, through their history, likes and dislikes, heritage, etc.</p> <p>Determine bias and how perspective plays a role in history.</p>	<p>produce a discussion and/or a writing assignment at the conclusion.</p> <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Five levels of human needs. Then they can brainstorm different behaviors that enable us to meet those needs. Further they can identify behaviors that have a positive and a negative effect of the individual and society. ○ Students will be given real life scenarios and identify what their personal action would be. <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Why We Hate? ○ The Bear That Wasn't There ○ What's in a Name ○ Human Nature: Opinion Survey and discuss their responses an why they agreed or disagreed with the statements <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Student shall complete a "me" diagram that illustrate their own history, culture, and who they are in the world. ○ Students can identify the five levels of human needs. They can brainstorm different behaviors to meet those needs ○ 8 Stages of Genocide <p>Discussion:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Morals & Ethics 	<p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p>
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	<ul style="list-style-type: none"> ○ Responsibility ○ Human Nature ○ Bias & Perspective ○ Helen Fein's definition of "Circle of Obligation": the circles of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends. <p>Video Clips:</p> <ul style="list-style-type: none"> • Example: <ul style="list-style-type: none"> ○ Sixty Minutes video "The Bad Samaritan" on the story of Jeremy Cash who witnessed a crime and did nothing. 	
Resources		
<ul style="list-style-type: none"> • The Holocaust Genocide: The Betrayal of Humanity New Jersey Commission on Holocaust Education Volume I • The Holocaust Genocide: The Betrayal of Humanity New Jersey Commission on Holocaust Education Volume II • Holocaust and Human Behavior Facing History and Ourselves • Facing History and Ourselves online resources www.facinghistory.org • The United States Holocaust Memorial Museum www.ushmm.org • Why We Hate? • The Bear that Wasn't There : Holocaust and Human Behavior- Facing History and Ourselves- page 2 • What's in a Name : Holocaust and Human Behavior-Facing History and Ourselves- page 40 • Sixty Minutes Clip- The Bad Samaritan 		

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	2, Human Behavior: Us and Them	Time Frame	2 weeks
Standards			
Content:			
6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.			
6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Content:

6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

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21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
<p>EQ1. What motivates hate?</p> <p>EQ2. What is the human potential for good and evil?</p> <p>EQ3. To what extent does one's environment impact individual action?</p> <p>EQ4. What is race? How can ideas about race be used and abused? What can be done to counter harmful myths about race?</p> <p>EQ5. How have ideas about race been used to decided who is included and who is excluded?</p> <p>EQ6. What role does propaganda play in our everyday lives?</p> <p>EQ7. How have economic, political and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p>EU1. Students will understand how people in a society behave in relation to others.</p> <p>EU2. Students will understand how prejudice and discrimination are perpetuated in society and what role they play in their own lives.</p> <p>EU3. Students will gain an understanding of the effect of prejudice and discrimination on individuals and society.</p> <p>EU4. The Holocaust and past genocides were avoidable. Each was the result of government decisions, the compliances of citizens and the lack of involvement/interferences from other nations.</p> <p>EU5. We see the very best and the very worst of humanity during genocide. We see tremendous suffering and people turning their backs on each other. We also see people who fight back a people who sacrifice their own safety for others.</p>

<p>EQ8. Why and how do we make decisions?</p> <p>EQ9. How and why do people make distinctions between “us” and “them”?</p> <p>EQ10. What makes it possible for neighbors to take against neighbors?</p>		<p>EU6. Living in a world where genocide is a reality requires the courage to speak out against your government and peers. It means doing what is right and not necessarily what is easy.</p>	
Content Vocabulary		Academic Vocabulary	
Hate Propaganda Genocide Fascism Communism Theocracy Democracy Bill of Rights 1 st Amendment 14 th Amendment Scapegoating Bia Incident Hate Crime Anti-Semitism Xenophobia KKK Neo-Nazi Hate Group		Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics	
Objectives Content/Skill	Strategies/Tasks	Assessment(s)	
Students will be able to: Analyze the formulate policy statements demonstrating and understanding of concerns,	Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie. All reading assignments will	Teacher Observation/ Questioning Rubric assignments	

standards, issues, and conflicts in relations to prejudice. Identify a list of stereotypes and discuss methods to eliminate them Discuss constructs of race. Develop and articulate a definition of prejudice. Define and determine causes for prejudice, scapegoating, bigotry, discrimination, and genocide. Define and examine the history of Anti-Semitism from ancient times to 1933. Identify different forms of human behaviors. To analyze contemporary examples of prejudice and discrimination To chart the early history of anti-Semitism (prior to the rise of history) To discuss prejudices held by students today. To compare the attitudes of today's students with those of their parents. Analyze and evaluate the impact of science, history, and society on race and racism.	produce a discussion and/or a writing assignment at the conclusion. Reading Assignments: <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Kitty Genovese & The Bad Samaritan "Milgram Shock Experiment" "Man is Innately Aggressive" "The Hangman" by Maurice Odgen: Students could discuss the implications of being indifferent and analyze their personal opinions on the poem indifference. Other discussion questions include how does this poem relate to the Holocaust? Could we as Americans and a society be this indifferent? "Heinz Steals the Drug"; they will give their opinion to what Heinz should do. They will then create a behavioral response for the dilemma that corresponds to each stage of moral development. Graphic Organizers: <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Timeline of Anti-Semitism Stereotypes 8 Stages of Genocide Kohlberg's Stages of Development; the class will discuss the stages and then through provided examples they will identify which stage is being represented and their reasoning. Discussion: <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Stereotypes Prejudices Discrimination Anti-Semitism Human Behaviors 	Graphic Organizers Subject Quizzes Peer-Evaluation Homework & Class work Common Assessments SGO's DBQs as per rubric
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<p>To identify and explain how and why groups are stereotyped.</p>	<ul style="list-style-type: none"> ○ Contemporary generation gaps: attitudes of students with those of their parents/grandparents ○ Pastor Martin Niemoller's quotation ○ "see no evil, speak no evil, hear no evil" ○ Students will choose one group that they identified with and explain what it means to be part of that group. What are the privileges of membership? What are the challenges? How does membership in this groups or any label you attach to yourself lead to assumptions and prejudices that can be made about you and others? <p>Video Clips:</p> <ul style="list-style-type: none"> ● Examples: <ul style="list-style-type: none"> ○ Stanford Prison Experiment ○ Milgram Shock Experiment; Answer the questions and discuss. ○ Clips from ABC's "What Would You Do?"; They will respond in general to the findings of the study and then explain what they would have done in the situation and why. ○ Paul Simon's <i>The Sound of Silence</i>; as a reflective activity students will complete a journal assignment discussing what ways they have "kept quiet". ○ <i>Crash</i>; this lesson should begin with a discussion how all forms of prejudice and bigotry have impacted America. Then students should be directed that during the film they are looking for the themes present in the movie and what stage of genocide they depict for discussion following the film. Finally the class will discuss the various themes in "Crash" focusing on classification, symbolization, dehumanization, and stereotypes. 	
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	<p>Research current examples of hatred, prejudice, discrimination, and genocide</p> <ul style="list-style-type: none"> • Example: <ul style="list-style-type: none"> ○ Origins of Anti-Muslim sentiment post 9/1; how did this ugliness manifest? What were the actions of individuals towards Muslim Americans in the United States? <p>Answer assigned essay questions/writing prompts</p> <ul style="list-style-type: none"> • Common Assessment 1: Rise of Nazi Party DBQ Questions <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Students will be given a worksheet with ten moral dilemmas. For each scenario they will decide what they would do. Later they will have to identify which stage of development they are in, as per the example. ○ Students will be given real life scenarios of defensive behaviors. In pairs, they will identify which mechanism is being used. Then the pairs will be challenged to come up with their own scenario involving defensive behavior. <p>Apply critical thinking and problem solving strategies during structured learning experiences</p>	
Resources		
<p>Kitty Genovese: New Jersey Holocaust Education Commission Volume I</p> <p>Survey Human Nature Opinion: New Jersey Holocaust Education Commission Volume I, Unit 1, Activity 3</p> <p>"Man is Innately Aggressive: New Jersey Holocaust Education Commission Volume I, Unit 1, Reading 1</p> <p>Lawrence Kohlberg's Stages of Moral Development: New Jersey Holocaust Education Commission Volume I</p> <p>"The Hangman": New Jersey Holocaust Education Commission Volume I, Unit 1, Reading 18</p>		

"Heinz Steals the Drug"

Video: Stanford Prison Experiment

Video: Milgram Shock Experiment

Video: ABC's "What Would You Do?"

Paul Simon's *The Sounds of Silence*

September 11th: Personal Stories of Transformation from Tribute World Trade Center Visitors Center.

Film: Crash

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	3, Rise of Nazism	Time Frame	3 weeks
Standards			
Content:			
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6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
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Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

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21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
EQ1. What were the global and domestic reasons that led to the rise of Hitler and Nazi Germany?	EU1. Choices were made that led to the Holocaust. The outcome was not inevitable.
EQ2. How did the ideas of the 19 th century Europe set the foundation for the Nazi party's political philosophy?	EU2. Government institutions are set up to protect civilians.
EQ3. How did Hitler's persecution against Communists, Socialists, and Jews fuel his rise to power?	EU3. Hitler persecuted six million Jews along with other subgroups.

<p>EQ4. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p> <p>EQ5. How do people make the distinctions between “us” and “them”? Why do they make these distinctions?</p> <p>EQ6. How did Germany descend so quickly into becoming a dictatorship?</p> <p>EQ7. What did Hitler promise to the middle class of Germany and how did he appeal to most Germans?</p> <p>EQ8. How did the Treaty of Versailles lay the foundation for a German dictatorship?</p>	<p>EU4. When we allow for distinctions between us and them we all become victims.</p> <p>EU5. Hitler was charismatic and made promises to hopeless people.</p> <p>EU6. The Holocaust and past genocides were avoidable. Each was the result of government decisions, the compliances of citizens and the lack of involvement/interferences from other nations.</p> <p>EU7. We see the very best and the very worst of humanity during genocide. We see tremendous suffering and people turning their backs on each other. We also see people who fight back and people who sacrifice their own safety for others.</p> <p>EU8. Living in a world where genocide is a reality requires the courage to speak out against your government and peers. It means doing what is right and not necessarily what is easy.</p>
Content Vocabulary	Academic Vocabulary
<p>Old Testament New Testament Christianity Israel Blood Libel Crusades First Reich Holy Roman Empire The Pope Ghettos Martin Luther Usury 2nd Reich Protocols Blood Plague</p>	<p>Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics</p>

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Students will be able to:</p> <p>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</p> <p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate leadership styles.</p> <p>Determine bias and propaganda.</p> <p>Form generalizations about Jewish life in Europe prior to the Holocaust.</p> <p>Analyze and form conclusions about the later 19th and early 20th century German/European politics that provided the seedbed for the rise of Nazism.</p> <p>Explain the rise of fascism and spread of communism in Europe and Asia.</p> <p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological</p>	<p>Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie, All reading assignments will produce a discussion and/or a writing assignment at the conclusion.</p> <p>Answer assigned essay questions/writing prompts</p> <ul style="list-style-type: none"> Common Assessment 2: DBQ # 2, Treatment of the Jews during the Holocaust <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Political, social and economic ideas of the late 19th and early 20th centuries Primary source propaganda; illustrations; posters; cartoons of the Nazi party "Attitudes Towards Group" activity Gallery Walk of Weimar Germany- art, economy, etc. Nazi Propaganda and identify the devices that are being used. In addition students can discuss; a) what is the purpose of the poster b) who is the intended audience c) what is the message of the poster d) these posters were all over Germany. Why do you think they were unopposed and so effective? <p>Reading Assignments:</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Anna/Helga/Rachel's Dilemma The Chemist Decision; discuss and debate: What would you do? 	<p>Teacher Observation/ Questioning</p> <p>Rubric assignments</p> <p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p> <p>Common Assessments</p> <p>SGO's DBQs as per rubric</p> <p>Storyboard</p>

<p>conflicts, imperialism, and traditional political or economic rivalries that caused WWII.</p> <p>Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”.</p>	<ul style="list-style-type: none"> ○ Why Germany? ○ How to Detect and Analyze Propaganda ○ Review the Nuremberg Laws and identify the implications they will have on Jews in Germany. ○ <i>The Jews from Poland</i> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ 8 Stages of Genocide ○ Storyboard of Hitler’s Rise to Power ○ Various political parties at the time ○ Compare the Nazi propaganda to Pro-War propaganda put out in the United States. <p>Discussion:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Preventions to stop Hitler’s Rise to Power ○ Why was the Nazi Party most viable? ○ Different types of propaganda ○ Economic conditions created by the Treaty of Versailles and how they led to resentment by the German people. <p>Video Clips:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ The Wave ○ Jane Elliott’s experiment “Brown Eyes/Blue Eyes” ○ Jewish Clips prior to the Holocaust; As a journal activity students could discuss what they saw in the films that reminded them of themselves and their childhood. <p>Apply critical thinking and problem solving strategies during structured learning experiences</p>	
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Resources

Primary source propaganda: State of Deception from the United States Holocaust Memorial Museum.
“Attitudes Towards Groups”: Volume I, Unit II, Reading/Activity 2
Anna/Helga/Rachel’s Dilemma: Volume I, Unit I, Reading 37
The Chemist’s Decision: Volume I, Unit IV, Reading 29
Weimar Germany Pictures: www.facinghistory.org
Jewish Life Prior to Holocaust: United State Holocaust Memorial Museum Collection of Pre-Holocaust Jewish Life
www.ushmm.org
The United States Holocaust Memorial Museum: Nazi State of Deception Exhibit www.ushmm.org
Nazi State of Deception published by the USHMM www.ushmm.org
Nuremberg Laws: “Regulation for the Elimination of the Jews” from the New Jersey Commission on Holocaust Education.
Film: The Wave
Film: A Class Divided- Jane Elliot’s “Brown Eyes/Blue Eyes”

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	4, The Holocaust	Time Frame	5-6 weeks
Standards			
Content:			
6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.			
6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
<p>EQ1. Who decides how laws or rules are applied? How can we ensure that laws and rules are applied to everyone in the same way?</p> <p>EQ2. Why is it possible for one group to be allowed to eliminate the civil rights of another group?</p>	<p>EU1. Rules and laws guide people to live safely and be responsible citizens.</p> <p>EU2. Human rights are being violated on every continent and that action can be taken whenever human dignity is in jeopardy.</p> <p>EU3. Genocide, enslavement, exploitation and other human rights violations happen throughout the world.</p>

<p>EQ3. What factors influence decision making in the face of injustice?</p> <p>EQ4. What made it possible for ordinary citizens to murder millions of innocent children, women, and men?</p>	<p>EU4. The Holocaust and past genocides were avoidable. Each was the result of government decisions, the compliances of citizens and the lack of involvement/interferences from other nations.</p> <p>EU5. We see the very best and the very worst of humanity during genocide. We see tremendous suffering and people turning their backs on each other. We also see people who fight back and people who sacrifice their own safety for others.</p> <p>EU6. Living in a world where genocide is a reality requires the courage to speak out against your government and peers. It means doing what is right and not necessarily what is easy.</p>
Content Vocabulary	Academic Vocabulary
<p>Treaty of Versailles Weimar Germany November Criminals Vladmir Stalin Purges Nazi Party Adolf Hitler Paul Von Hindenberg Fascism Totalitarianism Beer Hall Putsch Mein Kampf 1933 SS Aryan Mischling Nuremberg Laws</p>	<p>Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics</p>

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Students will be able to:</p> <p>Identify the policies of the German government regarding Jews and other minorities.</p> <p>Describe the process by which the German government identified, repressed and persecuted Jews and other “undesirables”.</p> <p>Evaluate the decisions made by the German government in persecution the War and the Jewish people.</p> <p>Compare and contrast the various groups targeted by the Nazis. Define their commonalities.</p> <p>Examine how the “Final Solution” changed the fate of World War Two and of the European Jewry. Examine policies, laws and teaching in the years immediately following the Nazi assumption of power which led to the Holocaust.</p> <p>Examine the erosion of the civil rights of the German Jews from 1933-935 including the following: Anti-Jewish riots, boycotts against German Jews, Anti-Jewish laws and the impact of propaganda</p>	<p>Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie. All reading assignments will produce a discussion and/or a writing assignment at the conclusion.</p> <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Analyzing poetry, select poem writing by a child during the Holocaust (e.g. I Am a Jew, by Frank Boss/ “The Butterfly” by Pavel Friedman. Break students into groups. Discuss what the poem means to each member of the group, write a summary of the poem studied. ○ Using the Holocaust Research Project website. Students will research life in the ghettos and answer teacher created questions. ○ View “Lost Childhood Posters” and discuss them. ○ Life in Extremis: Moral Action and the Camps. Students will be given scenarios and must decide what should be done with a discussion on their responses and reasoning. ○ Using the computer lab students can take a Virtual Tour of Auschwitz-Birkenau. During the tour they will be given the opportunity to take a self-guided video tour. They must respond to questions and visit certain locations. In addition they could journal in their notebooks with reactions. ○ Jigsaw activity using documents from the Wannasee Conference. Overriding discussion question being what does this mean for the 	<p>Teacher Observation/ Questioning</p> <p>Rubric assignments</p> <p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p>

<p>Analyze the motivations, causes, and consequences of genocides of the Jews.</p> <p>Explain how Nazi occupation of Poland in 1939 increased the devastation of the Holocaust.</p> <p>Discuss how the Nazi policies slow build up to the Holocaust from identification from extermination.</p>	<p>remaining Jews of Germany and Europe by and large.</p> <ul style="list-style-type: none"> ○ Jigsaw on other groups targeted by the Nazi using materials from the United States Holocaust Memorial Museum. <p>Reading Assignments:</p> <ul style="list-style-type: none"> ● Examples: <ul style="list-style-type: none"> ○ “The Search for Countries of Refuge” ○ Night by Elie Wiesel ○ Response from Martin Luther to his princes and lords on how to deal with the Jews. Discussion reactions to the response and how this edict from a high ranking clergy member could have implications for the future. ○ Read three primary sources dealing with life in the Nazi Ghettos (The Judenrat Government, Everyday Life in a Polish Ghetto, the Uprising in the Warsaw Ghetto). After the readings students can view photos and video clips documenting the ghettos. ○ Read the poem “Deportation” and journal a reaction. ○ Read the excerpt “Survivor in Us All” and journal a reaction. ○ “The Night of Broken Glass” ○ “Kristallnacht”, “Fast Life in the Ghetto” and “The Warsaw Ghetto is no more...” During their reading they should highlight words and passages that they respond to positively or negatively. When they are completed they will create a “found poem” from the primary source reading by rearranging the sections they highlighted. ○ Passages from the <u>Diary of Ann Frank</u> that relate to the Nuremberg Laws and discuss Anne’s reaction as a young adult. 	
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	<ul style="list-style-type: none"> ○ Read and discuss <u>Maus I</u> and <u>Maus II</u> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ 8 Stages of Genocide ○ Create an annotated chronology of the Holocaust ○ KWL chart on what they know about the Concentrations Camps ○ Students will take notes and discuss the Stages of the Holocaust (Defining as Other, Removal of Civil Rights, Concentration, and the Final Solution). Students should identify examples of each stage from class discussions. <p>Discussion:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Concentration camps as the next stage of the Final Solution via notes and general information. ○ Discuss the role of the Einsatzgruppen via readings and questions. <p>Video Clips:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Videos of Survivor Testimony and create a list of addition questions you would like to hear from them. ○ Watch <i>Nazi Designers of Death</i> from PBS and respond to teacher created questions. When the film is completed students can respond to scenarios based on historical fact. ○ “If you Cried, You Died”. They will answer questions as they watch the video and be given time to discuss what they saw. ○ Watch <i>Nazi Designers of Death</i> from PBS and respond to teacher created questions. When the 	
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	<p>film is completed students can respond to scenarios based on historical fact.</p> <ul style="list-style-type: none"> ○ Students may view scenes from the following movies: ○ Anne Frank ○ The Butterfly ○ Devil's Arithmetic ○ Escape from Sobibor ○ Life is Beautiful ○ Night and Fog ○ Out of the Ashes ○ The Pianist ○ Schindler's List ○ Uprising ○ Sarah's Key ○ The Reader ○ Conspiracy ○ Valkrie ○ Defiance <p>Apply critical thinking and problem solving strategies during structured learning experiences</p>	
Resources		
<p>"The Search for Countries of Refuge": Evian Conference Night by Elie Wiesel. <u>Night</u> Study Guide from Facing History and Ourselves I Am A Jew by Frank Boss "The Butterfly" by Pavel Friedman Primary Sources about Nazi Ghettos: Videos and photos from the United States Holocaust Memorial Museum website www.ushmm.org "The Judenrat Government" from the New Jersey Commission on Holocaust Education. The Holocaust Research Project www.holocaustresearchproject.org/ghettos/index.html <u>Ordinary Men</u> by Christopher Browning <u>Five Chimneys: The Story of Auschwitz</u> by Olga Lengyel The Virtual Tour of Auschwitz at www.remember.org/aushwitz Wannasee Conference: New Jersey Holocaust Commission "Life in Extremis: Moral Action in the Camps" from the New Jersey Holocaust Education Commission.</p>		

"Night of Broken Glass": New Jersey Holocaust Commission books

"Kristallnacht" from Crimes Against Humanity

"Fast Life in the Ghetto" from Crimes Against Humanity

"The Warsaw Ghetto is no More..." from Crimes Against Humanity.

Passages from The Diary of Anne Frank (Monday June 15, 1942 and Saturday June 20, 1942)

Honor The Yellow Badge from the New Jersey Holocaust Commission books.

Class set of Maus I and Maus II

Video: If You Cried, You Die

Video: PBS's *Nazi Designers of Death*

Video *One Survivor Remembers* Scholastic Study Guide/Resources

Films: Anne Frank; The Butterfly; Devil's Arithmetic; Escape from Sobibor; Life is Beautiful; Night and Fog ; Out of the Ashes; The Pianist; Schindler's List; Uprising; Sarah's Key; The Reader; Conspiracy; Valkrie; Defiance

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	5, The World Reacts	Time Frame	2 weeks
Standards			
Content:			
6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.			
6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
<p>EQ1. Why do some people standby during times of injustices while others try to do something to stop or prevent injustice?</p> <p>EQ2. In Nazi Germany, what made it possible for ordinary citizens to murder millions of innocent children, women and men?</p>	<p>EU1. Analyze and understand the dilemma of the bystander in Nazi Europe.</p> <p>EU2. The bystanders were individuals, institutions, and nations that chose to ignore out of fear and ignorance.</p> <p>EU3. Understand the difference between resistance, rescuer, and bystanders.</p>

<p>EQ3. What factors influence decision-making in the face of injustice?</p> <p>EQ4. What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation?</p> <p>EQ5. Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?</p>		
Content Vocabulary		Academic Vocabulary
Appeasement Sudetenland Munich Chamberlin Poland 1940 Axis Powers Operation Barbarossa Deportations Warsaw Ghetto Judenrat Einstazgruppen Wannasee Conference Dachau Auschwitz-Birkenau		Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics
Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Students will be able to: Analyze how the arts represent the changing values of ideals and society.	Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie, All reading assignments will	Teacher Observation/ Questioning Rubric assignments

<p>Examine the interactions of ethnic, national, or cultural influences in specific situations and events.</p> <p>Examine the positive and negative behaviors associated with obedience, conformity, and silence.</p> <p>Evaluate the effects of silence, apathy, and indifference.</p> <p>Develop a definition of resistance.</p> <p>Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long term consequences of genocide for all involved.</p> <p>Examine the major obstacles to defying and resisting Nazi authority.</p> <p>Analyze various forms of spiritual and religious resistance.</p>	<p>produce a discussion and/or a writing assignment at the conclusion.</p> <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Jigsaw: Responses to the Holocaust ○ Use of the Bystander's Dilemma Thinking Exploration in Social Studies. Complete identified/support activities. Refer back to Kohlberg's Stages of Moral Development. ○ Jigsaw using primary sources on resistance organizations such as; The White Rose, the people of Le Chambon, Raoul Wallenberg, and Oskar Schindler. ○ Students will review Resistance in Camps from the New Jersey Holocaust Education Commission and respond to possible resistance methods. Which seem more likely to occur then others? After that they will review Obstacles to Resistance also from the NJ Holocaust Education Commission. <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ "With Raoul Wallenberg in Budapest: Wallenberg's Last Act, His Unique Character" identify three characteristics you would emulate and explain how you would accomplish this. ○ "In My Faith I Will Always Stand Firm" and in small groups respond to the suggested methods of resistance by ranking them in difficulty. ○ Claude McKay's poem "If We Must Die". After reading students should reflect on the poem in their journals. ○ "The Church and the Holocaust" and respond to the questions. 	<p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p>
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	<p>Graphic Organizers:</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> 8 Stages of Genocide Students should compare and contrast the actions of Raoul Wallenberg and Oskar Schindler. They may refer to readings from the New Jersey Holocaust Education Commission: "With Raoul Wallenberg in Budapest" and "Schindler's Legacy" <p>Discussion:</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Reactions of other countries Reactions of bystanders What would happen to those who resisted <p>Video Clips:</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Schindler's List Escape from Sobibor The Double Crossing: The Voyage of St. Louis <p>Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>Research and present, in groups, information:</p> <ul style="list-style-type: none"> Evian Conference The St. Louis The War Refugee Board <p>Share with the class and discuss effects.</p>	
Resources		
<p>"With Raoul Wallenberg in Budapest: Wallenberg's Last Act, His Unique Character"</p> <p>New Jersey Holocaust Education Commission</p> <p>"If We Must Die" from the New Jersey Holocaust Education Commission.</p> <p>"With Raoul Wallenberg in Budapest" from the New Jersey Holocaust Education Commission.</p> <p>"Schindler's Legacy" from the New Jersey Holocaust Education Commission.</p>		

“The Church and the Holocaust” from the New Jersey Holocaust Education Commission.
 “In My Faith I will Always Stand Firm” by Franz Wohlfahrt: Standing Firm in Faith from USC Shoah Foundation Institute.
 Film: Schindler’s List; Escape from Sobibor; The Double Crossing: the Voyage of the St. Louis

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	6, Judgment, Memory & Legacy	Time Frame	3 weeks

Standards

Content:

6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Common Core:

Reading Standards:

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Standards:

W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.

W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
EQ1. How do you evaluate the legacy of historical events?	EU1. Prevent another Holocaust requires opening our eyes to current events.
EQ2. What is justice? How can it be achieved?	EU2. It is our duty to prevent another Holocaust
EQ3. What does justice look like after genocide?	

<p>EQ4. How do we create memorials?</p> <p>EQ5. Do memorials contribute to the helping process?</p> <p>EQ6. What can be done to prevent human rights abuses?</p> <p>EQ7. Does the international community have a responsibility when human rights are being violated across the globe? What can they actually do about it?</p> <p>EQ8. What is the impact of Holocaust and Genocide denial?</p> <p>EQ9. To what extent should there be a balance between genocide deniers and freedom of speech rights?</p>		<p>EU3. Responsibility for the Holocaust rests with people who accept the assigned role of bystander.</p> <p>EU4. Justice is a construct which should be determined by the victims and the rest of the world.</p> <p>EU5. Memorials are a necessary part of healing.</p>	
Content Vocabulary		Academic Vocabulary	
Battle of Stalingrad Battle of Alamein D-Day Dresden Manhattan Project Hitler's Last Will Josef Mengele Elie Wiesel Simon Wisenthal Death Marches Rescue Liberation Displaced Persons Camps Raphael Lemkin Nuremberg Trials Restitution		Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)

<p>Students will be able to:</p> <p>Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>Analyze the concepts of responsibility, values, and morality with regard to genocide.</p> <p>Debate the concept of free speech in response to Holocaust denial.</p> <p>Research and evaluate genocide prevention groups by distinguishing between government and non-government groups, actions to be taken by volunteers, and judge the effectiveness of the organization.</p> <p>Reevaluate previous generalizations about human nature.</p> <p>Analyze the structure and goals of the United Nations and evaluation the organization's ability to solve or mediate international conflicts.</p> <p>Assess the progress of human and civil rights around the world since the 1948 UN Declaration of Human Rights.</p> <p>Evaluate the outcome of selected Nuremberg Trial defendants and justify their own verdict based on the four counts.</p>	<p>Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie. All reading assignments will produce a discussion and/or a writing assignment at the conclusion.</p> <p>Answer assigned essay questions/writing prompts</p> <ul style="list-style-type: none"> Common Assessment #3: DBQ #3: Historical Human Rights <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> Create your own memorial for the Holocaust and Genocide. Hold a mock Nuremberg Trial. "Defining Responsibility" worksheet to discuss who ultimately is responsible for the Holocaust. Gallery Walk of Survivor Art. After looking at the art students can discuss the healing powers of art and what it must have to people in the camps. Hand out students the list of Nuremberg Defendants from the New Jersey Holocaust Education Commission. Ask students to determine a punishment for these people based on their crimes. Is it possible that there is no appropriate punishment for such acts? <p>Reading Assignments:</p> <ul style="list-style-type: none"> Examples: 	<p>Teacher Observation/ Questioning</p> <p>Rubric assignments</p> <p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p> <p>Common Assessments</p> <p>SGO's DBQs as per rubric</p>
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<p>Judge who is held very responsible, responsible, minimally responsible, and not responsible for the Holocaust by going and evaluate the responsibilities of the world community in response to such.</p> <p>Assess the effectiveness of responses by governments and international organizations to tension resulting from ethnic, territorial, religious, and or national differences.</p>	<ul style="list-style-type: none"> ○ “American Corporations and the Nazis” and discuss what the legacy is of these corporations. Further students should suggest how history will views such organizations which helped and aided the Nazis ○ “Could the Allies have Bombed Auschwitz-Birkenau” and debate what the United States and the Allies should have done. ○ “Hungarian Jews Called to Register for Class Action” and respond to what should be done to return items to the Jews of Europe that were seized by the Nazis. ○ “Judgment at Nuremberg” and respond to the questions. ○ Read sections from <u>Preserving Memory: The Struggle to Create America’s Holocaust Museum</u>. Students can debate the first struggle of should there be a museum in the United States and where should it be? Should it be on the National Mall? ○ Read and respond to “Not in Our Town” which deals with Anti-Semitic actions in a small town and how the whole community reacts. <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ 8 Stages of Genocide ○ Create a list of lesson that could be learned from the Holocaust. To help with the task they could use the reading “Lessons of the Holocaust”. 	
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	<p>Discussion:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Discuss the legacy of the Holocaust by evaluating Allianz Bank of Germany's bid to claim naming rights to Giants Stadium. Allianz Bank was one of the banks that held seized money and gold from the Jews of Europe during the Nazi Era. ○ What is a War Crime? ○ Should citizens be held accountable for the rules/laws of its country? <p>Video Clips:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ <i>The Boys of Buchenwald</i> which discusses the "rehabilitation" of young boys of the concentration camps. The video includes interviews from survivors including Elie Wiesel. ○ <i>The Trials at Nuremberg</i>; discuss how the trials were held and the response of the prisoners/criminals. <p>Apply critical thinking and problem solving strategies during structured learning experiences</p>	
<p style="text-align: center;">Resources</p> <p>www.remember.org/then-and-now - Painting done by survivors and present day pictures.</p> <p>www.remember.org/komski/index.html- artwork by Jan Komski</p> <p>www.auschwitz.org.pl/html/eng/galeria/index1.html- photos of Auschwitz-Birkenau</p> <p>www1.yadvashem.org/exhibitions/album_auschwitz/10-13.html - Auschwitz Album</p> <p>Could also use "Art of the Camp Inmates" and "Holocaust Paintings and Drawings" from the NJ Holocaust Commission</p> <p>"American Corporations and the Nazis" from The New Jersey Holocaust Education Commission.</p> <p>The Nuremberg Defendants from the New Jersey Holocaust Education Commission.</p> <p>"Lessons of the Holocaust" from the New Jersey Holocaust Education Commission.</p> <p>"The World Must Know" by Michael Berenbaum from the New Jersey Holocaust Education Commission.</p> <p>Could the Allies Have Bombed Auschwitz-Birkenau? By Mitchell Bard from www.jewishvirtuallibrary.org</p>		

"Hungarian Jews Called to Register for Class Action" by Anna Bsyterm. January 1st 1970.

Preserving Memory: The Struggle to Create America's Holocaust Museum by Edward T Lenenthal.

"Judgment" from the NJ Holocaust Memorial Commission

Choosing to Participate from Facing History and Ourselves available online at www.facinghistory.org

Articles from the New York Times: *Selling the Naming Rights and You May Sell Much More* by Clyde Haberman (September 16, 2008); *Naming Rights and Historical Wrongs* by Richard Sandomir (September 10, 2008); *Allianz Drops Bid for Naming Rights* by Richard Sandomir (September 13, 2008)

Film: The Boys of Buchenwald

Film: The Trials at Nuremberg

Course Name	Holocaust & Genocide	Grade Level	11 th & 12 th Grade
Unit #, Title	7, Choosing to Participate	Time Frame	2 weeks
Standards			
Content:			
6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.			
6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.			
6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.			
6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.			
6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.			
6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.			
Common Core:			
Reading Standards:			
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Writing Standards:			
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.			
W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

Speaking & Listening Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Other:

Technology Standards:

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

21st Century Standards:

Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

Essential Questions	Enduring Understandings
EQ1. What can cause a community to split apart along racial, ethnic, religious, or cultural lines?	EU1. All people have wants and needs and how we depend on others to meet those wants and needs.
EQ2. How can a split community be reconciled and unified?	EU2. There are producers and consumers in our communities.
EQ3. Has the Genocide Convention been effective or ineffective in preventing and punishing genocide?	EU3. The International Criminal Court defines genocide and its jurisdiction over the crime of genocide.

<p>EQ4. What can a study of the Rwandan Genocide help us understand about human behavior?</p> <p>EQ5. How can individual, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions on individuals, groups, and societies? How do you define genocide?</p> <p>EQ6. What is the role of government in curtailing genocide denial, constructing commemorations and or allowing individuals to forget difficult histories?</p> <p>EQ7. How is genocide possible?</p> <p>EQ8. What choices do people make that allow collective violence to happen?</p> <p>EQ9. Who decides how laws or rules are applied? How can we ensure that laws and rules were applied to everyone in the same way?</p>	<p>EU4. There are similar patterns in genocides.</p> <p>EU5. The Holocaust and past genocides were avoidable. Each event was the result of government decisions, the compliance of citizens and the lack of involvement/interference from other nations.</p> <p>EU6. We see the very best and the very worst of humanity during genocide. We see tremendous suffering and people turning their backs on each other. We also see people who fight back and people who sacrifice their own safety for others.</p> <p>EU7. Living in a world where genocide is a reality requires the courage to speak out against your government and your peers. It means doing what is right and not necessarily what is easy.</p>
Content Vocabulary	Academic Vocabulary
<p>Native American populations in the Americas Armenians Soviet Union famine Nazi Germany Tibet Australia- Aborigines Burundi in 1972 and 1993 Cambodia East Timor under Indonesian occupation Ethiopia Iraqi Kurds Mozambique Herero and Namibia</p>	<p>Annotate Background Inference Discuss Evidence Identify Reaction Point of View Context Compare Contrast Politics</p>

Democratic Republic of Congo Uganda Bosnia and Herzegovina 1992-1995 Rwanda Darfur/Sudan The United Nations		
Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Students will be able to:</p> <p>Evaluate bias in the telling of history.</p> <p>Determine personal characteristics of an upstander and bystander.</p> <p>Critique the various accepted definition of Genocide and determine which they would use to identify Genocide.</p> <p>Analyze the causes and consequences of mass killings (e.g. Cambodia, Rwanda, Roma, and Jews) as well as the mass exterminations of Ukrainians and Chinese.</p> <p>Compare and contrast the actions of individuals by perpetrators, bystanders, and rescuers during events of persecution or genocide and describe the long term</p>	<p>Students will be using various multi-medias to gain insight on different topics. Reading, writing, and video assignments as listed below. All of these possible activities will engage the students in multiple ways. ie, All reading assignments will produce a discussion and/or a writing assignment at the conclusion.</p> <p>Participate in assorted classroom activities (jigsaw, gallery walks, stations)</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Panel discussion: Scapegoat of a race or ethnic group, if taken to extreme can result in genocide? Pre-conditions to genocide, type of society that commits genocide? ○ Evaluate the intervention of the United States in overseas conflicts such as Kosovo. Compare and contrast these US involvements with others such as Vietnam, The Gulf War, Bosnia, and Desert Storm. What were the purposes and the results? ○ Gallery Walk of the art created by children in refugee camps in Darfur and discuss should these works be used as evidence in upcoming international court hearings? ○ Analyze current political cartoons dealing with Darfur and discuss the meaning and symbols found in the cartoons. <p>Reading Assignments:</p>	<p>Teacher Observation/ Questioning</p> <p>Rubric assignments</p> <p>Graphic Organizers</p> <p>Subject Quizzes</p> <p>Peer-Evaluation</p> <p>Homework & Class work</p> <p>Final Exam</p>

<p>consequences of genocide for all involved.</p> <p>Assess government response to incidents of ethnic cleansing and genocides.</p> <p>Assess the effectiveness of responses by government and international organizations to tensions resulting from ethnic, territorial, religious, and or nationalist differences.</p>	<ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Examine the case study of Rwanda. Discuss and analyze the United States' inaction in labeling this conflict genocide. Evaluate short and long term effects. ○ "Labeling Potential Genocidal Acts" ○ "Genocide Definitions" ○ "Similarities and Differences" ○ "No One Left Behind" by Martin Niemoller. ○ "The Triangle of Hate". As a class discussion have them discuss which of the practices they have done? How did their actions make others feel? Should they feel responsible these actions? ○ "UN Debate on Genocide Asks: Protect or Intervene?" by John Heliprin <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ 8 Stages of Genocide ○ Rank forms of atrocities/genocides from most to least harmful and justify responses. Is there such thing as a justification for a rank? ○ Create a chart comparing various Global Genocides. For each genocide students could identify the following: <ol style="list-style-type: none"> 1. The targeted group 2. The Leader and or perpetrator group 3. Summary of the historical back drops and cause and years of conflict. 4. Victims and number estimated killed 5. Methods of genocide used. ○ Groups to be research may include but are not limited to include: <ul style="list-style-type: none"> • Native American populations in the Americas • Armenians 	
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	<ul style="list-style-type: none"> • Soviet Union famine • Nazi Germany • Tibet • Australia- Aborigines • Burundi in 1972 and 1993 • Cambodia • East Timor under Indonesian occupation • Ethiopia • Iraqi Kurds • Mozambique Herero and Namibia • Democratic Republic of Congo • Uganda • Bosnia and Herzegovina 1992-1995 • Rwanda • Darfur/Sudan <p>Discussion:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Has the US government helped or hindered this effort? ○ What is your definition of a massacre? ○ What is your definition of a genocide? <p>Video Clips:</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ <i>The Power of One</i>. During the film they may work on teacher created questions. ○ “The Reckoning: Understanding the International Criminal Court” which deals with the persecution of justice for modern war crimes and genocides. ○ View films dealing with modern genocides. Students may journal reactions to the films or respond to teacher created questions. <ul style="list-style-type: none"> ▪ Hotel Rwanda ▪ Sometimes in April 	
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	<ul style="list-style-type: none"> ▪ As We Forget ▪ Devil the Came on Horse Back ▪ Darfur Now ▪ The Killings Fields ▪ Scream Bloody Murder: CNN Special Report ▪ A Good Man in Hell ▪ Shake Hands with the Devil ▪ Worse than War (PBS) ▪ Triumph of Evil (PBS) ▪ The Ghost of Rwanda (PBS) ○ “12 Ways to Deny a Genocide” ○ “Sudan Criticizes Obama for Calling Darfur a Genocide” <p>Research and present on a current genocide (using newspaper/periodical) Suggest solutions</p> <p>Essay on the problem of genocide spanning 1948- present, focusing on specific cases that have inspired controversy about the definition of genocide itself. Examples might include the Cambodian genocide between 1975 and 1979, the killing of civilians by the Argentine Government between 1976-1983, or the use of chemical weapons against Kurds by the Iraqi government during the 1980s, or more recent examples in the 1990s and early in the 21st century.</p> <p>Culminating project: students will research and create an exhibit that provides detailed information on a genocide that has occurred in human history. You may use the following requirements as guidelines:</p> <ol style="list-style-type: none"> 1. Provide background information: What happened to set the stage for the Genocide? 2. Identify the Eight Stages of Genocide: classification, symbolization, dehumanization, organization, polarization, preparation, extermination, denial. 	
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	<p>3. Identify the roles: who are the victims, the bystanders, the perpetrators, the rescuers?</p> <p>4. What is the involvement of the United States?</p> <p>Apply critical thinking and problem solving strategies during structured learning experiences</p>	
Resources		
<p>Panel Discussion: New Jersey Holocaust Education Commission Volume II</p> <p>"The Definition of Genocide in the Criminal Code of the United States" from the New Jersey Holocaust Commission</p> <p><i>Genocides Definitions: Similarities and Differences</i> from the New Jersey Holocaust Commission</p> <p><i>Labeling Potential Genocidal Acts</i> from the New Jersey Holocaust Commission</p> <p><i>Definitions of Genocide</i> from the New Jersey Holocaust Commission</p> <p><i>Table 3: A Proposed Definitional Matrix for Crimes of Genocide.</i></p> <p>"No One Left Behind" by Martin Niemoller</p> <p>The Triangle of Hate</p> <p>"UN Debate on Genocide Asks: Protect or Intervene?"</p> <p>John Heliprin Associated Press July 21, 2009</p> <p>Resources from the Museum of Jewish Heritage.</p> <p>Examples of current political cartoons dealing with Darfur</p> <p>Accompanying resources from Facing History and Ourselves at www.facinghistory.org</p> <p>Various definitions of genocide found on the internet and the in the textbook.</p> <p>Film: <i>The Power of One</i></p> <p><i>The Reckoning: Understanding the International Criminal Court- PBS</i></p> <p>"12 Ways to Deny a Genocide" www.genocidewatch.org</p> <p>"Sudan Criticizes Obama for Calling Darfur a Genocide" www.abcnews.go.com</p> <p>Films: Hotel Rwanda; Sometimes in April; As We Forget; Devil the Came on Horse Back; Darfur Now; The Killings; Fields; Scream Bloody Murder: CNN Special Report; A Good Man in Hell; Shake Hands with the Devil; Worse than War (PBS); Triumph of Evil (PBS); The Ghost of Rwanda (PBS)</p>		

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	