



Mequon-Thiensville School District

WI Act 30 - Compliance Document

Updated 11/2022

Description	WI Act 30 - requires every district in Wisconsin to incorporate the teaching of the Holocaust and other genocides into the social studies curriculum. The requirement is that it is taught at least once in grades 5-8 and at least once in grades 9-12.
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Requirements	<p>(a) Incorporate the Holocaust, as defined in s. 121.02 (1) (L) 8. a., and other genocides into the model academic standards for social studies</p> <p>(b) Develop a model curriculum and related instructional materials for pupils n grades 5 to 8 on the Holocaust, as defined in s. 121.02 (1) (L) 8. a., and other genocides</p> <p>(c) Develop a model curriculum and related instructional materials for pupils n grades 9 to 12 on the Holocaust, as defined in s. 121.02 (1) (L) 8. a., and other genocides</p>
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Grade Level: 5

Course: Social Studies:

Resource: *The United States, Beginnings Through the Colonies* - Into Social Studies 5.1 - HMH

General Summary: Lesson "Plains Indians"

- Students will learn as the eastern United States becomes more populated, settlers pushed west. The US made and broke treaties with the Plains nations and as a result, Plains nations were pushed onto smaller pieces of land, which eventually resulted in loss of their homes and way of life. Students will learn about the massacre at Wounded Knee.



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WI Act 30 - Compliance Document

Grade Level: 6

Course: ELA

Resource: Springboard Text: "The First Americans"

General Summary: Lesson 3.11 -

- Letter from Scott H. Peters, Grand Council Fire of American Indians to the mayor of Chicago. In the letter, the individual speaks to the treatment of Native Americans. The lesson is designed to help students identify logos and pathos (rhetorical appeals) in an argument.

Grade Level: 7

Course: ELA

Resource: *A Long Walk to Water*, by Linda Sue Park

General Summary: Time frame: 3 weeks during independent reading

- In studying memoirs, students read, discuss, and write about the real life experience of Salva, an 11 year-old boy faced with living in Southern Sudan during the ongoing Civil War. This text speaks to the genocide in Sudan.

Resource: SpringBoard - Nobel Lecture Speech by Malala Housafzai

General Summary: Time frame: 1 day

- Students read (or listen) to the speech and I identify rhetorical appeals. The lesson has the potential to engage students in the issue of genocide specific to the Taliban.



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WI Act 30 - Compliance Document

Grade Level: 8

Course: Social Studies

Resource: World Cultures & Geography

General Summary: Time frame: 2 days each section

Chapter 14 - Section 2.5

- Conflict in Sudan & Somalia
- Lost Boys

Chapter 14 - Section 2.6

- Apartheid

Chapter 9 - Section 3.6

- Holocaust

Course: ELA

Resource: SpringBoard - Excerpts of the following novels:

- *Night* by Elie Wiesel
- *Terrible Things: An Allegory of the Holocaust* by Eve Bunting
- *The Diary of Anne Frank* (Drama) by Frances Goodrich & Albert Hackett
- *Prisoner B-3087* by Alan Gratz
- *The Diary of A Young Girl* by Anne Frank
- "The Nobel Acceptance Speech Delivered by Elie Wiesel"
- *Salt to the Sea* by Ruta Sepetys
- *The Book Thief* by Markus Zusak
- *Milkweed* by Jerry Spinelli
- *In The Mouth of the Wolf* by Rose Zar & Eric A. Kimmel
- *Between Shades of Gray* by Ruta Sepetys

Life Is Beautiful by Roberto Benigni

General Summary: Time frame: 5-6 weeks

- In the first half of Unit 3, students are immersed in learning about the Holocaust. They read several relevant excerpts from various authors, as well as read, discuss, and write about a historical novel set during the Holocaust.
- Watch and analyze clips from the film.



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WI Act 30 - Compliance Document

Grade Level: 9 - 12

Course: Honors English 10A

Resource: Narrative of the Life of Frederick Douglass

General Summary: Time frame: 2-3 weeks

- In the context of reading this nonfictional memoir, students learn about the triangular trade and the mass casualties caused by the transport and treatment of abducted African men, women, and children brought to America as part of the institution of chattle slavery.

Course: English 9B

Resource: Choice Memoir Unit

General Summary: Time frame: 2-3 weeks

- During this unit, some students select a memoir written by a survivor of a genocide or some form of ethnic cleansing.

Course: World Studies 9/10

Resource: [10 Stages of Genocide](#) - Montreal Holocaust Museum

General Summary: Time frame: 2 days

- Ethnic cleansing (Bosnia, Myanmar/Rohingya)
- Genocide (Rwanda, Sudan, China)
- *Definition of Genocide
- *Stages of Genocide

Course: AP Human Geography

Resource: The Cultural Landscape: An Introduction to Human Geography

General Summary: Time frame: 2 days

- Reading on essential question "Why do ethnic cleansing and genocide occur?" p. 252-261
- Class activity on different examples of ethnic cleansing and genocide - group research on different events of ethnic cleansing/genocide & their consequences after definitions & modeling of Holocaust as example by teacher



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Course: US History

Resource: America and the Holocaust
The Fallen of World War II

General Summary: Time frame: 2 lessons

- Exploring the US response to the Holocaust
- Shows deaths related to WWII

Course: Contemporary Issues

Resource: Multiple sources (UN, UNICEF, Council of Global Conflicts, etc.)

General Summary: 2 days

- Forced migration (Rohingya)
- Genocide - definition and stages (Eastern European Issues)